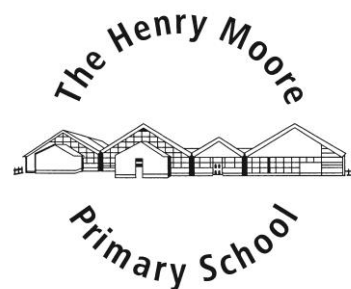


**School Offer
for
Special Educational Needs and Disability**



1. Introduction

**2. Partnership Ethos
with the School**

3. SENCo and the team

4. 'Areas of Need' Explained

**5. Frequently Asked
Questions**

6. Pupil Premium

7. Local Offer

1. Introduction

Henry Moore Primary believes that all pupils should be respected and valued as per our own school values.

We strive hard to ensure that all pupils:

- Have a wide and balanced curriculum which is differentiated to meet individual needs;
- Can learn and make progress according to their individual developmental potential;
- Are assessed using appropriate assessment tools and guidelines;
- Have equal access to resources, provision and interventions as needed.

“A child has special educational needs (SEN) if they have a learning difficulty or disability which calls for educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

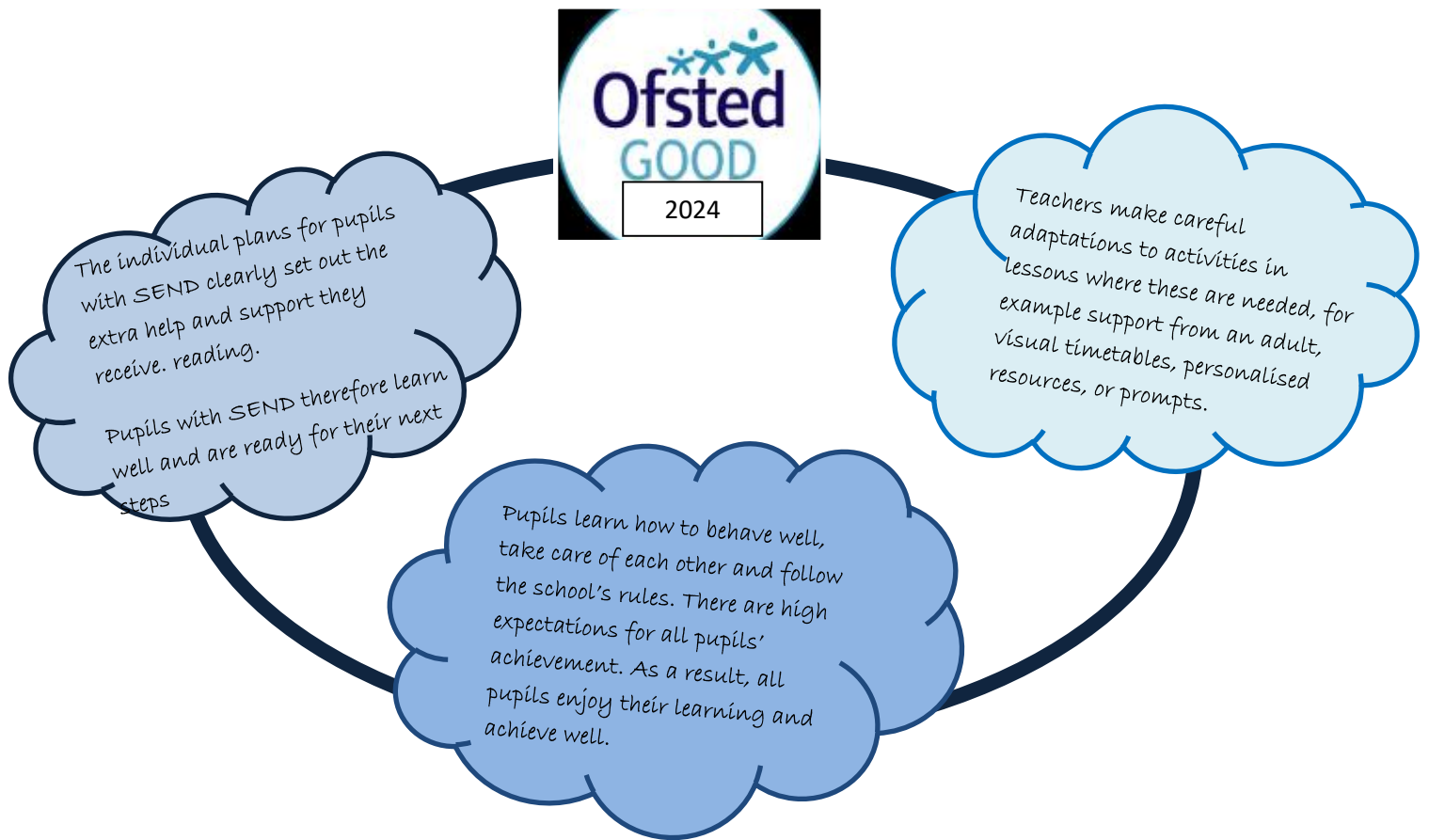
Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools.” (SEND Code of Practice: 0 to 25 years June 2014). This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support within the school setting or require involvement of external specialists or support services.

