

Mainstream Schools Local SEND Offer Form

This document contains the following sections:

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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
Churchfields Language Facility Outreach Service	3 to 4	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:

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Name of school	Glade Primary School	
Name of person completing the form	Grace Maryon	Susan Jones
Role of person completing the form	SENCo	SENCo
Date completed		

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.

Glade Primary School is a thriving community school for children from the ages of 3-11. We are a 2 form entry school with provision for 60 children in each year group. At Glade we are committed to ensuring that all children make the best possible progress. We also have a duty to ensure that no group of children are disadvantaged due to their gender, ethnic origin, family income, background or special educational need or disability.

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?

We track the achievement of every child on a regular basis and do all we can to make sure each child achieves their potential. Children who are not making progress are quickly identified and parents are informed at this stage. Measures are put into place to support and closely monitor the child's progress. Regular review meetings will take place at every stage to ensure parents are informed and included.

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?

Initially parents or carers should contact their class teacher. Then for children in Foundation Stage or KS1 they contact Sue Jones. For children in KS2 the contact is Grace Maryon. We also have a Parent Support Adviser, Mrs Allen. All members of staff can be contacted through the school office.

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

<input checked="" type="checkbox"/>	Planning and review meetings	<input checked="" type="checkbox"/>	Individual pupil/teacher conversations
<input checked="" type="checkbox"/>	Advice on how to support learning at home		Mentor, e.g. adult or peer mentoring.
<input checked="" type="checkbox"/>	Regular contact between home and school, e.g. home/school book, email or text.	<input checked="" type="checkbox"/>	Parent Support Adviser (PSA)
<input checked="" type="checkbox"/>	Other, please specify	Informal drop in sessions, class talks, open evenings and exhibitions. We also have a parent counsellor.	

Additional notes

5 Range of support available to pupils with SEND

<input checked="" type="checkbox"/>	Curriculum adaptations/differentiation	<input checked="" type="checkbox"/>	groupings of pupils
<input checked="" type="checkbox"/>	Specific teaching interventions	<input checked="" type="checkbox"/>	specific individual support
<input checked="" type="checkbox"/>	Support for behaviour	<input checked="" type="checkbox"/>	specialist teaching groups
<input checked="" type="checkbox"/>	Support for health needs	<input checked="" type="checkbox"/>	support for communication needs/assistive technologies
<input checked="" type="checkbox"/>	Other, please specify	Formal written reports.	

Additional notes

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?

The progress of pupils with SEND is tracked in the same way as that of other pupils. Termly review meetings are held to update parents and carers. These are attended by all staff involved with the child. With the help of parents or carers, targets are reviewed and updated.

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.

Both SENCOs are currently working towards the professional qualification in SEND. All 26 teaching staff attend regular inset training on various aspects of SEN. The 19 support staff are currently receiving a wide ranging programme of training to enable them to meet the needs of pupils with SEND.

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?

The school is partially accessible for pupils with physical disabilities. At the back of the school there is a disabled parking space. However there are several small flights of stairs which are marked with a yellow strip to support Visually Impaired pupils. There are handrails on either side of all stairs. We ensure that equipment used is accessible to children regardless of their needs. There is a disabled toilet and a shower in a separate area.

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?

Children with SEND are fully included in all clubs and activities at Glade. Comprehensive risk assessments are carried out and the necessary support is put into place. If necessary parents/ carers of children with SEND are invited on our educational visits. Their views about their children are always considered.

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 recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

We will contact the school 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. A planning meeting will take place with the new teacher. All IEP's will be shared with the new teacher. If your child would be helped by a book to support their understanding of moving on, they will be involved in the process of making one.

In Year 6:

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. They will also attend the Primary Transition Day with their classmates. Meetings will be arranged with the relevant staff to discuss the specific needs of the child.

11 Support and training for parents/carers

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

x	Parent learning/support groups	x	Parent Support Adviser (PSA)
x	Coffee mornings with parents	x	Other, please specify There are regular training sessions to enable parents to support their child's learning and well-being.

Additional notes

At Glade we arrange many activities for parents and the wider community; these include Toddler Group, English Conversation Club, multicultural food tasting events, Parenting classes and various other workshops and events.

12 Further information for parents/carers, pupils and practitioners

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

For further information look at the Informed Families website,
<http://find.redbridge.gov.uk/kb5/redbridge/fsd/site.page?id=alumQEadr8Q>

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