



# Mainstream Schools Local SEND Offer Form

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## Background

The Draft Special Educational Needs Code of Practice stipulates that all early years and education providers are responsible for meeting the special educational needs of children and young people, and must publish information on all policies, services and facilities in place to assist them. The Informed Families section of the [FiND website](#) is where Redbridge's full Local SEND Offer will be made available. The purpose of this proforma is to ensure a consistent approach for the writing and publishing of school's Local SEND Offers and to make them more accessible to families and practitioners working with them.

## The role of schools

All schools in Redbridge will welcome children with special educational needs and/or disabilities (SEND) by:

- Delivering high quality teaching to enable all children to make the best possible progress
- Developing a partnership approach with parents and carers of children with SEND
- Designating a member of the teaching staff as the Special Educational Needs Co-ordinator (SENCo) and a member of the governing body with responsibility for SEND
- Participating in the process of identifying, assessing and meeting children's needs.

In addition to the universally accessible services (also available on the FiND website), schools will consult with a range of specialist support services to assist them in meeting children's needs. This may include referrals to the following services – click on each one for more information.

Name of service	Ages	Name of service	Ages
<a href="#">Educational Psychology Service (EPS)</a>	0 to 19	<a href="#">Early Years Advisory and Support Service (EYASS)</a>	3 to 5
<a href="#">Children With Disabilities Team (CWDT)</a>	0 to 19	<a href="#">Pre-school Liaison Group (PSLG)</a>	3 to 5
<a href="#">Child Protection Assessment Team (CPAT)</a>	0 to 19	<a href="#">Hatton Outreach Support Service</a>	3 to 11
<a href="#">Special Education Resource Centre (SERC)</a>	0 to 19	<a href="#">Newbridge Outreach Service</a>	2 to 19
<a href="#">Redbridge Child Development Centre</a>	0 to 19	<a href="#">Joseph Clarke Service for Visually Impaired</a>	2 to 19
<a href="#">Speech and Language Therapy Service (NELFT)</a>	0 to 19	<a href="#">Roding Outreach Service for Deaf &amp; Hearing Impaired</a>	5 to 11
<a href="#">Occupational Therapy Service (NELFT)</a>	0 to 19	<a href="#">School Nursing Service (NELFT)</a>	5 to 19
<a href="#">Physiotherapy Service (NELFT)</a>	0 to 19	<a href="#">New Rush Hall Outreach Service</a>	6 to 16
<a href="#">CAMHS (NELFT)</a>	0 to 19	<a href="#">Little Heath Specialist Support Service</a>	11 to 19
<a href="#">Churchfields Language Facility Outreach Service</a>	5 to 11	<a href="#">Connexions (for young people with disabilities)</a>	13 to 25



## Guidance notes on completing the form

### Notes about the form

Throughout this document:

**SEND** is used to describe children and young people's special educational needs and/or disabilities

**Pupil(s)** is used to describe children and young people

### How to complete the form

The form is designed to be completed electronically where freetext boxes will expand according to content. Where applicable please use an 'X' to denote a tick.

### What happens to your information?

All relevant information from your completed proforma will be published on the [FiND website](#) to enable families and practitioners to view them. An example of how this will look has been provided [here](#). By emailing the completed form you are verifying your agreement that:

- a) your Local SEND Offer can be published on the FiND website
- b) all information supplied is accurate and up to date

### How is your information maintained?

All content on the FiND website is annually reviewed and the responsibility for keeping it up to date lies ultimately with the school or setting. We will send annual emails to request updates and any major changes to your SEND Offer should be communicated to FiND as soon as possible. Please note that all pages on the FiND website can be updated instantly.

### Where do I send this form back to?

Please email your setting's completed proforma to [informedfamilies@redbridge.gov.uk](mailto:informedfamilies@redbridge.gov.uk) or contact the Informed Families Officer on 0800 587 7500 / 020 8708 9180.



## Your Local SEND Offer

All relevant information from your completed proforma will be published on the [FiND website](#) to enable families and practitioners to view them. An example of how this will look has been provided [here](#). By emailing the completed form you are verifying your agreement that:

- a) your Local SEND Offer can be published on the FiND website
- b) all information supplied is accurate and up to date

Name of school	Churchfields Infants' School, Nursery Unit & Language Facility	
Name of person completing the form	Lynn Platt	
Role of person completing the form	Headteacher	
Date completed	May 2017	

The following information will be made available to families, children, young people and practitioners, via the [FiND website](#).

### 1 An overview of the school

Give an overview of the school, including information such as size of school, statement of ethos, whether the school has a special unit/resource for a particular type of SEND.

