

Throughout Essex all maintained schools offer a very similar provision for pupils with Special Educational Needs and Disabilities in line with the County's Local Offer. All schools are supported by the Local Authority to be as inclusive as possible ensuring that all pupils, regardless of their specific need, make the best progress possible. Bishop William Ward's C of E Primary School's School Offer looks like this:

<p>Our School Ethos for SEND</p>	<p>Under the current 'Special Educational Needs Code of Practice' Bishop William Ward C of E Primary School provides all children with a broad and balanced curriculum. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. All staff work together to provide a caring environment, within which the contributions of all pupils and parents/carers are valued. Some children have barriers to learning which means they have special needs and require particular action by the school.</p>
<p>1. How do we work in partnership with parents and carers in supporting a child with special educational needs and disability?</p>	<p>We believe that by home and school working together in partnership we can provide the best outcomes for your child. Where the school or parents consider that the advice from another professional needs to be sought to best support their child we will work together to access this pathway and implement recommendations in school. Parents would be expected to mirror this at home and an open dialogue regarding progress and problems is encouraged.</p> <ul style="list-style-type: none"> • The class teacher is the first person to contact if you have a concern about your child's learning. • The Special Educational Needs Coordinator (SENCo) is available to meet with you to discuss your child's progress and any concerns you may have at a time convenient to you. Please make an appointment through the school office. • SENCo attends multi agency meetings with parents if invited by them. • Information from outside agencies and professionals is shared with you in person or in a report. • Targets are reviewed at least twice a year with your involvement, putting your child at the centre of the conversation. If your child has an Education, Health and Care Plan (EHCP) everyone involved with your child is invited to discuss their progress and ways forward at the annual review. • A home/ school contact book is sometimes used to support communication with you, when it has been agreed that this is useful. • When your child starts in Reception Class or is moving onto Secondary School we work together on a 'Transition Programme', ensuring the best possible start for your child.

<p>2. How will my child's views be heard?</p>	<ul style="list-style-type: none"> • All children with SEN will have a 'One Page profile'. This will be created in partnership with you and your child, sometimes outside agencies are involved. A One Page profile looks at your child's strengths, what is important to them and ways in which they would like to be supported. • Children on any stage of the SEN register are made aware of the targets set and are informed about their progress on a regular basis. • Pupils are invited to make a contribution to the child view section of either the One Page profile or One Plan. • 'One Plans' are regularly discussed with your child so he/she is aware of targets set and any interventions involved to achieve them. • Annual review meetings are held for children with an EHCP to analyse old goals, set new targets and determine strategies to improve attainment. Pupils record their views about school on the pupil view section of the paperwork and are invited to discuss their achievements at the start of the Annual Review meeting. • Pupils with SEN are given equal opportunities to participate in all school activities and roles of responsibility.
<p>3. Who oversees this provision in the school?</p>	<p>The Special Needs Policy is published on the school's website. The SENCo oversees this provision and works closely with all staff. The SENCo is a qualified teacher. The SENCo and the SEN Governor can be contacted via the School Office.</p>
<p>4. How does the school know if my child needs extra help?</p>	<p>We welcome children of all backgrounds and abilities and all are included in their mainstream class. Some children with SEN are identified before school entry. Once in school, the progress of all children is monitored regularly by their class teacher which means any learning difficulties that affect progress can be identified at an early stage.</p> <p>Triggers for receiving help may include:</p> <ul style="list-style-type: none"> • Child is making little or no progress despite targeted teaching strategies • Child has difficulty developing literacy and/or numeracy skills resulting in poor attainment • Child has persistent emotional and/or behaviour difficulties, not improved by normal behaviour management • Child has sensory or physical problems and is making little or no progress despite specialist equipment • Child with communication/interaction difficulties, making little or no progress despite differentiated curriculum. <p>Where there is on-going concern the school will seek advice and involve specialist agencies, if for example:</p>

	<ul style="list-style-type: none"> • Child is still failing to make much progress in specific areas over a long period • Child is still working at National Curriculum levels well below his or her age group • Child continues to have difficulty developing literacy and numeracy skills • Child’s behaviour substantially and regularly interferes with his or her learning and that of the class despite an individualised behaviour management programme • Child with sensory or physical difficulties needs more help • Child has ongoing communication/interaction difficulties which are impeding social relationships and learning. • The child may have a difficulty which needs further investigation or assessment either through the school or external bodies. <p>If the school is concerned about a child’s progress parents/carers are always informed and consulted regarding the action school proposes to take. The school will work with a range of professionals including the Educational Psychology Service, Occupational Therapy, Speech and Language Therapy, Child and Adolescent Mental Health Service, Specialist Teacher Teams e.g. Autism, Social and Emotional Difficulties, Multi Sensory Impairment, Physical and Neurological Impairment, Pediatricians, Physiotherapists, Counselors, Home School Liaison, Health Visitors, School Nurses, Hospitals, Optometrists and any other specific professionals who may provide general advice, specialist assessments or advice on different strategies or materials.</p> <p>Children who have exceptional difficulties are assessed by the local authority and, if appropriate, an Educational, Health and Social Care Plan (EHCP) will be set up.</p>
<p>5. How will my child be supported?</p>	<p>The method of identification and provision follows what is called a ‘graduated approach’. Concerns are first raised and addressed through normal classroom practice. A range of assessments and interventions are looked at closely to measure impact and progress. We regularly monitor and assess children’s learning and progress and we have a range of additional interventions to support learning and development.</p> <ul style="list-style-type: none"> • Provision beyond normal, differentiated classroom approaches and learning arrangements are discussed with you using structured conversations. This provides everyone with a plan of what is working, what needs to be addressed and how the school and home are going to support your child. • The SENCo provides strategy sheets for staff covering the main areas of SEN. • The SENCo makes referrals, with your consent, to appropriate outside agencies.

