LOCAL OFFER: Sherington Primary School

Type of school	Mainstream

All Greenwich maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL:

School based information	People	Summary of responsibilities
Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs and/or disabilities (SEND)?	**Class teacher**	**He/ She is responsible for:** • Ensuring that the curriculum is adapted to meet your child's individual needs (also known as differentiation). • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with the SENCO as necessary. • Working with Inclusion Manager in writing specific targets and sharing and reviewing these with parents at least once each term and planning for the next term. • Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school's Inclusion Policy is followed in their classroom and for all the pupils they teach with any SEN/D.

	The Special Educational Needs Co-ordinator (SENCO)/ Inclusion Manager – Gail Tippett	**She is responsible for:**
		• Coordinating all the support for children with special educational needs (SEN) and or disabilities, (SEND) and developing the school's Inclusion Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
		• Ensuring that you are:
		  • involved in supporting your child's learning
		  • kept informed about the support your child is getting

		• involved in reviewing how they are doing • part of planning ahead for them. • Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc... • Updating the school's SEND profile (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs. • To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) achieve the best possible progress in school • Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school. • Where applicable, working with your child's Class Teacher to write SEN Support Plans that specify desired outcomes for your child. • Working with Class Teachers, review and amend class Provision Maps
	Head teacher – Karen Dennett	**She is responsible for:** • The day to day management of all aspects of the school, this includes the support for children with SEN • She will give responsibility to the SENCO/Inclusion Manager and class/subject teachers but is still responsible for ensuring that your child's needs are met. • She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
	SEND Governor – Effie Robertson	**She is responsible for:** • Making sure that the school has an up to date SEN/Inclusion Policy • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school • Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. • Making visits to understand and monitor the support given to children with SEN in the school and being part of the process to ensure your child achieves his/her potential in school.
	Teaching Assistant (TA) may be allocated to some pupils with SEN	*A Teaching Assistant (TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members named above.*

		Of course, as a school we welcome regulardialogue between parents and TAs on how a child's day has been and we do actively encourage this continued feedback!

B. HOW COULD MY CHILD GET HELP IN SCHOOL? :

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- **Other staff in the school**
- **Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)**
- **Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service.**

	Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN children will be at when receiving this input.	**What would this mean for your child?**	**Who can get this kind of support?**
What are the different types of support available for children with SEND in this school?	**Class teacher input via good/outstanding classroom teaching.**	• Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class. • Ensuring that all teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning. • Putting in place specific strategies (which may be suggested by the SENCO/Inclusion manager or staff from outside agencies) to support your child to learn	All children in school receive this.
	Specific small group work. This group may be • **In the classroom or outside.** • **Run by a teacher or most often a Teaching Assistant who has had training to run these groups.**	• Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to close the gap. • He/ She will plan group sessions for your child with targets to help your child to make more progress. • A Teaching Assistant/teacher (or outside professional	Any child who has specific gaps in their understanding of a subject/area of learning. Some of the children

	These are often called Intervention groups by schools.	(like a Speech and Language Therapist)) will run these small group sessions using the teacher's plans, or a recommended programme.	accessing intervention groups may be at the stage of the SEND Code of Practice called SEN Support, which means they have been identified by the class teacher as needing some extra support in school, after putting strategies in place at class level.
	Specialist groups run by outside agencies e.g. Speech and Language therapy OR Occupational therapy groups **AND/OR Individual support** for your child of 20 hours and below in school ***Stage of SEND Code of Practice: SEN Support,*** *which means they have been identified by the class teacher and Inclusion manager as needing some extra support in school or from a professional outside school, after putting strategies in place at class level* *This may be from:* • *Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)*	• Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing more specialist input instead of or in addition to class teaching and intervention groups. • You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. • You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school. • The specialist professional will work with your child to understand their needs and make recommendations, which may include: ○ Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better ○ Support to set targets which will include their specific professional expertise	Children with specific barriers to learning that cannot be overcome through whole class teaching and intervention groups.