Henry Moore Primary understands their statutory obligations under primary legislation and has regard for the following regulations:

- The SEND Code of Practice 2014;
- The Children and Families Act 2014;
- The Equality Act 2010;

Our school has a SENCo, Mrs Sarah Scott, who is responsible for the management of provision and/or support for identified pupils with SEND. She is ably assisted by the Assistant Senco, Mrs Josie Drake. They provide support for teachers and support staff to enable them to provide appropriate assessment and focused provision for children in their class with SEND.

All teachers are teachers of SEND pupils and as such provide high quality teaching which takes account of the particular individual needs of pupils with SEN within the classroom.



2. Partnership Ethos with the School

The arrangements for consulting parents of pupils with special educational needs:

The school sees all parents and carers as partners in the process of education and development of their child. We want to work closely with you to ensure that your child grows and develops into an independent and resilient young person able to achieve their full potential. Our school prospectus outlines a number of ways in which you can be an active part in this process. We provide the following structured opportunities for you to consult us:

- Parents'/Open evenings to review progress and discuss any proposed transitions as children move up through the school;
- One Planning meetings: termly Team Around the Child/Review meetings to discuss progress against SMART (**S**pecific, **M**easurable, **A**chievable, **R**elevant, **T**ime-bound) targets and plan next steps;
- The Education Health and Care Plan (EH&C) annual review.

All meetings are conducted through a structured conversation or solution finding approach to aid discussion about the next steps. Our school likes to provide early support wherever necessary to ensure that emerging problems are identified, understood and acted upon promptly. We are always open for consultations or meetings as and when issues that need discussion arise; we welcome parents/carers to bring along parental friends or a representative from supportive organisations such as Parent Partnership.

The arrangements for consulting and involving young people with special educational needs:

Pupil voice is vital to the well-being and success of our children and we have a range of ways of gathering and assessing what they say, what they want improved and what they feel about being in our school:

- School Council – where all pupils' views are shared and acted upon;
- Individuals are able to talk to any staff about concerns or worries they have and these are followed up through the school's established procedures;
- Whole school pupil surveys take place regularly and all concerns are acted upon;
- Each learner has age and ability appropriate conversations about their personal learning targets, sense of achievement and well-being. These feed into the regular review and annual review meetings.

3. SENCo

Mrs Sarah Scott is the SENCo and is part of the Senior Management Team, to determine the strategic development of SEND across the school. She is supported by Mrs Lissy Nixon, Deputy Head Teacher of Henry Moore, and previous HILT Lead Practitioner of SEND (Trust SENCo).

Sarah has day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have Education, Health and Care plans (EHC plans).