Churchfields Infants' School is a co-educational community primary school for pupils aged 3 – 7 years located in South Woodford. We are a school committed to achieving the highest standards in teaching and learning and we were deemed to be 'Outstanding' by OFSTED in September 2013. The school has recently been awarded the Inclusion Quality Mark. We are a learning school, where everybody is involved in the life of the school as an active learner and we believe in a rich and diverse curriculum that offers our children excellence and enjoyment.

In addition we have a nursery unit for 3 – 4 year olds and an ICAN accredited Language Facility to support nursery aged children with moderate-severe speech and/or receptive/ expressive speech difficulties. The Language Facility provides specialist teaching support and intensive speech and language therapy at the nursery stage. Sixteen (part-time) nursery places are available, following referrals initiated by speech and language therapists and educational psychologists, for Redbridge children to attend the Language Facility and assistance with transport may be available. Children can attend up to a maximum of 5 terms depending on their age at entry. On leaving the facility and returning to their local school, children receive up to 2 terms of monitoring and advice by the Language Facility team.

We are not affiliated to any particular religious denomination and our school is a multi-cultural school that reflects the local community. We welcome and celebrate diversity, including children with disabilities and special educational needs.

We recognise that children join us at many different levels of development. Some will be confident and self-assured; others will be shy and anxious. We welcome them all as individuals and will help them to grow and progress at their own pace. One of the most important parts of our work is to value and respect every child, and to provide a learning environment that is both exciting and stimulating. We also believe that if children are to thrive they must first feel happy and secure, and the school ethos is created with this very firmly in mind.



## 2 Identifying pupil's additional needs

How will the school know if a pupil needs additional help and how do they keep parents informed, e.g. regarding assessments?

Teachers ensure that the classroom is an inclusive, nurturing environment, in which children know that all their contributions are valued. Staff take positive steps to include all their pupils, making reasonable adjustments as necessary, and using a range of teaching styles in order to engage all pupils, whatever their preferred learning style. Group and partner work are used to develop pupils' ability to cooperate and work collaboratively.

We recognise and value all forms of achievement. Our aim is to ensure that all pupils reach the highest levels of attainment of which they are capable. The curriculum is differentiated in order to create learning experiences that are relevant and meaningful for all pupils, including those with special educational needs, those for whom English is an additional language and those identified as being Gifted and Talented.

When a teacher has concerns about a child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENCo.

A meeting will also be arranged to discuss concerns with parents in more detail. The teacher will also listen to any concerns parents may have. Additional support may be discussed and also any referrals to outside professionals to support children's learning.

## 3 Dedicated contacts at the school

Who should parents/carers contact if they have any questions or concerns about their pupil's SEND, e.g. class or form teacher, SENCo, Parent Support Adviser etc?

Parents should firstly contact the child's class teacher or SENCo/Headteacher.

We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to be the same with us.

## 4 Involving pupils and parents/carers in planning support

How does the school involve pupils and parents/carers in planning to meet SEND and in general school life? Add supplementary information in the notes box

✓	Planning and review meetings	✓	Individual pupil/teacher conversations
✓	Advice on how to support learning at home		Mentor, e.g. adult or peer mentoring.
✓	Regular contact between home and school, e.g. home/school book, email or text.		Parent Support Adviser (PSA)

Other, please specify

Additional notes

The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.

Our SENCo oversees all support and progress of any child requiring additional support across the school or for whom work with an external agency is required to provide additional recommendations.

There may be a teacher or teaching assistant working with a child either individually or as part of a group; if this is seen as necessary by the class teacher. These sessions are reviewed on a regular basis and are coordinated between the teacher and the SENCo.