	• *Outside agencies such as the Speech and Language therapy (SALT) Service.*	○ A group run by school staff under the guidance of the outside professional e.g. a social skills group ○ A group or individual work with outside professional • The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place.	
	Specified Individual support for your child of more than 21 hours in school. ***This is usually provided via an Education, Health and Care Plan (EHCP)*** This means your child will have been identified by the SENCO/Educational Psychologist, as needing a **particularly high level of individual and small group teaching (more than 21 hours a week**), which cannot be provided from the resources already delegated to the school. Usually, your child will also need specialist support in school from a professional outside the school. This may be from: • Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) • Outside agencies such as the Speech and Language therapy	• The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the local authority (LA) based Local Offer, on the Royal Greenwich web site: www.royalgreenwich.gov.uk • Your child's school/setting will have been putting together a profile of your child's aspirations and needs over time. • The school will then meet with you and other professionals involved in a TAC meeting (Team Around the Child), and decide if it would be helpful to apply for a statutory assessment, and agree any additional information and evidence that should be included from you, themselves and other involved professionals • After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need an EHC plan. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at SEN support. • After the reports have all been sent in the Local	Children whose learning needs are: • Severe, complex and lifelong • Need more than 21 hours of support in school

	(SALT) Service, Occupational therapy service, Physiotherapy and/or CAMHS	Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 21 hours of support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support at SEN support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. • EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. • The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.	
How will we support your child with identified special needs starting at school	• We will invite you to visit the school with your child to have a look around and speak to staff. • If other professionals are involved, we will meet them or contact them to discuss your child's needs, share strategies, and ensure provision is put in place before your child starts. • Depending on your child's needs we may suggest transition visits or adaptations to the settling in period to help your child to settle more easily. • If your child is to have a key person involved we will arrange times when they can meet you and your child to get to know each other.		
How can I let the school know I am concerned about my child's progress in school?	• If you have concerns about your child's progress you should speak to your child's class teacher initially. • If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Inclusion Manager/SENCO or Headteacher • If you are still not happy you can speak to the school SEN Governor.		
How will the school let me know if they have any concerns about my child's learning in school?	• When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENCO. • Schools also have meetings every term between each class teacher and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected. • If your child is then identified as not making progress the school will consider whether to monitor this or set up an intervention group and will discuss this with you in more detail.		

	• If your child is still not making expected progress the school will discuss with you
	  ○ any concerns you may have
	  ○ any further intervention or referrals to outside professionals to support your child's learning
	  ○ how we could work together, to support your child at home/school

How do we ensure that the views of your child (and other children with SEND in the school) are used to plan for them and for SEND within our school?	This could include things like: • Children will either be present for all or part of their SEN Support Review meetings or the teacher or a TA will discuss the meeting with them in advance. • Where particular subjects or resources are motivating for a child we will use these to support increased learning.

How is extra support allocated to children and how do they move between the different levels?	• The school budget, received from Greenwich LA, includes money for supporting children with SEN.
	• The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs in the school.
	• The Head Teacher and the SENCO discuss all the information they have about SEN in the school, including
	  ○ the children getting extra support already
	  ○ the children needing extra support
	  ○ the children who have been identified as not making as much progress as would be expected.
	And decide what resources/training and support is needed.
	• All resources/training and support are reviewed regularly and changes made as needed.

Who are the other people providing services to children with SEN in this school?	A. Directly funded by the school	• Learning mentors/Children's Mentor • Speech and Language Therapy input to provide a higher level of service to the school • Lunchtime and playtime support for vulnerable students • Teaching Assistants trained in behaviour management to manage vulnerable students • Teaching Assistants trained to implement the STEPS literacy and Numeracy programmes • Additional Educational Psychology time to assess students and provide feedback
	B. Paid for centrally by the Local Authority but delivered in school	• Autism Outreach Service • Educational Psychology Service • Sensory Service for children with visual or hearing needs