She provides professional guidance and support through:

- Giving advice on issues related to SEND;
- Advising on the graduated approach to providing SEN support and subsequently co-ordinating provision for children with SEND;
- Meeting with parents to discuss any concerns they may have about their child's development or learning difficulties;
- Assessments of individual children to identify need;
- Being a key point of contact with external agencies and making referrals to a range of other professionals such as: Educational Psychologist, Inclusion Partner, Speech and Language, Occupational Therapists, CAMHS etc.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
-

Assistant Senco – Mrs Josie Drake

Josie Drake is a highly experienced Learning Support Assistant and supports Mrs Scott with the day to day running of SEN at Henry Moore.

The Team

At Henry Moore, we have a team of SEN LSAs who support children across the school. In addition, we have two Speech and Language Therapy Assistants (one in EYFS& KS1 and one in KS2) who enable us to carry out early intervention and deliver targeting support to the children, as needed.

In addition, we work closely with the Pastoral Manager, Karen Spencer, to further support our children.



4. 'Areas of Need' Explained

The new Code of Practice (June 2014) states that there are four main areas which cover Special Educational Needs. These areas and their meanings are as follows:

Area of SEN	Relating to difficulties with:
Communication and interaction	Children may have a delay or disorder in one or more of the following areas: Attention/Interaction skills: May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction may not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation. Understanding/Receptive language: May need visual support to understand or process spoken language. May need augmented communication systems. Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding. Speech/Expressive Language: May use simplified language and limited vocabulary. Ideas/conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar/phonological awareness still fairly poor and therefore literacy can be affected. Children with ASD are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
Cognition	Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) through to profound and multiple learning difficulties (PMLD) where children are likely to have severe learning difficulties as well as a physical disability or sensory impairment. May have difficulties with the skills needed for effective learning such as use of: • Language, memory and reasoning skills • Sequencing and organisational skills

and Learning	• An understanding of number • Problem-solving and concept development skills • Fine and gross motor skills • Independent learning skills • Exercising choice • Decision making • Information processing Specific learning disabilities (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia or dyspraxia.
Social, Mental and Emotional health	Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include: • Becoming withdrawn or isolated • Displaying challenging, disruptive or disturbing behaviour • Attention difficulties (including ADHD) • Anxiety and depression • Attachment disorders • Low self-esteem • Issues with self-image • Eating disorders or physical symptoms that are medically unexplained
Sensory and/or Physical	These pupils may have a medical or genetic condition that could lead to difficulties with: • Specific medical conditions • Gross/fine motor skills • Visual/hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building or equipment • Over sensitivity to noise/smells/light/touch/taste • Toileting/self-care

A note on ‘Behaviour’ as this has been withdrawn from the new Code of Practice for 2014:

“Persistent, disruptive or withdrawn behaviours do not necessarily mean that a child has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach may be appropriate” (6.21 Code of practice 2014).

For some pupils whose SEN and /or disability is associated with extreme behaviour, ‘reasonable force’ – **the minimum force necessary to prevent a pupil from physically harming him/herself or others, or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned** – will only be used when all de-escalation strategies and positive behaviour techniques fail to diffuse a situation. Please refer to our ‘Use of Reasonable Force Policy’ for further information.

5. Frequently Asked Questions

1) **How does Henry Moore Primary know if children need extra help?**

We know when pupils need help if:

- ❖ *concerns are raised by parents/carers, teachers or the child*
- ❖ *limited progress is being made*
- ❖ *there is a change in the pupil's behaviour or progress*
- ❖ *a health diagnosis is made through doctor/paediatrician*

As a school we measure children's progress in learning against National and age-related expectations.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school we track children's progress from entry at Reception through to Year 6, using a variety of different methods including Foundation Stage Profiles and systems applicable to a child's needs (e.g. Autism Progression Framework, Cherry Garden).

Children not making expected progress are picked up through our termly Pupil Progress Meetings with the class teacher, Head Teacher, Deputy Head Teacher, Assistant Head Teacher and SENCo. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

2) **What should I do if I think my child may have special educational needs?**

Talk to us. We are open and honest with parents/carers and hope that you are able to do the same with us.

