

## Porters Grange School Offer

In September 2014 the updated Special Educational Needs Code of Practice came into effect. After this time Local Authorities had to publish a Local Offer, setting out in one place information about provision that they expect to be made available for children and young people in their area who have Special Educational Needs. (SEN) The Local Offer, provided by Southend Borough Council has two key purposes:

- To provide clear, comprehensive and accessible information about the provision available to support disabled children and children with SEN and their families.
- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, parents/carers and service providers in its development and review.

Further information on what is available from Southend Borough Council can be found at [www.southendinfopoint.org](http://www.southendinfopoint.org) . This SHIP directory details activities and organisations within the local area and signposts the Local Offer.

Additionally schools have to provide details of the school-specific offer, which we are calling Porters Grange School Offer. This should reflect the Local Offer and elaborate on it.

The Special Educational Needs Policy is available on request from the school office.

The code of Practice subdivides SEND into four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical Needs

The support outlined in this document is currently already in place and available now. Our School Offer provides details of the resources, interventions etc, that we provide here at Porters Grange to support children with SEND. Due to the ever changing needs of our children there may be additional support available that has not been covered here in this document. If you would like further information about what we offer at Porters Grange then please do not hesitate to contact our SENCO, Ms Toni Quinn, via the school office.

If you are a new parent or thinking of joining us and what you feel your child may need is not specified here, please ring and make an appointment, so that we can discuss your child specifically.

## Communication and Interaction

This includes

<i>Speech and Language Difficulties</i>	<i>Disorders on the Autistic Continuum</i>
• Developmental Language Delay	• Autism
• Developmental Language Disorder	• Asperger's Syndrome
• Phonological/Severe Pronunciation Problems	• Semantic/Pragmatic Disorder
• Expressive language Difficulties	• Impaired Social Awareness
• Receptive Language/Language Comprehension Difficulties	• Impaired Social Communication
• Social Communications/Semantics and Pragmatics Difficulties	• Impairment of Imagination

## Provision Available

## Criteria

Communication and Interaction Needs	Speech, Language and Communication Needs	<p>Access to support and advice from a Speech Therapist - obtained through the Early Health Family Support Assessment (EHFSA)</p> <p>Access to support and advice from the Advisory Speech and Language Teacher at the Local Authority</p> <p>Individualised Speech and Language programmes delivered in conjunction with the Speech and Language Therapist</p> <p>Makaton used in some classes</p> <p>Visual timetables and prompts</p> <p>Social Skills Group</p>	<p>May not speak, or struggles to say phrases/ sentences</p> <p>Speech may be difficult to understand or unclear</p> <p>Difficulty understanding spoken language</p> <p>May have difficulties talking and listening compared to others</p> <p>Diagnosis of a language delay or disorder from a speech and language therapist</p> <p>The school has a large number of pupils with English as an additional language. Any speech and language difficulty would have to be seen in the first language as well as in English.</p>
	Autistic Spectrum Disorder (including Asperger's Syndrome and Autism)	<p>Access to support and advice from The St Christopher's Special School who have expertise in ASD</p> <p>Social Stories</p> <p>Visual Timetables</p> <p>Use of Time out, flight cards</p> <p>Access to a small room for de-escalation</p> <p>Access to an identified member of staff</p> <p>Access to the Educational Psychologist - through the completion of an EHFSA</p>	<p>Difficulty with interacting in social situations</p> <p>Support needed to remain within a group or class</p> <p>Poor imagination skills</p> <p>Unable to show any understanding of the feelings of others</p> <p>May not understand or use language</p> <p>Medical diagnosis of Autism or Asperger's Syndrome</p>

## Cognition and Learning

These include

- Mild and Moderate learning Difficulties
- Severe or Profound Learning Difficulties
- Specific learning Difficulties

