

School Offer for Special Educational Needs and Disability

September 2014

**What is The School Offer?**

* As part of the Children and Families Bill 2014, all schools are required to make available their local SEND offer to families. This details how they can support children and young people with a special educational need and/or disability (SEND).
* A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

**Definition of SEND**

The term 'special educational needs and disability’ has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. Many children will have special needs of some kind at some time during their education.

Help will usually be provided in their ordinary school, sometimes with the help of specialists. If your child has special educational needs, they may need extra help in a range of areas, for example:

* schoolwork
* reading, writing, number work or understanding information
* expressing themselves or understanding what others are saying
* making friends or relating to adults
* behaving properly in school
* organising themselves
* some kind of sensory or physical needs which may affect them in school

**Overview of the school**

* Woodborough CE Primary School currently has 160 children on roll in 7 classes.
* **10%** of pupils are identified with a special educational need (SEN Support).
* **1.2 %** of pupils are identified with a Statement of Special Educational Needs / Statutory My Plan.
* All areas of the school are accessible to children with gross motor difficulties.

**Curriculum**

* ***How will the curriculum be matched to my child’s needs?***
* Woodborough CE Primary School ensures all teaching is differentiated to match the needs of each child. This is achieved through high quality planning and quality first teaching. This includes children who are very able, may have an additional need or have a special educational need.
* Some children may require more focused support, and additional adults may be used to provide support where appropriate.
* Some children may have additional needs which may require short term interventions or some additional support.
* Some children who have a special educational need may require an Individual Support Plan to support their learning and enable them to access the curriculum.
* Children are assessed under an ‘Assess, Plan, Do, Review’ model. For more information on this, please refer to Appendix 1.
* ***Who can I talk to, and how, if I am not happy with what or how my child is learning?***
* The first point of contact for parents or carers is always your child’s class teacher.
* Parents and carers are encouraged to speak informally to teachers after the school day, or request a formal appointment.
* Class teachers also hold formal Parent Consultation Evenings twice a year.
* Additional points of contact are:

SENCO (Special Educational Needs Coordinator): Mrs Michelle Ashby

Head teacher: Mrs Sarah Brewis

* ***What is the level of support my child can get both in and out of the classroom?***
* The support your child receives will be tailored to their needs, through differentiated teaching, use of additional adults and personalised intervention programmes.

**Extra-Curricular Social activities**

* ***How will my child be included in activities outside of the classroom including school trips?***
* Woodborough CE Primary School strives to include all children in all extra-curricular activities by providing appropriate resources.
* A full risk assessment will be carried out prior to any trips which will detail any specific needs and measures to provide for these.
* There are a range of extra-curricular clubs which aim to cater for all pupils.

**Training and Resources**

* ***How are the school’s resources allocated and matched to my child’s needs?***
* Woodborough CE Primary School considers the needs of each child on an individual basis. In the first instance, all children receive high quality differentiated teaching which matches their needs.
* Where additional resources (such as a specific intervention programme) are required, the class teacher will liaise with the Special Educational Needs Coordinator (SENCO) and where appropriate the Headteacher (if support involves allocation of staffing), to develop a programme of support for your child. All intervention programmes are evidence based, and are used to narrow the gap between your child’s attainment and the attainment of their peers.
* All classes have a teaching assistant for 15 hours per week. This is funded from the delegated budget and Pupil Premium finding. They are used to provide extra support for individuals or small groups of children in the core subjects of English and Maths.
* ***What specialist services and expertise are available to my child?***
* As appropriate, Woodborough CE Primary School can access external professional support, including:
* Speech and Language Therapy
* Occupational Therapy
* Child and Adolescent Mental Health Service (PCAHMS)
* Educational Psychologists
* and, Specialist Special Educational Needs Service (SEND) which includes:
* Behaviour Support
* Learning Support
* Social Communication Needs
* Qualified Teacher for visual Impairment
* Qualified Teacher for hearing Impairment
* Links with the School Nurse
* Access to Parent Support Advisor
* As appropriate, Woodborough CE Primary School has some staff who specialise in:
* ELS ( Early Literacy Support)
* Sparks (Occupational Therapy Programme)
* Emotional Literacy (ELSA)
* Sound Discovery (Phonics)
* NESSY (Phonics)
* Sir Kit’s Quest (KS2 Writing)
* We strive to make all our classes as inclusive as possible, by developing systems and equipment that are designed to remove barriers to learning.

