

# **WALMORE HILL PRIMARY SCHOOL**

## **Local SEND Offer- Our approach to supporting children with Special Educational Needs or Disabilities. (SEND)**

At Walmore Hill Primary School we strive to support all children to enable them to achieve. In order to do this many steps are taken to support the children through their learning journey. Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

Please contact our Head Teacher: Mr.B Stevenson or the Special Needs Co-ordinator (SENDCo) Mrs .S. Loten if you have any queries or would like anything explained further.

What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEND, and their families. This will set out what is normally available in schools to help children with lower-level special educational needs, as well as the options available to support families who need additional help to care for their child.

### **How does the school know/identify if children need extra help?**

**We know when pupils need help if:**

- **Concerns are raised by parents/carers, teachers, teaching assistants, our pastoral support worker or the pupil's previous school**
- **There is a lack of progress**
- **Poor test scores**
- **There is a change in the pupil's behaviour**
- **A pupil asks for help**

If a child has identified needs when they join us, staff will work closely with parents .Concerns can be shared, along with any prior information about the child.

In addition school will liaise with pre-school or previous educational settings to ensure that the child's needs are met.

Children's progress is consistently assessed and tracked by the teaching staff and monitored by the subject leaders and Head teacher. Class teachers will raise any concerns they may have about a child and this will be discussed with the Special Needs Co-ordinator. (SENDCo). From there, appropriate assessments will be carried out if necessary and we can begin to put in place support.

### **What are the first steps our school will take if special educational needs are identified?**

As mentioned above, the class teacher will meet with the SENDCo /Head and other staff who work with the child. We will arrange to meet with the parents if this has not already been done.

When special needs are identified we will look to put in place support strategies.

If appropriate we will involve external agencies to work with the child or offer advice to the staff.

### **What should parents/carers do if they think their child may have special educational needs? How can they raise concerns?**

**If you have concerns then contact your child's teacher or Mrs. S. Loten, the SENDCo.**

Walmore Hill Primary School has an open door policy and encourages parents to raise any issues immediately.

Please speak to your child's teacher and we can plan the next course of action from there.

### **How will parents know how we support their child?**

Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.

If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills etc., then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The intervention will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

These interventions will be recorded on the pupil's provision map (this is a record of the interventions, timings and target of the intervention). If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENDCo.

In addition to interventions, we offer focussed teaching outside of their usual classroom for children who are significantly below or above other pupils in their class.

Pupil Progress Meetings are held each term between staff. This shared discussion may highlight any potential problems in order for further support to be planned which will be discussed and implemented, most often, by the SENDCo.

We aim to meet with parents on a regular basis and hold parent's evenings twice a year to offer the opportunity to discuss your child's progress - we refer to these as structured conversations. Targets are set by staff to encourage progress. Parents/carers are encouraged to contribute their input to be included in the structured conversation.

We will always work with the children and they will also discuss and review their targets regularly. We believe that pupil voice about issues that involve them is an important approach to meeting a child's needs.

Should you have any concerns appointments can be made to speak in more detail to the class teacher or SENDCo by visiting the school office.

### **How will you help me to support my child's learning?**

The class teacher may suggest ways of supporting your child's learning through messages, at parents' evenings or through structured conversations at other times.

Mrs. Loten, the SENDCo may meet with you to discuss how to support your child.

If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are normally provided that can be used at home.

### **How will our school teach and support children with SEND, caring for their overall well-being?**

All children and young people with SEND are valued, respected and equal members of the school. As such, provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND. The governing bodies, Head teacher, SENDCo and all other members of staff have important responsibilities to ensure all children have access to the Curriculum.

All pupils have the entitlement to a broad, balanced and relevant curriculum. All pupils with SEND are taught for all/most of the week with their peers in mainstream classes by class/subject teachers and study the curriculum at the appropriate level for their ability. Pupils may sometimes

be taught by a Teaching Assistant on an individual or small focus group to target more specific needs.

Teachers match the learning needs and abilities of the pupils, where needed with advice from and the support of the SENDCo. They use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable pupils with SEND to access the learning or the assessment processes.

### **Access to the Wider Curriculum:**

In addition to the statutory curriculum the school provides a wide range of additional activities. All pupils with SEND are actively encouraged and supported to join in and benefit from these activities. The participation of pupils with SEND in these activities is monitored carefully.

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 to 1 support is required a parent or carer may be asked to accompany their child during the activity.

### **How accessible is the school environment?**

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

**What are all Gloucestershire schools expected to provide from their allocated SEND budget? Please visit Sencospot for further detailed information and follow the link to the Gloucestershire Guidance Booklet.**

### **What provision will my child receive? How will the progress be monitored?**

The SENDCo will work closely with the class teacher to plan and oversee appropriate provision for your child. The provision plan will be shared with parents/carers.

Support may be planned within the classroom and provided by the class teacher or teaching assistant. Sometimes small group or individual interventions will be put in place; these groups will usually be led by a teaching assistant.

The SENDCo will ensure that the information about a child's EHC (Education Health and Social Care) plan is shared and understood by teachers and all relevant staff who come into contact with that child.