<b>5 Range of support available to pupils with SEND</b>			
✓	Curriculum adaptations/differentiation	✓	groupings of pupils
✓	Specific teaching interventions	✓	specific individual support
✓	Support for behaviour	✓	specialist teaching groups
✓	Support for health needs	✓	support for communication needs/assistive technologies
	Other, please specify		
Additional notes	<p>We will ensure that the teacher has the highest possible expectations for SEND children and all pupils in their class.</p> <p>Teaching will be based on building on what each child already knows, can do, and can understand.</p> <p>We will put in place different ways of teaching so that every child is fully involved in learning in class. This will involve practical and active learning. We will also put in place specific strategies and interventions to support children's learning.</p>		
<b>6 Measuring pupils' progress</b>			
How will the school know how well pupils with SEND are doing and how will they inform parents/carers about this?			
<p>We analyse our pupils' achievements by gender, date of birth and ethnicity. Any pattern of underachievement of a particular group is addressed through targeted curriculum planning, teaching and support. We act on the principle that early intervention is best; early identification of pupils at risk of underachievement can be followed by proactive planning to meet their needs.</p> <p>Opportunities for small group work, partner work and one-to-one work will be provided as needed.</p> <p>The class teacher will meet with the parents at least on a termly basis (this could be part of Parents' Consultation sessions available for all children). The SENCo also meets parents of children with Educational Healthcare Plans or external support on a termly basis.</p>			
<b>7 Support and training for school staff</b>			
Have any staff received specialist training in SEND? How are school staff supported to work with pupils with SEND? Please include details of training undertaken within the last 12 months and numbers of staff that attended.			
<p>The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEN issues such as Speech and Language, physical needs, ASD, dyslexia etc.</p> <p>Individual teachers and support staff regularly attend training courses run by outside agencies, that are relevant to the needs of specific children.</p>			
<b>8 Accessibility of the school</b>			
How is the school accessible to pupils with SEND, e.g. fully/partly accessible, facilities for personal care, specialist teaching areas?			



We make reasonable adaptations to accommodate children with a range of SEND. This mainly includes adaptations to the curriculum and learning resources. We ensure that equipment used is accessible to all children regardless of their needs.

The building is partially adapted to take children with physical disabilities, as we have some ramps to facilitate access. We have disabled toilets large enough to accommodate changing children on the floor level.

Unfortunately, none of our classrooms comply with access arrangements as all of our classrooms are small in size for the number of children they accommodate. This presents challenges for children with physical needs, visual impairments or who are on the autistic spectrum.

## 9 Inclusion

How does the school ensure that pupils with SEND are included in all activities at school, after school clubs and on school trips, e.g. risk assessments, provision of additional support, planning with parents?

All children are included in all parts of the school curriculum and trained support staff support the needs of children, where necessary. Teachers ensure specific resources and strategies are used to support children individually and in groups with planning and teaching adapted on a daily basis if needed to meet learning needs.

Additional support is discussed and reviewed with parents on a regular basis.

When children are in Key Stage 1 there are a variety of clubs for children to attend. They are very popular and all children have an opportunity to participate.

We aim for all children to be included on school trips. We work with parents to ensure that this is successful. Risk assessments are carried out prior to any off site activity to ensure everyone's health and safety.

We would like parents to talk to the child's class teacher regularly, so we know what they are doing at home and we notify parents about what we are doing in school. We hope this will make sure that we are doing similar things to support children both at home and at school and can share what is working in both places.

## 10 Transitions - starting or changing schools

How will the school support pupils with SEND to change classes and/or move on to a new school when they reach the appropriate stage(s)?

We understand the importance of starting nursery and school and we offer tours prior to a decision being made on selecting the setting. We then hold intake information evenings, offer home visits where children can meet key school staff and facilitate pre-visits by children before the big day arrives.

We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.

- If the 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 needs to be made.

We will make sure that all records about the child are passed on as soon as possible.

Key staff are available to ensure that effective liaison takes place between those involved in the support of the child.

Transition to the junior school is carefully planned for as a joint activity with all staff involved included in visits and meetings as appropriate.

- When moving classes in school:

Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher.

If the SEND child would be helped by a book to support them understand moving on, then it will be made for them.



### 11 Support and training for parents/carers

What support and training within the school is available to parents and carers?

✓	Parent learning/support groups		Parent Support Adviser (PSA)
✓	Coffee mornings with parents		Other, please specify

Additional notes

We enjoy welcoming parents into school and there is a range of training and support available. Our successful ‘Parent Workshops’ provide opportunities for parents to come into school and find out more about their children’s learning. Parents are also pleased to participate in learning a range of skills such as Makaton signing and handwriting to help them support learning at home. We also provide guidance on learning to read, early mathematics, the importance of regular physical activity and preparing your child for school.

The SENCo/Head teacher is available to meet and discuss children’s progress or any concerns or worries.

All information from outside agencies will be discussed with parents directly with the professional involved, or where this is not possible, in a report. The SENCo will also arrange a meeting to discuss any new assessments and ideas suggested by outside agencies.

### 12 Further information for parents/carers, pupils and practitioners

Where can further information on services available be found, e.g. school website?

The school has a current and regularly updated website and also a Managed Learning Environment (a virtual school) which children on roll at the school, and their parents have access to. This includes extensive information for parents, including the opportunity to view their own child taking part in a wide range of school activities. The MLE also provides further information regarding events, and suggestions for supporting activities at home.

The school provides a weekly newsletter with relevant information, school activities and dates etc which is displayed both in school, on the website and on Fronter (our Managed Learning Environment).

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