**Assessment and Review**

* ***How is the decision made about what type and how much support my child will receive?***
* At Woodborough CE Primary School we strive to identify any special educational need as early as possible in order to provide the appropriate support.
* Class teachers, supported by the SENCO and head teacher, assess the attainment and progress of all children regularly. This enables the school to identify children who may have an additional need or a special educational need which can be characterised by progress which:
* is significantly slower than that of their peers starting from the same baseline
* fails to make the expected rate of progress
* Where additional resources (such as a specific intervention programme) are required, the class teacher will liaise with the Special Educational Needs Coordinator (SENCO), and where appropriate the Headteacher (if support involves allocation of staffing), to develop a personalised programme of support for your child. All intervention programmes are evidence based, and are used to narrow the gap between your child’s attainment and the attainment of their peers, and remove any barriers to learning.
* Appropriate assessment procedures are in place which will inform ambitious and achievable targets for your child. These are designed in collaboration with your child, class teacher, and SENCO where appropriate.
* There are new SEN categories for September 2014. For more information, please refer to appendix 2.
* ***How are parents and young people involved in the assessment and review of needs?***
* At Woodborough CE Primary School, children play an active part in target setting and reviewing their progress, along with parents and carers.
* Through Parent Consultation Evenings and SEN review meetings, parents are involved in the assessment and review of needs.

**Communication**

* ***How will the school keep me informed about my child’s progress?***
* At Woodborough CE Primary School, we place high value on working collaboratively with parents to ensure successful outcomes for all children. We aim to have an open-door policy where parents are encouraged to take full and appropriate involvement in their child’s education. Parents are encouraged to come into school on a regular basis to celebrate children’s successes, e.g. on open days and for assemblies / School Meetings.
* Parents are also able to find out about their child’s progress through Parent Consultation Evenings, SEN review meetings, Annual Reports, and both formal and informal discussions with their child’s teacher and SENCO. Some children may also have a home-school communication book.
* ***How will the school keep me informed about issues and problems with my child at school?***
* Other than in exceptional circumstances, your child’s class teacher will keep you informed through discussion in person, over the phone, or by letter.
* ***How will I know what the schools expectations are for my child’s progress?***
* In Parent Consultation Evenings and SEN review meetings, your child’s teacher will inform you about your child’s progress. Your child will also receive their Annual Report detailing all aspects of their efforts and development.
* ***Who should I talk to if I have a concern about my child in school?***
* The first point of contact for parents or carers is always their child’s class teacher.
* Additional points of contact are:
* SENCO
* Head Teacher.
* ***How will my child’s voice be heard?***
* Woodborough CE Primary School prides itself on being a school that actively listens to all children and puts their needs as paramount in all that we do.
* Your child will be involved in the setting and reviewing of targets.
* We operate a ‘peg system’ where children can express their views with any member of staff.

**Transition**

* ***What are the transition arrangements from pre-school to Woodborough CE Primary School, and from Woodborough Primary School to secondary school?***
* Woodborough CE Primary School has very close links with a number of local pre-schools and nurseries. Staff from school visit local pre-schools throughout the year to ensure a smooth transition.
* Woodborough CE Primary School also has close links with all of the Secondary Schools in the area and works collaboratively with them to ensure a smooth transition from the end of primary school to the beginning of secondary school.
* We arrange additional visits to secondary school for children with additional needs or who are considered vulnerable, prior to them starting school.
* ***How could I arrange a visit before my child starts at the school?***
* Visits to the school are warmly welcomed. You will be given a personal tour of the school and an opportunity to discuss any special/additional needs your child may have and how the school can effectively support them.

**Appendices**

**Appendix 1**

Graduated Approach comprises of:







Following the assessment and planning, and dependent upon the need, there are a variety of interventions that could be employed to support the child.  Following an identified need, pupils may fit the criteria for one or a combination of interventions.  ”Special educational needs and provision” can be considered as falling under four broad areas.

