

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
Educational Psychology Service (EPS)	0 to 19	Early Years Advisory and Support Service (EYASS)	3 to 5
Children With Disabilities Team (CWDT)	0 to 19	Pre-school Liaison Group (PSLG)	3 to 5
Child Protection Assessment Team (CPAT)	0 to 19	Hatton Outreach Support Service	3 to 11
Special Education Resource Centre (SERC)	0 to 19	Newbridge Outreach Service	2 to 19
Redbridge Child Development Centre	0 to 19	Joseph Clarke Service for Visually Impaired	2 to 19
Speech and Language Therapy Service (NELFT)	0 to 19	Roding Outreach Service for Deaf & Hearing Impaired	5 to 11
Occupational Therapy Service (NELFT)	0 to 19	School Nursing Service (NELFT)	5 to 19
Physiotherapy Service (NELFT)	0 to 19	New Rush Hall Outreach Service	6 to 16
CAMHS (NELFT)	0 to 19	Little Heath Specialist Support Service	11 to 19
		Connexions (for young people with disabilities)	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 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
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Name of school	Churchfields Infants' School, Nursery Unit & Language Facility	
Name of person completing the form	Julie Anderson	
Role of person completing the form	Headteacher	
Date completed	December 2020	

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 been re-awarded Flagship Status of the Inclusion Quality Mark in November 2020. 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. Our motto is "Growing Together, Every Day in Every Way" and this is central to everything that we do here at Churchfields Infants.

We are extremely proud to call ourselves an inclusive school and we value the uniqueness of every child, adult and parent who attends here.

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. A happy child is a child who is able to grow, learn and progress. Our staff chose to work with very young children and this shows in their commitment to Early Years and Key Stage One education.



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 who require greater challenge.

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. We aim to be a listening school and have an "Open Door" policy so that parents never feel worried about talking through challenges and difficulties.

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 about their concerns. Following this our SENCo will happily meet with or discuss concerns with parents.

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. Working with parents as partners is very important to us as parents are a child's first educator and they know their children best.

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.
			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.



5 Range of support available to pupils with SEND

✓	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

We will ensure that the teacher has the highest possible expectations for SEND children and all pupils in their class.

Teaching will be based on building on what each child already knows, can do, and can understand.

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. We run a range of appropriate interventions here at Churchfields Infants and are proud of the provision on offer.

6 Measuring pupils' progress

How will the school know how well pupils with SEND are doing and how will they inform parents/carers about this?

We fully analyse our pupils' achievements. 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.

Opportunities for small group work, partner work and one-to-one work will be provided as needed and is used alongside high quality whole class learning.

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 with parents of children with Education, Health and Care Plans (EHCPs) or external support on a termly basis and reviews the EHCP fully on a yearly basis. We follow the Plan, Do, Review cycle for all children with Individual Education Plans here at school.

7 Support and training for school staff

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.

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.

Individual teachers and support staff attend training courses run by outside agencies, that are relevant to the needs of specific children such as Makaton or PECs training for children who have an alternative way of communicating with us.



8 Accessibility of the school

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 a disabled toilet 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. We do all that we can to accommodate for children with physical difficulties given the constraints of our building. We warmly encourage visits from parents.

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 all staff support the needs of children to the best of their ability. 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. Our SENCo liaises regularly with all parents and teachers of children with SEN.

We aim for all children to be included on school trips and other activities that enhance our curriculum and 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.

Here at Churchfields Infants' School we have a trained Learning Mentor who is able to offer a range of support techniques and sessions for children with Social, Emotional or Mental Health (SEMH) needs. She works directly with the SENCo to provide ongoing support for children requiring this and parents can be signposted to her should they require support for their child.

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 so take steps to ensure that any transition is as smooth as possible.

For example:

- 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.

- 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 transition book to support them understand moving on, then it will be made for them.

- When moving to Junior School:

A full and thorough transition plan has been agreed and is carried out each year with Churchfields Junior School staff. If a child is going to be transitioning to another Junior School then all efforts will be made to accommodate for this move for the child.

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/workshops	✓	Other, please specify Learning mentor

Additional notes	<p>We enjoy welcoming parents into school and there is a range of training and support available. Our successful Parent Workshops provide parents with opportunities to come into school and find out about approaches and ways to support their child's learning at home.</p> <p>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.</p>
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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 which includes extensive information for parents, including policies and information about curriculum areas. There is a SEND/ Inclusion section for further information for parents of children with additional needs.

The school provides a weekly newsletter with relevant information, school activities and dates which is displayed on the school notice board outside too. We encourage parents to keep up to date with school information by reading this each week.

Please also see our YouTube channel which shows our ethos and approach to inclusion.

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