

## **Willersey Primary School**

### **Parent Information: Local School Offer**

Willersey Primary School values the contribution that every child can make and is supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access to all. All children and young people with Special Educational Needs or Disabilities (SEND) are valued, respected and considered 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 Body, Headteacher, SENCO and all other members of staff are responsible for teaching children with SEND. This local offer is in line with the school SEND policy which can be accessed via the website or by contacting the school office.

#### **Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or Disability (SEND)**

##### ***Special Educational Needs and Disability Coordinator (SENDCo)***

The Willersey Primary School SENDCO has responsibility for the overall management of SEND in the school. They are responsible for:

- Co-ordinating all the support for children with SEND needs and developing the school's SEND policy to make sure the needs of these children are being met
- Ensuring that parents of children with SEND are involved in supporting their child's learning, are kept informed about the support their child is getting and are involved in reviewing how things are going.
- Liaising with outside agencies who may come and support your child's learning (e.g. Speech and Language)
- Updating the schools SEND register and making sure there are records of your child's progress and learning needs
- Providing support for other staff in the school so they can help children with SEND in the school to achieve the best progress possible
- Working with class teachers, parents, children and other professionals to write EHC plans

##### ***Class Teacher***

The Class Teacher is responsible for:

- Keeping appropriate records on your child and their progress, which can be used to identify areas of support
- Working with the SENDCO and identifying, planning and delivering any additional help your child may need
- Working with the SENDCO to share and review assessment and progress information
- Informing you of progress at Parent's Evenings
- Ensuring that all additional adults working with your child in school are helped to deliver the planned work for your child, so they can achieve the best possible progress.
- Work with outside agencies who may offer advice and help to support your child
- Ensure they follow the school's SEND policy.

### **Headteacher**

The Headteacher is responsible for:

- The day to day management of all aspects of the school, including the support for children with SEND
- Ensuring that the needs of SEND are met
- Keeping the Governing Body up to date about any issues in the school relating to SEND
- Working with the school administrator and Governors to plan and spend money for children with SEND effectively, monitoring the impact of such spending.

### **SEND Governor**

The SEND Governor is Mrs. Ann Embury. She will be kept informed of SEND in the school by the SENDCo/Head Teacher and the SENDCo's annual report. He will make sure that the necessary support is made for any child who attends school who has SEND.

### **How can I let the school know I am concerned about my child's progress in school?**

- If you have concerns about your child's progress you should speak to your child's teacher initially, either at a Parents' Evening or by arranging another formal appointment
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCo/Headteacher
- If you are still not happy then you can speak to the SEND Governor
- Formal complaints should go through the School Complaints Policy which can be found on the school Website or by contacting the school office.

### **How will the school let me know if they have a concern about my child's learning and progress in school?**

Regular meetings with Staff are held to discuss the progress of all children to identify if any children are regularly causing concern. Areas of concern are monitored by the class teacher and SENDCO. If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail. During this meeting the school will listen to any concerns you may have, plan and explain any additional support your child may receive and discuss with you any planned referrals to outside agencies. The SENDCo may attend this meeting, or may meet with you at a later date to discuss progress and outcomes of any initial support.

### **How is Willersey Primary School accessible to children with SEND?**

- Willersey Primary School has flat access to the main building and a ramp access to the infant classroom.
- Classroom equipment is accessible to all children regardless of their needs, and where additional needs are identified (e.g visually impairment) further advice is sought.
- Extra Curricular activities are available and accessible to children with SEND.
- Children with specific needs will have additional members of staff to help them access the school, curriculum and clubs.

### **What are the different types of support available for children with SEND at Willersey?**

Provision for each child is met on an individual basis. Some children will have support in class; others will be withdrawn for short periods to cover individual work, while some will work on a differentiated curriculum in groups.

***Class Teacher input: Teachers endeavour to provide excellent classroom practice.***

- The class teacher will have the highest possible expectations for your child and all pupils in their class
- Teaching will be based on building what your child already knows, can do and can understand
- Different techniques and ways of teaching are utilised to fully involve children in their learning in class (e.g. more practical learning)
- Specific strategies are in place to support your child to learn – these may have been suggested by the SENDCo or outside agencies.
- Your child's teacher will have carefully checked your child's progress and will have decided how to meet gaps in learning to help them make the best progress possible.

***Specific Group work with a smaller group of children***

- These groups are called intervention groups or social groups
- They can be run in the classrooms or outside
- They can be run by a teacher or teaching assistant
- Your child will engage in the group session with specific targets to help them make more progress
- Sometimes an external professional will guide or run these groups

***Specified Individual support***

- This can be provided in a classroom setting or outside of the classroom
- This is usually provided via a **Statement of Special Educational Needs** or a **Education, Health and Care Plan**, although other children may be considered
- Children who receive this level of support have been identified by the class teacher, SENDCo and outside agencies to need a particularly high level of support
- Your child will also need specialist support in school from a professional outside the school - e.g. Advisory Teaching Service, Educational Psychologist
- For your child it would mean a request to the local authority for a EHC Plan or Statutory Assessment
- Once a EHC Plan is in place it would outline the type of support required and how the school will deliver this support.

