Who to contact

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Where to go

Venue address: Temple Sutton Primary School Eastern Avenue
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Postcode: SS2 4BA

Other details

Referral required? No
Related Links: Ofsted School Inspection Report - Temple Sutton Primary School

Local Offer

Temple Sutton Primary School and Children's Centre: School Offer

Southend schools are committed to adopt a similar approach to meeting the needs of all pupils including those with Special Educational Needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

Included as part of these changes to the Code of Practice the main areas of SEND will be slightly altered and will encompass the following four broad areas:
- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The range of support developed will be tailored to individual need, following a thorough assessment by school staff or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

In recognition of these changes we at Temple Sutton are updating our Local Offer of support provided to reflect this. However, this support is currently already in place and is available now. Our School Offer provides details of the resources, interventions etc. that we provide at Temple Sutton 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 Temple Sutton then please do not hesitate to contact one of our SENCos directly.

Some children/young people need increased support to access learning because:
- They have a significantly greater difficulty in learning than the majority of children of the same age
- They have a disability as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age.

We will try to ensure that all barriers to equal access in our schools are removed or overcome. We monitor and track progress of all children so that the support provided is as effective as possible. We welcome the full engagement of parents and carers and where necessary seek support and advice from specialist outside school to ensure we develop and maintain a range of flexible resources to meet the needs of all children.

Admissions: Pupils with SEN are allocated places in two separate and distinct ways.

Whilst the nature of support remains the new requirement is that over time all pupils with a Statement of Educational Needs will be entitled to have an Education, Health and Care Plan (EHCP) to reflect individual pupil needs.

Those pupils with statements or Education, Health and Care Plans (EHCPs) have a separate admissions procedure overseen
by the SEN team at Southend-on-Sea Borough Council.

Those pupils who have SEND but do not have a statement or EHCP are admitted via the normal school admission criteria. Additionally, schools have to provide details of the school specific offer that should reflect Southend Borough Council’s Local Offer which can be found at www.southendinfopoint.org

Communication and Interaction

Provision available

Criteria could include

Communication and Interaction Needs

Speech, Language and Communication Needs

- Access to support and advice from a Speech Therapist - obtained through the Early Help Assessment (EHA)
- Access to support and advice from the specialist Speech and Language Teacher at the Speech and Language Unit
- Individualised Speech and Language Programmes delivered in conjunction with the Speech and Language Therapist
- Makaton trained staff

Social Skills Groups

Pictorial Exchange Communication Systems (PECS) trained staff

- Speech that is difficult to understand or is unclear
- Difficulties formulating complete sentences
- Poor receptive language (understanding)
- Poor expressive language (word finding)
- Difference between expressive and receptive language skills
- Difficulties knowing how to talk and listen to others
- Specific diagnosis from a Speech and Language Therapist

Autistic Spectrum Disorder

(including Asperger's Syndrome and Autism)

- Autistic Resource Base with staff trained at St. Christopher’s School
- Individualised timetables for integration into mainstream classes
- Specialist classroom layout and resources to support learning
- Access to support and advice from the St. Christopher’s special school who have expertise in ASD

Social Stories

Visual Timetables

Use of Time out cards

Access to a Learning Mentor or an identified LSA

Access to support and advice from the Educational Psychologist - through the completion of an EHA

Pupil statement with diagnosis of Autism

To access some of the specialist features, pupils will need a medical diagnosis of Autism or Asperger's Syndrome

Cognition and Learning

Provision available

Criteria could include

Cognition and Learning Needs

Screening Programme to identify those who need targeted support

Interventions - group and individual support within and outside of the classroom where appropriate

Lower than expected progress despite significant additional and differentiated support given during Quality First Teaching

Severe and Profound Learning Difficulties

Specific Learning Needs (e.g. dyslexia and dyspraxia)

Screening Programmes including PIVATs and further assessment to devise a bespoke programme of study

Access to support and advice from the Educational Psychologist - through the EHA

Little movers specialised programme that develops co-ordination - gross and fine motor skills in conjunction with the Occupational Therapist

Access to Occupational Therapist specialist support

Outside agencies involved

Assessed at below 1% of the population

Specific diagnosis

In accordance with Local Authority guidelines

Social, Emotional and Mental Health Needs

Provision available

Criteria could include

Social, Emotional and Mental Health Needs

Behavioural Needs

Access to a Learning Mentor

Access to specialist support from Seabrook College

Team Teach trained staff

Individualised Behavioural Support plans

Exhibiting extreme behaviours due to underlying social and emotional difficulties preventing access to the curriculum
Behaviour hindering or disrupting the access to learning of others

Emotional and Mental Wellbeing

Boxall Profile

Access to support and advice from the on-site Child and Family Care Team

Access to a Learning Mentor

Access to CAMHS (Child and Adolescent Mental Health Service) - through the EHA dependent on meeting their criteria

Exhibiting extreme behaviours due to underlying social and emotional difficulties preventing access to the curriculum

Behaviour hindering or disrupting the access to learning of others

Poor self-esteem and self-worth

Poor control over emotions

Concerns raised by adults and/or children

Poor performance and progress in the classroom

Social Needs

Social Skills Group

Liaison with Social Care and other outside agencies dependent on need and meeting that agencies access criteria

Concerns raised by adults and/or children

Poor performance and progress in the classroom

Social Service involvement

Sensory and Physical Needs

 provision available

Criteria could include

Sensory and Physical Needs

Hearing Impairment

Access to support and advice from the Hearing Impairment Specialist Teacher based at Kingsdown School

Physical Environment Audit

Impairment identified by a professional

Impact on progress

Visual Impairment

Access to support and advice from the specialist Teacher for the Visually Impaired based at Kingsdown School

Physical Environment Audit

Impairment identified by a professional

Impact on progress

Multi-sensory Impairment

Risk assessment and additional support provision as identified

Impairment identified by a professional

Impact on progress

Physical Impairment

Disabled toilet

Reasonable physical adjustments

Access to support and advice from Physiotherapist and Occupational Therapist as required

Impairment identified by a professional

Impact on progress

Medical

This is in accordance with the draft statutory guidance “Supporting Pupils at School with Medical Conditions”

Provision available

Criteria could include

Medical

Specialist support as needed

Access to school nurse

Individualised Care Plan

Medical Room

Secure storage for medication

Concerns raised by adults

Information received from medical professionale contact the school direct for more information.