### Provision Available

### Criteria

Cognition and Learning Needs	Mild and Moderate learning Difficulties	<p>Quality First Teaching with differentiated class activities</p> <p>Assessments completed by adults, in or out of school, to identify those who need targeted support</p> <p>Interventions - group and individual support</p> <p>Access to the Educational Psychologist - through the completion of an EHFSAs</p>	<p>May have lower than expected levels in one or more area of the curriculum Likely to be making slow progress despite additional and / or different support</p> <p>Use of the Local Authority Guidelines to support a graduated approach A report from an educational psychologist, working for the Local Authority, stating that a pupil has mild or moderate learning difficulties</p>
	<p>Specific learning Needs (e.g. dyslexia and dyspraxia)</p>	<p>Assessments completed by adults, in or out of school, will be used to identify strengths and weaknesses to plan an individual programme</p> <p>Access to specialist teachers in education from within school or the Local Authority Specialist programmes that develop coordination - gross and fine motor skills in conjunction with the Occupational Therapist (access to an OT can only be gained through the GP)</p> <p>Access to the Educational Psychologist - through the completion of an EHFSAs</p>	<p>Report in school from an educational psychologist working for the Local Authority, stating that the pupil has specific learning difficulties</p> <p>Report from a specialist teacher stating that a pupil has specific learning difficulties / dyslexia</p> <p>Reports from a health practitioner detailing difficulties that will impact on education</p>

## Social, Emotional and Mental Health Needs

These include emotional and behavioural difficulties

### Provision Available

### Criteria

<p>Social, Emotional and Mental Health Needs</p>	<p>Emotional and Mental Wellbeing</p>	<p>Access to support and advice from a Nurture Base          School child and family support worker          Access to a Learning Mentor          Staff trained in Team Teach          Risk assessments and adaptations to the Behaviour Policy          Behaviour Plans          Access to support and advice from Seabrook College          Access to EWMHS (Emotional Well-being and Mental Health Service) through the EHFSAs dependent on meeting their criteria, or through the GP          Access to the Educational Psychologist - through the completion of an EHFSAs</p>	<p>May be very quiet or displaying disruptive behaviour due to underlying social emotional issues          A pupil may not be able to access the curriculum due to their behaviour, it may also affect the teaching and learning within the classroom          Unable to take responsibility for own behaviour          Eating disorders          Physical symptoms that are medically unexplained</p>
	<p>Social Needs</p>	<p>Social Skills Group          Socially speaking- social skills programme          Joined up working with Social Care and other outside agencies dependent on need and meeting that agencies access criteria.          Targeted ICT club for selected pupils          Access to the Educational Psychologist, and other agencies, through the completion of an EHFSAs</p>	<p>May find social situations difficult in or out of the classroom          Social factors may affect school performance          Medical diagnosis of Attention Deficit Hyperactivity Disorder [ADHD], ADD, Oppositional Defiant Disorder [ODD]</p>

## Sensory and Physical Needs

These include

- Hearing Impairment
- Visual Impairment
- Multi-sensory Impairment
- Physical Impairment

## Provision Available

## Criteria

Provision Available		Criteria	
Sensory and Physical Needs	Hearing Impairment	Access to Hearing Impairment Specialist Teacher based at Kingsdown School. The specialist teacher visits pupils with a known hearing loss on a termly basis.	Identified hearing loss that may or may not need additional aids
	Visual Impairment	Access to specialist Teacher for the Visually Impaired based at Kingsdown School Touch Typing lessons Physical Environment Audit Use of specific fonts, paper, laminate	Identified visual impairment that is not remedied by wearing glasses
	Multi-sensory Impairment	Risk assessment and additional support provision as identified as necessary and helpful.	Identified through a multi-disciplinary assessment, it is likely that any pupil with this level of need will have a Health and Education Care Plan
	Physical Impairment	Reasonable physical adjustments Access to support and advice from Physiotherapist and Occupational Therapist as required	Medically identified physical impairment

**Medical**

This can encompass many things and will be dependent on the needs of the individual child.

**Provision Available**

**Criteria**

Medical		Specialist support from health professionals Access to school nurse School access to specialist nurse for advice and training Individualised Care Plan Medical Room Secure storage for medication	Identified medical need, usually detailed in a Care Plan
---------	--	--	--