**How is extra support allocated?**

- The school budget, received from Gloucestershire Local Authority, includes money for supporting children with SEND. Money is also received from other local authorities if a child is supported by them.
- The Headteacher decides on the budget for SEND in consultation with the school governors and bursar.
- Funding is used for employing TAs to work with children with EHC Plans, target individuals and groups and send staff on relevant training if required.
- Other resources are purchased for use with individuals or groups where appropriate.
- All resources/training and support are reviewed regularly and changes made as needed.

**How are the teachers in school helped to work with children with an SEND and what training do they receive?**

- The SENDCo's job is to support the class teacher in planning for children with SEND
- Whole school training is given to staff as and when appropriate
- Staff who need additional training are either sent on training courses, or are provided with in house training when needed.

- The SENDCO is involved with the SEND cluster group based in the North Cotswolds.
- EP and Advisory Teaching Service advisors are involved in training and advice for TAs and staff as well as NHS health specialists such as Speech and Language Therapy.
- Services who visit the school to help with support/advice and training:
  - o Parent Support Advisor
  - o Occupational Health Service
  - o Advisory Teaching Service for Hearing Impaired, Communication and Interaction
  - o Educational Psychology Service
  - o School Nurse
  - o Specialist Health Advisors (e.g. Diabetes team)
  - o Speech and Language team

### **How will teaching be adapted for my child with SEND?**

All pupils have the right to a broad, balanced and relevant curriculum. All pupils with SEND are taught with their peers in mainstream classes by the class teacher, and study the curriculum appropriate for their needs. All teaching and support staff are aware of the Early Years Foundation Stage Statements and the National Curriculum Statements and in their planning and teaching they strive to:

- Provide suitable learning challenges
- Meet the pupils diverse learning needs
- Remove the barriers to learning and assessment

Teachers match the learning objectives to the needs and abilities of the pupils. They use a range of strategies to develop the pupil's knowledge, understand and skills. Where appropriate materials are modified or support is provided to enable pupils with SEND to access the learning or the assessment process.

Specific resources and strategies may be used to support your child individually and in groups.

The school acknowledges that its practices make a difference and because of this the school and teachers regularly review issues related to pupils with SEND and classroom organisation, teaching styles and methods, materials and tasks to determine how these can be improved.

### **How will the school measure the progress of your child in school?**

The school is committed to continually monitoring the progress of all the children in the school. This takes place in a number of ways:

- Progress is continually monitored by the class teacher with half termly formal assessments carried out.
- Data and levels from these assessments are recorded in line with Early Years Foundation Stage and National Curriculum requirements. Children who may not be meeting National Curriculum requirements may be assessed against a more sensitive levelling approach called 'P Scales.'
- At the end of each Key Stage (Year 2 and 6) children are formally assessed using Standard Attainment Tests (SATs). These are required by the Government and results published nationally. In addition children in Year 1 will also complete a Phonics Screening check.
- Children receiving additional support will have this evaluated at the end of every half term to ensure the support is effective and whether it needs to continue be increased or stopped.

- The progress of children on an Statement/EHC Plan is formally reviewed at an Annual Review meeting with all adults involved invited to attend.
- The SENDCo monitors the progress of all SEND children by collecting data at the end of every half term.

### **How will we support your child as they move between classes or to another school?**

We recognise that transition of any sort can be difficult time for you and your child and will take steps to ensure that this process is as smooth as possible.

- For children entering the school from another setting we will work with the previous SENDCo to ensure we have information on the best way to meet the needs of your child. We will also invite you and your child to visit the school so we can discuss the best ways to meet their needs.
- When moving classes in the school information will be passed to the new class teacher in advance and your child will have opportunities to visit the new class and meet the new teacher. Strategies and ideas that have been working well will be shared. A support book may sometimes be used to help your child.
- When moving to a new school we will contact the SENDCo to ensure they know about any special arrangements and will ensure that all records are passed on.
- When moving to secondary school we will arrange to meet the SENDCo to talk about ways to ensure the transition is smooth. There may be specific meeting to prepare you and your child for this move and will be appropriate for the child to visit their new school.

### **How can we support you as a parent of a child with SEND?**

- The class teacher is regularly available to discuss your child's progress or any other concerns you may have. They will share information about what is working well and will listen to what may be working at home so similar strategies can be used.
- Support staff working with your child regularly (1-1 daily support) will liaise with you as and when appropriate.
- The SENDCo/Headteacher are available to meet with parents to discuss any concerns they may have.
- If outside agencies have visited your child the school will feed information back to you and share any support or strategies that can be used. Where possible a report will also be supplied
- EHC Plans will be reviewed and planned with you
- Classroom learning will be adjusted to meet the needs of your child and where changes are significant you will be informed. Help will also be given on how to adapt homework and home learning.
- When it is deemed appropriate and helpful a home/school communication book will be set up to communicate daily information.
- ***The graduated approach that enables the right level of intervention and support when needed is as follows:***
  - **'My profile'**: a one page profile that invites all children to provide person-centred information which may include: what is important to them, their hopes and goals and what helps them and what doesn't help them.
  - **'My Plan'**: early identification of additional needs associated with learning, health, emotional wellbeing, social inclusion, care, communication. This plan has 'SMART' outcomes, actions, resources (who, what, when) and is reviewed.
  - **'My Plan+'**: this is where needs have been identified which require assessment and intervention from different agencies.

- **'Education, Health and Care Plan'**: some children have significant educational needs that require a higher level of support.