The Head teacher carries out regular tracking of all pupils' progress. Formal and informal assessment is ongoing in the classroom. Any interventions are carefully monitored to ensure that they are appropriate to the child and that progress is being made.

Provision and progress are continually monitored and reviewed by staff.

For children with an EHC Plan formal reviews are held yearly with the child, parents, school and all other appropriate agencies.

### **Who oversees the SEND provision at our schools and what is the role of the SEND Governors?**

The Head Teacher is responsible for the overall management of the school's SEND provision.

The SENDCo and Head Teacher work in close consultation with the SEND Governor in the development and monitoring of the SEND policy. The governors work in cooperation with the SENDCo and Head Teacher to determine and implement the policy, establish the approach to the school's provision for children with SEND and to report to parents. The SEND governor monitors the school's work on behalf of the children with SEND.

### **Staff expertise:**

As a small school, our training is primarily needs lead. The SENDCo at Walmore Hill Primary School attends regular training and Cluster Group meetings to ensure that the school is kept up to date with current SEND issues and provision.

We are very fortunate to have an experienced and skilled staff, including Teaching Assistants who are very skilled in supporting individuals and small focussed groups.

All staff have received and are continuing to receive training related to SEND.

**What support/ intervention programmes does our school run for children with SEND?****Activities used to support children with autism:**

Visual timetable

Social stories

Task cards to break down instructions into clear sequenced steps to develop independence

We have support from the advisory teaching services, as well as the communication and interaction team. They work with the child, parents and staff to offer individual advice.

**Provision for children with Moderate Learning Difficulties.**

Classroom TA support is provided.

Additional support includes:

Materials to support literacy and numeracy. These are dependent on individual needs,

Literacy and Numeracy booster groups,

One to One support for specific difficulties,

'Nessy', an on-line resource to support phonics and learning high-frequency words,

Gross Motor skills support- e.g. Fizzy,

Fine-motor control, e.g. letter formation support, using 'The Write Path' and 'Penpals' resources

Numicon, 'Plus 1 and The power of 2' resources to support numeracy.

Sound Foundations – Dancing Bears as a 1 to 1 intervention to support phonics and reading.

Rapid Reading – an intensive 1 to 1 reading programme to improve reading skills.

Reading Comprehension support, e.g. Reading for Meaning and Read, Write, Inc Resources

**Provision for children with Speech, Language and Communication Needs:**

*Materials include:*

Speech and language materials. We work with a child's speech therapist and use materials they provide to support individuals with weekly intervention on a 1 to 1 basis.

Word banks and other vocabulary support. Word finding activities and prompt mats

Visual timetables and other visual aids

**Emotional and Behaviour support**

We work closely with all staff and parents to ensure a consistent approach to any behavioural issues. It is a priority at Walmore Hill to support and nurture the emotional health and well-being of all of our pupils. We put in place behavioural support methods dependent on the child's individual needs. We are also able to call in support from the local authority behaviour support team and Educational Psychologist or other behavioural specialists/ teachers from special schools. We have resources in school to support children with emotional difficulties and again can involve appropriate external agencies.

**Which other services do we use to provide for and support our pupils?**

We ask for the expert advice of other specific health services, organisations and specialist teachers. This will be carefully discussed and explained with parents/carers before-hand so that they fully understand the nature of the support and feel that it is appropriate for their child.

**How do we arrange and support a transfer to/from another school/educational establishment?**

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 SENDCo and ensure he/she knows about any special arrangements or support that need to be put in place 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 and a planning meeting will take place with the new teacher. Children will have a variety of opportunities during the year, but particularly in the Summer Term to experience their new classroom and work with their new teacher. Transition from Pre-School to Reception is carefully managed with specific transition sessions during the second half of the Summer Term, as well as shared activities throughout the year with 'Bright Horizons' playgroup.

In year 6, the SENDCo will attend transition meetings with the relevant secondary schools. Your child will be involved in focused learning about aspects of transition to support their understanding of the changes ahead. All children will attend secondary transfer days and when appropriate your child will visit their new school on several occasions. Staff from the new school will visit your child in this school.

**What special arrangements are made during formal assessments?**

Where appropriate the SENDCo will work with the class teacher to ensure that barriers to assessment are reduced. In the case of KS2 SATs, school can apply for various arrangements to be put in place to ensure that the every child has a fair chance of accessing the tests.

**Where can you find our SEN policy?**

There is a copy of our policy on the school website and also in the School office.

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

When the children join the school support is allocated on the information provided by the feeder school/pre-school. Usually in consultation with their SENDCo or other relevant agencies, our SENDCo will liaise with the class teachers and teaching assistants to allocate appropriate support tailored to the pupils' needs.

For those children who already have an EHC Plan provision will be put into place in line with the outcomes that are targeted.

During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.

Parents/carers will be able to discuss the support their child is receiving at structured conversation meetings.

**Who can you contact for more information?**

Please get in touch with your child's teacher as soon as you feel there is an issue. The SENDCo and Head Teacher will also be very happy to discuss any concerns and offer advice.

Updated: 1<sup>st</sup> October 2016