

# Walter Infant School Local Offer for SEND Provision

## 1. Identification of Special Educational Needs and Disabilities (SEND)

1.1 How does the school identify children/young people with special educational needs and disabilities?

- On-going teacher observations, assessments, experience.
- Screeners e.g. dyslexia, reading, spelling, progress in Maths
- Outside agency reports
- Talk to parents and use their knowledge
- Experiences shared from previous schools and settings.

1.2 What should I do if I think my child has SEND?

- Contact class teacher initially regarding concerns if in school
- Meet with SENCO and Head
- If pre-school child, contact school to arrange a meeting with SENCO and Head

## 2. Support for children with special educational needs

2.1 If my child is identified as having SEND, who will oversee and plan their education programme?

- Class teacher with SENCO in consultation with parents/carers.

2.2 How will I be informed / consulted about the ways in which my child is being supported?

- Parents evenings
- Annual reports
- Annual reviews if child has a statement of educational need
- Individual Education Plan (IEP) meetings with class teacher and if necessary the SENCO
- Meetings as needed with class teacher or SENCO

2.3 How will the school balance my child's need for support with developing their independence?

Support will be differentiated according to the child's needs using a range of strategies which may include:

- Individual Education Plan (IEP)
- Visual timetables
- Planners
- Group support plans
- Small group inputs or support to recap key learning points

- EHC plans
- Strategies and targets provided by outside agencies involved with the child.

#### 2.4 How will the school match / differentiate the curriculum for my child's needs?

The curriculum will be differentiated based on each individual child's need, taking in to account teacher assessments, advice from outside agencies, the need for small group or 1:1 if needed or specific interventions.

#### 2.5 What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?

Each child's needs are looked at individually to determine the best strategies for them. Strategies may include:

- Differentiated activities
- Visual support including pictures, writing frames or word banks
- Visual timetables
- Social stories
- Safe place – use of the igloo area
- Then and now cards
- Reward systems
- ICT support
- Help walls
- Small steps with specific achievable objectives
- Multi-sensory approach to activities

#### 2.6 What additional staffing does the school provide from its own budget for children with SEND?

Each year provision is mapped and resources are allocated within the constraints of the budget. Staffing includes:

- Welfare assist
- Nurture assistant
- Teaching Assistants in each year group
- Additional teachers/teaching assistants to support specific interventions
- Teaching Assistants trained to support specific strategies/programmes.(Speech and Language, Learning Support Strategies, Behaviour Support Strategies)

#### 2.7 What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one basis or in small groups?

Type/Title of Intervention	One to one	Small group
Specific Literacy Support	x	x
Social skills groups	x	x
Nurture groups	x	x
SALT	x	x
Specific Maths support	x	x

Communication groups	x	x
OT skills	x	x

## 2.8 What resources and equipment does the school provide for children with SEND?

This will vary for each child but we will endeavour to provide resources as each child with SEND requires. Any resources and equipment that a child needs will be considered based on recommendations made by specialist services.

## 2.9 What special arrangements can be made for my child when taking examinations?

- Additional time
- Scribes
- Readers
- Adapted papers
- Quiet areas.

## 3. My child's progress

### 3.1 How will the school monitor my child's progress and how will I be involved in this?

- On-going Teacher Assessments
- Pupil progress meetings
- Standardised tests that give standardised scores and comparative ages
- IEP Meetings and parents evenings – a chance to give input from home experiences
- Aspects of progress will be discussed with parents where appropriate.

### 3.2 When my child's progress is being reviewed, how will new targets be set and how will I be involved?

See above

- IEPs are regularly reviewed and updated based feedback from school staff, as well as advice from outside agencies and parents.
- Parents will be invited to review their child's IEP.

### 3.3 In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?

- IEP meetings for children where appropriate.
- Annual reviews if the child has a statement of education need
- Teachers are happy to arrange meetings to discuss issues through our usual open door policy

### 3.4 What arrangements does the school have for regular home to school contact?

- Teachers are always happy to arrange a meeting to discuss issues with regarding a child.
- If it is felt to be useful, home school link books can be used

### 3.5 How can I help support my child's learning?

The following support you can offer your child has significant impact on their progress.