	<ul style="list-style-type: none"> • Very occasionally your child may visit outside therapy clinics in order to access specialised support, with your consent. • Specialist resources are used to aid learning across the school where assessment has indicated a need. • Specialist equipment is bought or hired according to the needs of your child, and as recommended. • School funding within the overall budget is used to provide high quality, appropriate support. More extensive support will require additional core funding. At this point, an assessment of Educational, Health and Care needs will be undertaken by the Local Authority and an EHC Plan developed. This should take no more than twenty weeks. The school, your child and you will be fully involved in this process. <p>Progress and attainment information regarding your child will be shared with you at parent consultations, formal reviews and in a written report at the end of the academic year.</p> <p>Relevant Policies: Code of Practice. Health and Social Care Act, Children and Families Bill.</p>
<p>6. What expertise is in school to support children with SEND?</p>	<p>At Bishop William Ward C of E Primary School, we strive to work in partnership with all outside agencies and professionals. Currently, we are supported predominantly by the Specialist Teacher Team, Educational Psychology Team, Speech and Language Service and Occupational Therapist. Advice given by professionals is discussed and we adapt and implement their recommendations as best we can within our environment to support children with Special Educational Needs.</p> <ul style="list-style-type: none"> • All teachers are teachers of children with SEND. All staff have regular opportunities to update knowledge to ensure they can meet the specific needs of current children’s attainment. • The LSAs/TAs work with the SENCo to deliver small group/one to one input for pupils on the SEN register and attend regular updated training in specific SEN areas. • SEN LSAs are employed and trained to support special needs children in all classes, and support during lunch and play times where appropriate. • LSAs run interventions targeting identified priority areas of need. These interventions are monitored to ensure they have impact.

	<ul style="list-style-type: none"> • SENCo attends regular cluster and update meetings ensure the school is kept up to date with current legislation and guidance.
7. How will the school know how my child is doing?	<ul style="list-style-type: none"> • The SENCo assesses children for Specific Learning Difficulties when concerns are highlighted by teachers. • The progress of SEN children on differentiated programmes within the classroom is monitored. Short term targets are taken directly from the children's One Plan and monitored. • Multi agency meetings are held to analyse progress made and determine the way forward for children who have involvement with multiple outside agencies. • Annual review meetings are held for children with an EHCP to review progress, set new targets and determine strategies to improve attainment. Parental/child reviews are shared and documented. • In class, teachers plan and differentiate the curriculum appropriately for each child. Regular assessments, including testing, take place throughout the year. This ensures learning is matched to children's specific needs.
8. How accessible is the school site?	<p>We encourage visits from you prior to your child starting with us and this is an opportunity for you to look at our building and facilities.</p> <ul style="list-style-type: none"> • The building is accessible to children with physical disabilities. • We make sure that equipment and resources used are accessible to all children regardless of their needs. • Specific specialist equipment is bought according to the needs of the children, when recommended by outside agencies and funding is allocated.
9. How does the school support children when they start and when they leave the school?	<p>Starting at Bishop William Ward C of E Primary School:</p> <p>Support starts when parents/carers first make enquiries.</p> <ul style="list-style-type: none"> • The Head teacher meets with you and then directs you to the SENCo as needs be. • A further meeting with the SENCo provides an opportunity to discuss the needs of your child.

- Agencies involved with your child are contacted.
- Additional visits at suitable times are planned.
- Additional meetings can be arranged with the Reception Class Teacher.
- Home visits are undertaken in the Summer term, by the Reception Class Teacher and Class Teaching Assistant, prior to your child starting in September
- A personalised photo book, known as a 'transition booklet' is provided for your family as an introduction to the school, class and staff.
- The school will ask you to complete a 'One page profile' about your child.
- A series of meetings is planned for the first half term to include you, outside agencies and school staff.

Moving on from Bishop William Ward Primary School and Nursery

At the end of Y6 pupils move to Secondary School.

- The SENCo meets with the SENCo of each secondary school to provide information about your child.
- All SEN school records are passed on to secondary school (or any other school your child may transfer to).
- If your child has an EHCP you are invited to a review, held in the summer term of Y5, to support and develop your child's plan for moving to Secondary School.
- If your child has an EHCP you are invited to discuss transitional provision with the potential secondary school at an annual review in Year 6.
- Your child will be given the opportunity to discuss the move to secondary school in groups or individually.
- Your child is invited to present her/his views and may choose to have this forwarded to the SENCo of the secondary school.

	<ul style="list-style-type: none"> • Additional visits are arranged for some children with SEND in the summer term prior to transition to secondary school. • During the first term of Year 7, staff from Bishop William Ward C of E Primary School keep in touch with the SENCo at the secondary school. • The SENCo at Bishop William Ward C of E Primary School is available to you during the first term of your child's attendance at Secondary School. <p>Moving from Year Group to Year Group</p> <ul style="list-style-type: none"> • If required, your child will be part of making a personalised 'moving to year...' book at the end of each school year which you can share with her/him over the school holiday. • Your child will make extra visits to their new class and new parts of the school they will be using.
<p>10. Compliments, Concerns and Complaints</p>	<ul style="list-style-type: none"> • We welcome feedback, verbally or in writing. • We encourage you to raise any questions or concerns with us as at an early stage, so that problems can be resolved quickly and informally. <p>The school's complaints procedure can be found on the school website or you can request a paper copy from the school office.</p>