**Mainstream Schools’ Local Offer**

Schools are asked to give their responses to the following questions for publication in the Authority’s Local Offer. This information will help parents, carers and young people to understand how you manage Special Educational Needs and Disabilities (SEND) in your school.

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| Please give a very brief description of your school, eg. size, location, ethos, any mission statements etc.  *Woodley CE Primary School is a voluntary controlled school with around 300 pupils on roll.*  *The aims of our school are to promote confident, resourceful, enquiring and independent learners.*  *We aim to foster our children’s self-esteem and ability to build positive relationships with others.*  *At Woodley CE we believe the best environment for learning supports individual needs and disabilities where children feel safe and valued and can therefore enjoy their learning.*  *Our school promotes a caring community where mutual trust and respect is shown for all.*    *We aim to support your child’s overall well-being and take the emotional and social development of all our children very seriously.*  *Our local offer outlines how we support your child and their SEND.* |

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

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

*We use our teacher experience combined with teacher observations and assessments*

*Phonic assessments*

*Reading assessments*

*Working memory assessments*

*When appropriate we work with outside agencies, who observe, advise and report on a child’s specific needs.*

*By talking with parents and liaising with a child’s previous schools we can use this knowledge to support a child as needed.*

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

*Initially a parent should discuss concerns with the class teacher initially; following this if needed further support then discussions take place with the Senco and Head.*

*For a child with SEND coming from a pre-school then a transition meeting is set up between pre-school and our Senco.*

**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?

*The class teacher plans an IPP with support from the Senco. There is an initial discussion prior to the start of the IPP then regular monitoring of the child’s progress. Parent and class teacher meet termly to review progress, set new targets and meet with the Senco as appropriate.*

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

*You will be informed through parent consultations, annual reviews (if the child is statemented) and meetings with the class teacher and Senco.*

*A child receiving SEND support will have an IEP so targets can be set and progress monitored.*

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

To achieve this balance the following are used: IPPs, visual timetables, carefully planned resources eg individual work trays, checklists

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

*The curriculum is differentiated for each child’s needs. It is taught in a cross curricular style and staff are well placed to match each child’s needs.*

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?

*Strategies used include: auditory enhancement, learning walls, visual support, word banks, ICT support, tasks set in small steps with specific learning points,*

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

There are *teaching assistants in each class with additional adult support for specific interventions.*

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 |
| Nurture | √ | √ |
| Precision teaching | √ |  |
| “Catch Up” maths | √ |  |
| 5 Minute Box – early literacy skills | √ |  |
| Booster groups – English and Maths |  | √ |

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

*Special cushions (posture pads), foot stools, headphones, pens, sloping desks, pencil grips, wobble boards, sensory toys eg tangle toys,*

*changing table, hearing enhancement mike, independent workstations, coloured filters/overlays, a mobility frame,*

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

*Additional time, scribes, readers, a separate room, a quiet room, rest breaks, modified papers*

**3. My child’s progress**

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

*School monitors progress by liaising with parents regularly and at parent consultations; also by reviewing scores achieved in ongoing assessments.*

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

*This will happen once a term– mutually agreed meetings happen as and when are needed with parent and classteacher.*

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

*There will be termly IEPs meetings for those receiving SEND support.*

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

*There are home school diaries to provide the opportunity for daily home/school contact; the class teacher and Senco also arrange meetings with parents as required.*

3.5 How can I help support my child’s learning?

*By working with the school and being actively involved in your child’s learning using suggestions school makes eg attending parent evenings and workshops*

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?

*School provides a variety of curricular evenings, parenting workshops, and offers signposting to external training and events.*

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

*Through discussion with the child they can explain/show how they have made progress and in relation to their IPP. A child can also voice their opinion 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?

*We make regular assessments by using our tracking system(Insight); pupil progress meetings are held termly and the impact of interventions discussed and targets set.*

**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?

*The school has a variety of support in place: Nurture Assistants, Peer Mediators and Playground Pals.*

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?

*To support this school uses: a “Safe Area”, “What If?” cards, clear guidelines of choice, an identified adult (eg playtime support)*

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

*Training is undertaken as needed, as appropriate for a mainstream setting.*

4.4 How does the school manage the administration of medicines?

*Please see our: First Aid and Medicine Policy; there is regular training and updates of medicines affecting children. We have specifically trained adults to deliver medicines according to the individual needs of children.*

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

*Personal care can be supported as follows: there is a* *changing table (in line with our toileting policy)and also a disabled toilet; some help with eating can be given 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 can access the following services through our local authority eg: Speech and Language, Learning Support Service, Educational Psychologists, Family and Parenting support services. We can also refer to Foundry College for support with a vulnerable child or a behaviour need.*

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

*Parents should speak to the school and then advice can be given for which relevant service is needed.*

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

*School staff follow the programmes provided by the services; a specialist may also come in to demonstrate and advise initially.*

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?

*Parents should speak to school and a referral can be made if needed.*

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

*School has access if required.*

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

6.1What SEND training is provided for teachers in your school?

*The local authority has a variety of training and courses. There are termly Senco network meetings for updates and training on current issues on SEND; there is also regular Governor SEND training.*

6.2 What SEND training is provided for teaching assistants and other staff in your school? *School has* *staff with a variety of experience in working with children with SEND; they are updated with training and SEND issues as needed by the Senco and Head.*

6.3 Do teachers have any specific qualifications in SEND?

*The Senco has gained the SEN Accreditation. Staff have received training in Emotional First Aid and some staff have accreditation as Nurture Assistants.*

6.4 Do teaching assistants have any specific qualifications in SEND?

*School staff are given opportunities to extend their knowledge in this area and a variety of SEND courses are attended when offered by the local authority.*

**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 and risk assessments carried out beforehand. Work is differentiated when necessary and all needs taken into consideration to ensure equal access to all activities. Support staff are appropriately placed to support each child and their needs.*

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

*Discussions with parents take place before hand so support can be planned appropriately.*

**8. Accessibility of the school environment**

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

*The majority of the school site is accessible by wheel chair; where possible further adjustments could be made after discussion with a professional’s help according to individual needs.*

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

*Yes – and advice from outside agencies is taken. School keeps up to date with compliance with Disability Laws.*

8.3 Are there accessible changing and toilet facilities?

*School has a disabled toilet and changing facility.*

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

*The single storey building gives access and there is a ramp to the field.*

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

*School can communicate according to the parent’s/carer’s needs.*

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

*School can use translation services as appropriate either via the local university or online.*

**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?

*School can offer home visits, photo booklets, transition meetings between staff at both schools.*

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

*School can provide photo booklets, planned visits to the new area/classroom to familiarise, transition talks between staff of both phases, passing on information and IPPs relevant to the child, parent evening before the end of the summer term to meet the new teacher.*

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

*A carefully planned transition programme includes: several visits to the new school, transition discussions between staff to ensure passing on relevant information around the child’s needs, IPPs, provision and support needed for smooth transition*

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

*As above*

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

*Information provided will include details of support and provision, recent IPPs and academic levels. Staff in Y6 and Y7 have liaison discussions in the Summer term to explain all the above.*

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

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

*The staff at reception are able to answer initial queries and concerns; thereafter the Head and Senco can be contacted for an appointment. The classteacher and Senco are happy to meet with parents to discuss concerns.*

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

*An appointment can be made to discuss concerns and whether help can be provided. If needed, an initial referral is made by school and a parenting programme can be offered.*

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

*School will endeavour to signpost parents/carers to the relevant local agencies.*

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

*School has an* *annual parent questionnaire.*