		• STEPS (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia) • Professional training for school staff to deliver medical interventions • Waterside Behaviour advice and outreach service • Parent Partnership Service (to support families through the SEN processes and procedures). • Early intervention Family Support service • Occupational Therapy • Physiotherapy
	C. Provided and paid for by the Health Service (Oxleas NHS Trust) but delivered in school	• School Nurse • Occupational Therapy • Physiotherapy • CAMHS Consultation
	D. Voluntary agencies	• National Autistic Society • Mencap • Greenwich Parent Voice
How are the adults in school helped to work with children with an SEND and what training do they have?	• The SENCO's job is to support the class teacher in planning for children with SEN. • The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia, speech and language etc. • Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service, STEPS and Sensory service. • Training takes place on a regular basis. If you would like to hear more about the training which is currently taking place or has taken place by staff members in the school, please speak to the Headteacher or Inclusion Manager.	
How will the teaching be adapted for my child with learning needs (SEND)	• Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible. • Specially trained support staff can adapt the teacher's planning to support the needs of your child where necessary. • Specific resources and strategies will be used to support your child individually and in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.	
How will we measure the progress of your child in school?	• Your child's progress is continually monitored by his/her class teacher. • His/her progress is reviewed formally every term	

	• At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and are the results that are published nationally.
	• Some children at SEN Support will have a SEN Support Plan which will be reviewed with your involvement, every term and the plan for the next term made.
	• The progress of children with an EHC Plan/statement of SEN is formally reviewed at an Annual Review with all adults involved with the child's education.
	• The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.
	• A range of ways will be used to keep you informed, which may include:
	  ○ Home/school book
	  ○ Letters/certificates sent home
	  ○ Additional meetings as required
	  ○ Reports

What support do we have for you as a parent of child with an SEND?	• We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places. • The SENCO (or Head teacher) is available to meet with you to discuss your child's progress or any concerns/worries you may have. • All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. • A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
How will we make arrangements to ensure that the social emotional needs of your child are met in school?	• All staff provide initial pastoral support when this is needed • Sherington has a dedicated team of Teaching Assistants who support children with additional short or long-term social-emotional and/or mental health needs (SEMH). The pupil Well-Being Team is lead by **Sarah Amis**, who is contactable via the front office.
How have we made this school physically accessible to children with SEND?	• The school is accessible to children with physical disability via ramps and a lift. • The school has disabled toilets • We ensure that equipment used is accessible to all children regardless of their needs.

How does our school make special arrangements for Looked After Children (LAC) with SEND	• We consult with the virtual school-Headteacher and SENCO as appropriate for personalised support as required. We also liaise with the allocated social worker, to ensure all agencies are working collaboratively to develop an appropriate support package (PEP/EHCP/Statement) for each child. • We review the child's needs and progress regularly, for example before entering the school to ensure a smooth transition from their previous setting and then at regular intervals. • We ensure Pupil premium Plus is being used to effectively enable the child to meet their outcomes • The SENCO ensures that training and policies are supportive of looked after children with SEND • The Designated Governor for LAC works to ensure provision is enabling LAC with SEND to make progress.

How will we support your child when they are leaving this school? OR moving on to another class?	We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is a smooth as possible.
	
	• If your child is moving to another school:
	  ○ We will contact the new school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
	  ○ We will make sure that all records about your child are passed on as soon as possible.
	• When moving classes in school:
	  ○ Information will be passed on to the new class teacher in advance.
	  ○ For children with an EHC Plan/statements and more complex needs at SEN Support and there will be a planning meeting and/or specific preparation or training for the new teacher and/or support staff.
	  ○ All IEPs will be shared with the new teacher.
	  ○ If your child would be helped by a book to support them understand moving on then it will be made for them.
	• In Year 6
	  ○ The SENCO will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school, and the specialist session for students with an ASD, as appropriate.
	  ○ Your child will attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school.
	  ○ Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

GLOSSARY OF TERMS	
SEN Support	SEN stage of the SEN Code of Practice
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENCO	Special Educational Needs Coordinator
ASD	Autistic Spectrum Disorder