- ❖ *The class teacher is the initial point of contact for responding to parental concerns*
- ❖ *Subsequently then contact the SENCo (Mrs Sarah Scott) or Assistant SENCo (Mrs Josie Drake).*

All requests for meeting with teachers should be made through the school office.

3) **How will I know how Henry Moore Primary will support my child?**

- ❖ *Each pupil's education programme will be planned by the class teacher. It will be adapted according to the pupil's individual needs. This may include additional general support by the teacher or learning support assistant in class.*
- ❖ *If a pupil has needs related to more specific areas of their education, such as spelling, fine and/or gross motor, maths or English skills etc. then the pupil may be placed in a small focus group. This will be run by the teacher or learning support assistant (under the guidance and supervision of the class teacher). The length of time of the intervention will vary according to need. The interventions follow the **assess, plan, do, review** approach, ensuring next steps in learning are clearly identified, with learning targets understood by staff and learners. These interventions will be recorded on class/pupil provision maps. If you have any queries relating to the interventions please do not hesitate to contact the class teacher or SENCo/ Assistant SENCo.*

- ❖ *Pupil Progress meetings are held regularly. This is a meeting where the class teacher meets with their Head of Year and/or the Assistant Head Teacher/Deputy Head Teacher/Head Teacher to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.*
- ❖ *Occasionally a pupil may need specialist support from an outside agency, such as the Educational Psychologist or Speech and Language Therapist. A referral will be made, with your consent, and forwarded to the most appropriate agency. After an initial assessment, a programme of support is usually provided to the school and parents/carers.*
- ❖ *The Governing Body of Henry Moore Primary has a governor to monitor SEN provision; Mrs Kristin Dockar. The SEN Governor meets termly with the SENCo. In a support and challenge role, the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the school's statutory policies as defined by the DfE.*

4) How is the decision made about how much support my child will receive?

- ❖ *These decisions are made in consultation with the class teacher and Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and following assessments by outside agencies.*
- ❖ *If further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.*
- ❖ *Parents will be fully informed of any changes to their child's support.*

5) How will my child be involved in their learning journey?

At Henry Moore we believe that the child is at the heart of any decision made in relation to their education. We value and celebrate each child being able to express their views on all aspects of school life. Taking into account their age and ability we encourage them to actively participate in decision-making from the start. We focus on developing high aspirations for all our children, including those with SEND. See '2. Partnership Ethos with the School' for further details.

6) How will the curriculum be matched to my child's needs? How will I know how my child is doing?

- ❖ *When a pupil has been identified with special educational needs adaptations are made by the class teacher to enable them to access the curriculum more easily.*
- ❖ *Learning Support Assistants (LSAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.*
- ❖ *If a child is identified as having a special educational need, a 'One Plan' will be drawn up with targets set according to their area of need. These will be monitored by the class teacher weekly and by the SENCo/Assistant SENCo/Class teacher three times a year. All paperwork will be reviewed with parents at the review meetings and a copy will be given to them.*
- ❖ *If appropriate, specialist equipment may be given to the pupil, e.g. writing slopes, concentration cushions or pencil grips.*
- ❖ *Appointments can be made to speak to the class teacher or SENCo through the school office.*

7) How will I be involved in discussions about planning for my child's education?

As previously stated, the school wants to work in partnership with parents. Therefore, all parents/carers are encouraged to contribute to their child's education. This may be through:

- ❖ discussions with the class teacher*
- ❖ during parents' evenings*
- ❖ during discussion with Mrs Sarah Scott/Mrs Josie Drake or other professionals*
- ❖ parents are encouraged to comment on their child's 'One Plan' and 'One Page Profile' and through discussion with possible suggestions that could be incorporated.*

8) How will you help me to support my child's learning?

- ❖ The class teacher may suggest ways of how you can support your child.*
- ❖ Mrs Sarah Scott/ Mrs Josie Drake may meet with you along with the class teacher, to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs.*
- ❖ If outside agencies or the Educational Psychologist have been involved, suggestions and programmes are normally provided that can be used at home.*

9) What support will there be for my child's overall well-being?