- Listen to them read every day
- Read stories to your child
- Play games eg board games
- Visit places of interest as this will aid topic knowledge
- Support home learning activities
- Ensure punctual regular attendance as often missing interventions can have a negative impact on progress

### 3.6 Does the school offer any help for parents / carers to enable them to support their child's learning, eg training or learning events?

- The school runs regular curriculum evenings throughout the year for specific subjects where ways to support your child are demonstrated
- Transition sessions
- Parenting courses are also offered during each academic year
- SENDIASS are available for parent advice
- School is able to signpost support from a range of other agencies

### 3.7 How will my child's views be sought about the help they are getting and the progress they are making?

- Termly conference meeting between child and teacher.
- Peer and self-assessment opportunities
- Target booklets
- If they have a statement of special educational need their views will be sought as part of the annual review process

### 3.8 What accredited and non accredited courses do you offer for young people with SEND?

N/A

### 3.9 How does the school assess the overall effectiveness of its SEN provision and how can parents / carers and young people take part in this evaluation?

- Monitoring progress via Teacher Assessments, standardised scores
- Outside agencies review objectives set and progress made towards these
- Impact of interventions
- Discussion with children as appropriate and parents.
- Children are aware of own learning targets and next steps

#### **4. Support for my child's overall well being**

4.1 What support is available to promote the emotional and social development of children with SEND?

Support will be differentiated according to the child's needs using a range of strategies which may include:

- Welfare Assistant
- Specific interventions e.g. Circle of Friends, 1:1 time, Social stories
- Nurture Assistants

4.2 What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?

- Behaviour/Pastoral Support Plans
- Support from Foundry
- Quiet areas inside and out can be set up
- Clear guidelines of choice
- CAF/TAF

4.3 What medical support is available in the school for children with SEND?

- First Aid
- Staff will take on any training as needed to support medical needs of any child

4.4 How does the school manage the administration of medicines?

- Specifically trained adults according to individual needs of children
- First aiders
- Medicine policy

4.5 How does the school provide help with personal care where this is needed, eg help with toileting, eating etc?

Where a child has specific personal care needs we are able to provide.

- Disabled toilet
- 1:1 support with personal care or during snack and meal times if required

#### **5. Specialist services and expertise available at or accessed by the school**

5.1 What SEN support services does the school use, eg specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc ?

We use all of the above support services for specific children plus

- CAFCAS Officer
- CAMHS doctor

- Educational Psychology
- Family support workers
- Foundry College (Behaviour Support)
- Learning Support Services
- Occupational Therapists
- Physiotherapists
- Speech and Language Therapists
- Vulnerable Children's Education

5.2 What should I do if I think my child needs support from one of these services?

- Speak to SENCO who will advise next steps and make referrals as necessary

5.3 How are speech and language therapy, occupational therapy and physiotherapy services provided?

- In school staff follow programmes provided by these services
- Specialists come in to support from time to time depending on each child's needs

5.4 What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?

- Single point entry referral can be made via the SENCO. This can sometimes be done through the GP as well.

5.5 What arrangements does the school have for liaison with Children's Social Care services?

- School has access to children's social care services if required.

## **6. Training of school staff in SEND**

6.1 What SEND training is provided for all school staff?

- Regular SEN staff meetings
- A time to discuss children with SEND is allocated to Senior Team meeting agenda
- Training is provided dependent on current needs
- SENCO / Head attend regular of training and cascade to staff
- Teaching Assistants attend training as necessary

6.2 Do teachers have any specific qualifications in SEND?

- No specific qualifications but much experience in dealing with a range of SEND pupils

6.3 Do teaching assistants have any specific qualifications in SEND?

- Teaching Assistants are given opportunities to attend courses and training to further develop their knowledge and understanding of areas of SEN. Recent courses

attended include Nurture Assistants, Early Bird plus, Dyslexic, Speech and Language Support, Occupational Therapy support , Sensory circuits

## **7. Activities outside the classroom including school trips**

7.1 How do you ensure children with SEND can be included in out of school activities and trips?

- All children are included in out of school activities and trips in discussions with parents and risk assessment undertaken in line with the Local Authority guidelines. Parents may be invited to accompany their child if necessary or 1:1 support may be provided depending on the level of need.
- Staff undertake a preparatory visit to ensure the risk assessment is appropriate
- Staff ensure that venue are fully informed of any additional support that may be required

7.2 How do you involve parents / carers in planning the support required for their child to access activities and trips?

- Through discussions with parents and school staff. Advice is also taken from the place to be visited in terms of their facilities and accessibility.