[Cognition and Learning](http://www.warneford.swindon.sch.uk/?page_id=6183)

[Sensory and/or Physical Needs](http://www.warneford.swindon.sch.uk/?page_id=6188)

[Social, Mental and Emotional Health](http://www.warneford.swindon.sch.uk/?page_id=6190)

[Communication and Interaction](http://www.warneford.swindon.sch.uk/?page_id=6193)

If you need any further information regarding our local offer, please contact our Special Educational

Needs Co-ordinator (SENCO) Mrs Michelle Ashby (contact by email via admin@woodborough.wilts.sch.uk or telephone 01672 851305).

**Appendix 2 Special Educational Needs and / or Disability**

***What are Special Educational Needs and / or Disabilities?***

Special Educational Needs and / or Disabilities, or SEND, is a term that is used to describe pupils who have needs over and above those that can be met by good quality classroom teaching. These needs may be within:

* Communication and interaction
* Cognition and learning
* Social, mental and emotional health
* Sensory and/or physical

They may be for a short period or throughout a child’s educational life. They may be identified before a child has even entered school or they may come to be recognised at a specific point in their education.

Woodborough CE Primary School is proud of the work it does with all its pupils and we have significant strengths working with children with special needs. We build self-esteem with positive learning experiences and successfully involve children with whole school life. We recognise SEND with the intention of addressing unmet needs; and enabling children to have an ability to engage, and develop skills and knowledge to achieve, succeed and even excel beyond their potential across all areas of the curriculum.
We follow the guidelines set out in the 2014 Code of Practice for SEND. Teaching staff continually strive to fully understand their pupils and comprehensively meet their needs.

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| **Concern** | If the class teacher or parent identifies a concern, the SENCO will liaise with the class teacher over a Wiltshire Indicators of Progress (WIPD) assessment. This process is designed to highlight any area of need. |
| **SEN Support** (formerly School Action/School Action Plus) | Children who are identified with learning needs will become part of a single category known as SEN Support. Their progress will be monitored by the class teacher and SENCO and they will compile a one page profile to accompany their IEP in conjunction with their teacher. |
| **Education and Health Care Plan** (Statutory Assessment) | The EHCP replaces the ‘Statement of Special Educational Needs’. Personnel from the local authority will liaise with the SENCO and class teacher over the child’s provision. All professionals that support the child will meet with their family for the annual review in the Spring term. |

**Continuum of Support**

Here is some key information for parents regarding the new SEN Code of Practice for 2014:

***Why are changes being made to the SEN system?***

The Government is transforming the system for children and young people with special educational needs (SEN), including those who have disabilities, so that services consistently support the best outcomes for them.

The Children & Families Bill will extend the SEN system from 0 to 25, giving children, young people and their parents’ greater control and choice in decisions and ensuring needs are properly met. There are also changes to the way SEN is funded, as part of school reform.

***What do the SEN changes mean for Teachers?***

Under the draft code, Teachers will be more accountable for the progress of pupils with SEN, even those who receive extra support from specialist staff. If a pupil is not making enough progress, Teachers, SENCO’s and parents should work together to solve any problems, and to plan targeted support and teaching strategies.

Teachers should expect to be judged in their appraisals on how well they teach pupils with SEN. It is important that they know how to identify different kinds of SEN and support pupils with different needs.

***What will replace SEN statements?***

Under the new Code of Practice, Statements of SEN will no longer be produced but will be replaced by education, health & care plans (EHCPs).

These will replace statements and learning difficulty assessments (LDAs) and will stay in place up to the age of 25, wherever a young person stays in education and still has needs that require an EHCP, i.e. an EHCP will continue only for young people who choose to stay in education or training.

For most young people this will be to go to further education (college), or to get an apprenticeship.

***When will statements be replaced by EHCPs?***

Each child will transition from a statement to an EHCP upon their next annual review meeting.

***What will replace School Action and School Action Plus?***

Children who were previously within these categories will now be under one single category known as ‘SEN Support’. In conjunction with their teacher, they will produce a one page profile known as a ‘My Plan’ which will be attached to their IEP.