We are an inclusive school, we welcome and celebrate diversity. All staff appreciate the importance of children having high self-esteem in order to achieve positive well-being. Here at Henry Moore we commit to our own values and ensure pupils are able to develop in a caring, fair and understanding environment.

The school offers a range of pastoral support for pupils who are encountering emotional difficulty. These include:

- ❖ Members of staff, such as the class teacher and SENCo/Assistant Head/Deputy Head/Pastoral Manager/Assistant SENCo are readily available for pupils who wish to discuss issues and concerns.*
- ❖ A Home/School Liaison Officer who will work with parents/carers and pupils where support is needed outside the school environment. Referrals are made through discussion with the SENCo, and parents/carers seeking further advice should request an appointment via the school office.*
- ❖ Further details of support available through CAMHS can be found via the Local Offer on the Essex County Council website www.essexlocaloffer.org.uk/*

Pupils with medical needs

- ❖ If a pupil has a medical need then a detailed Care Plan is compiled with support from the Pastoral Manager in consultation with parents/carers. These are shared and discussed with all staff involved with the pupil.*
- ❖ Staff receive Epipen training delivered by the school nurse.*
- ❖ A number of staff have Paediatric or basic first aid training.*
- ❖ Henry Moore Primary understands the statutory obligations under primary legislation and has regard for the following regulations:*
 - The Children and Families Act 2014*

10) What specialist services and expertise are available at or accessed by the school?

The Henry Moore Primary School does not have any specialist support units. No member of the teaching or support staff has specific expertise in special education provision.

Therefore, at times when more specialised expertise is required, we may consult with outside agencies, some of which include:

- ❖ *Speech and Language Therapy – if it has been identified that your child has difficulties around speech and language and the measured impact of early interventions have identified further support is needed, we will refer to the NHS speech and language service.*
- ❖ *Educational Psychologist (EP) and Inclusion Partner (IP) service – the school receives support from our link EP/IP team on a termly basis (minimum). Access to individual children's support is dependent upon individual pupils needs through discussion with the SENCo, Parents/carers and Class teacher. If an external agency (e.g. paediatrician) requests EP involvement for your child, try to gain this in writing which we shall pass to our EP for consideration.*
- ❖ *Child Adult Mental Health Services CAMHS*
- ❖ *Education Welfare Officer (EWO)*
- ❖ *Social Care*
- ❖ *Healthy Families Well Being Service—can be contacted via the school office or SENCo/Pastoral Manager.*
- ❖ *Local Authority Special Schools Outreach Service*
- ❖ *TAS (Team Around the School – Home/School Liaison Officer) - School have subscribed to Harlow Education Consortium (HEC) to provide a Home/School Liaison Officer who can work directly with parents who need support with children at home. Access is dependent upon individual pupil needs through discussion with the SENCo and Parent/carer.*
- ❖ *Child Development Centre (Physiotherapy and Occupational Therapy)*

For further information on any of the above, please contact the SENCo

11) The staff supporting children with SEND: what training have they had or are having?

Different members of staff have received training related to SEND.

These have included sessions on:

- ❖ *Supporting children on the autistic spectrum;*
- ❖ *Supporting children with social and emotional needs;*
- ❖ *Supporting children with speech and language difficulties;*
- ❖ *Supporting pupils with physical and co-ordination needs;*
- ❖ *Supporting pupils with Down Syndrome.*
- ❖ *Supporting pupils with hearing impairments.*

Our Senco is studying for her NPQSENCO. Our Deputy Head Teacher is fully accredited with the Master's-level National Award for Special Educational Needs Co-ordination.

12) How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all.

- ❖ *Risk assessments are carried out and procedures are put in place to enable all children to participate.*
- ❖ *However, if it is deemed that an intensive level of 1:1 support is required, e.g. to alleviate a child's anxiety or due to physical difficulties, then additional staff will attend to support the child.*

13) How will the school prepare and support my child when joining Henry Moore or transferring between classes/key stages or schools?