## **8. Accessibility of the school environment**

8.1 How accessible is the building for children with mobility difficulties / wheelchair users?

- School has relevant access throughout.
- Personal Education Evacuation Plan (PEEP) and risk assessments are in place.

| 8.2 Have adaptations / improvements been made to the auditory and visual environment?

- School would take advice from outside agencies regarding adaptations in teaching areas for each child as needed

8.3 Are there accessible changing and toilet facilities?

Yes – disabled toilet

8.4 How do you ensure that all the school's facilities can be accessed by children with SEND?

- Reasonable adjustments are made to ensure that the school is accessible to all children

8.5 How does the school communicate with parents / carers who have a disability?

Parents/carers needs are accommodated as much as possible and on an individual basis

8.6 How does the school communicate with parents / carers whose first language is not English?

- We encourage parents to bring an advocate (trusted representative) who is able to offer translation services
- We can access support from the local authority EAL team to translate letters etc

## **9. Preparing my child to join the school or to transfer to a new school or the next stage of education and life**

9.1 What preparation will there be for both the school and my child before he or she joins the school?

- Home visits with school staff including SENCO
- Liaison with current pre-school or setting and visits to meet the child in that familiar setting
- Planned transition includes visits into school for the family
- Photos
- Booklets with team information
- Meetings with the family and specialist services involved with them
- SENCO to attend TAFs, annual reviews etc if appropriate
- Employ a buddy system so that parents can meet with other parents whose child has similar need

9.2 How will my child be prepared to move on to the next stage within school, e.g. class or key stage?

- Additional transition visits (for both parents and child. e.g. going for story time)
- Photos of key adults and places in the new setting
- Next teacher to see child in current setting
- Parents introduced to teachers / T.As as appropriate
- Teachers meet to pass on information including academic and social needs, specific strategies that work, medical details

9.3 How will my child be prepared to move on to his or her next school?

As above

9.4 How will you support a new school to prepare for my child?

- Meet and discuss individual needs in year 2 if the child has a statement of educational need
- Suggest new school come to visit child in current setting
- Share good practice and strategies with new school staff
- Teaching Assistant may accompany the child on visits to new school
- Vulnerable child transition programme is offered by some schools
- Teachers meet to pass on information including academic and social needs, specific strategies that work, medical details



#### 9.5 What information will be provided to my child's new school?

- In discussion with parents, school will share records of interventions, impact, assessments (including teacher assessments, statutory assessments and other standardised tests carried out), diagnosis and strategies that have been developed and been successful

#### 9.6 How will the school prepare my child for the transition to further education or employment?

n/a

#### 10. Who can I contact to discuss my child?

- Class teacher
- SENCO
- Head

#### 10.1 Who would be my first point of contact if I want to discuss something about my child or if I am worried?

As previously stated

#### 10.2 Does the school offer any specific support for parents / carers and families (such as Family Support Workers?)

- Allocated staff give specific support to parents if required
- School can contact the Family and Parenting Support team or Vulnerable Children's Education team should home schooling be needed at any time

#### 10.3 What arrangements does the school have for signposting parents / carers to external agencies which can offer support, such as voluntary agencies?

- School tries to keep up to date contacts for agencies such as Reach and is always happy to help parents/carers find support groups as needed

#### 10.4 What arrangements does the school have for feedback from parents, including compliments and complaints?

- Parents are encouraged to speak to the class teacher in the first instance as issues arise
- Feedback via annual parent questionnaire
- Contact SENCO or Head to deal with compliments and concerns