Many strategies are in place to ensure each pupil's transition is as smooth as possible.

These include:

- ❖ *Discussions between the previous or receiving school prior to the pupil joining/leaving.*
- ❖ *All pupils are encouraged to attend transition sessions with their new class teacher. The number of visits varies depending upon individual need.*
- ❖ *Mrs Sarah Scott/ Mrs Josie Drake meet with parents/carers prior to their child joining the school.*
- ❖ *Secondary school staff visit pupils prior to them joining their new school.*
- ❖ *Mrs Scott liaises with the SENCos/Heads of year from the secondary schools to pass on information regarding pupils with SEND.*
- ❖ *Where a pupil has more complex, specialised needs, Team Around the Child (TAC)/Team Around the Family (TAF) meetings are held with all professionals and parents/carers to ensure all are fully informed.*

14) How accessible is the school environment?

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- ❖ *Henry Moore is situated on one floor and can be accessed by wheelchair;*
- ❖ *ramps into all areas of the school (including the demountable classrooms) to make the building accessible to all;*
- ❖ *two disabled toilets;*
- ❖ *wide doors in most parts of the building.*

Please refer to the Harlow Inspirational Learning Trust's (HILT) Accessibility Policy and the Henry Moore Primary School Accessibility Plan for further information.

15) How are the school's resources allocated and matched to the children's special educational needs?

- ❖ *The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent upon an individual's needs.*
- ❖ *The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time of the year.*
- ❖ *Resources may include deployment of staff depending upon individual circumstances.*

16) What support is there for improving behaviour, attendance and avoiding exclusion?

As a school we have a very positive approach to improving behaviour through our robust policy; pupils are made fully aware of our high expectations and respect our 'slip' system (see Behaviour Policy on website for further details). We firmly believe that there are always reasons for every behaviour; therefore, if a child is experiencing particular difficulties, we will always work closely with the child and parents/carers to identify the specific issues and put relevant support in place.

After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps them to take responsibility for their own actions and helps them to develop strategies for doing things differently next time.

Attendance of every child is monitored on a daily basis. Lateness and absence are recorded. Good attendance is actively encouraged throughout the school. Families who struggle with attendance and lateness will be offered support in an attempt to improve the situation.

17) What should I do if I feel that the school is not meeting my child's needs?

- ❖ *First point of contact would be your child's class teacher to share your concerns.*
- ❖ *You could also request to meet with the SENCo.*

18) Who should I contact if I am considering whether my child should join Henry Moore Primary?

You can contact the school office to arrange a meeting Mrs Sarah Scott (SENCo) to discuss how the school could meet your child's needs.

19) Who can I contact for further information?

If you wish to discuss your child's educational needs please contact the school office to arrange a meeting with your child's class teacher and Head of Year and/or SENCo.

We hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.

6. Pupil Premium

What is Pupil Premium? Pupil Premium was first introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been 'looked after' continuously for more than six months; children who are adopted from care or who are under a Special Guardianship Order (SGO) and children of service personnel.

Why has it been introduced? The Government believes that the Pupil Premium, which is additional to main school and SEND funding, is the best way to address underachievement

between children from disadvantaged backgrounds and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Who decides on how the money is spent? The Pupil Premium is now paid directly to schools, allocated to them for every pupil who falls under the criteria above. Schools decide how to use the funding as they are best placed to assess what their pupils need.

How are schools accountable for the spending of Pupil Premium?

They are held accountable for the decisions they make through:

- The performance tables which show the performance of disadvantaged pupils compared with their peers;
- The new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, including those who attract the Pupil Premium.

Further details can be found on the school website under 'Pupil Premium'.

7. Local Offer

For the local authority's 'Local Offer' please go to the Essex County Council website:

www.essexlocaloffer.org.uk/

Mrs Lissy Nixon

Reviewed and updated August 2025