

Our SEND Offer

Every child is different and, therefore the educational needs of every child are different.

Children and Families Bill 2013

The Government has recently transformed the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill has extended the SEND system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It has taken forward a reform programme set out in *Support and aspiration: A new approach to special educational needs and disability: Progress and next steps* by:

- Replacing statements and learning difficulty assessments with a new birth-to-25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- Improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;
- Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special education needs to publish a 'local offer' of support.

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 SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well the options available to support families who need additional help to care for their child.'*

At **Wootton Wawen CE Primary School**, we are committed to offering an inclusive curriculum to ensure the best possible progress for **all** of our pupils whatever their needs or abilities.

We strive hard to ensure that ALL pupils:

- Have a wide and balanced curriculum which is differentiated to meet individual needs
- Can learn and make progress according to their individual developmental stages
- Are assessed using appropriate assessment tools and guidelines
- Have equal access to resources, provision and interventions as required

Good special needs practice is good practice for all pupils, which is of utmost importance as any pupil may encounter difficulties at some stage in their school lives.

What are special educational needs?

If your child has more difficulties than most children their age with aspects of their learning, communication or behaviour, they are likely to benefit from additional support in school which will enable them to access the curriculum at their level.

What is a disability?

A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse affect on his or her ability to carry out normal, day to day activities.

Children with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in school.

Staff Responsibilities:

All teachers at Wootton Wawen School are teachers of SEND pupils and as such provide quality first teaching which takes account of the particular individual needs of pupils with SEN within the classroom.

Our school has a Special Educational Needs Co-ordinator (SENCO) who is responsible for the management of provision and/or support for identified pupils with SEND. The role of the SENCO is to coach and support teachers and other staff to enable them to provide appropriate assessment and focussed provision for children in their class and also liaise with parents and external agencies.

The named SENCO for Wootton Wawen CE primary School is **Mrs Hemming**.

We currently have one Governor with a special interest in SEND, **Mrs Doherty**, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

School SEND Provision:

Each pupil's education programme is planned by the class teacher. It is differentiated accordingly to suit the pupil's individual needs and 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 is placed in a small focus group run by the teacher or teaching assistant. The length of time of the 'intervention' may vary according to need but is generally a term. These interventions are regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. Group interventions are recorded on a **Provision Map** (this is a record of the interventions and pupils being targeted). Learning objectives and targets for group or individual interventions are included on either a **Rapid Action Plan** or **SEND Support Plan** and progress is monitored.

The stages of intervention:

At Wootton Wawen there are **three** stages of intervention available to pupils:

Stage 1 intervention: A whole school approach including differentiated activities and individualised teaching approaches and resources for use within the classroom.

Stage 2 intervention: Out-of-class targeted support for individuals or small groups.

Stage 3 intervention: Specialised intervention for those pupils with more complex additional needs.

Rapid Action Plans (RAPs) and SEND Support Plans (SSPs):

Group **RAPs** highlight the teacher's main areas of concern for the child and the stage of support to be provided (usually stage 2). Individual **SSPs** are provided for pupils with very specific needs who require one-to-one additional support (stage 3). These pupils may have had help from an outside specialist such as an educational psychologist or speech and language therapist.

Targets:

SMART (Specific, Measurable, Achievable, realistic, Time scaled) **targets** are included which promote learning in small achievable steps, with details about strategies to be employed to enable this to happen and details about the people who will be involved in helping this to happen. For many of our pupils, targets will be connected to learning and will often be specifically to do with literacy and numeracy. For other children, they

may be to do with social interaction, communicating with children and adults, emotional difficulties, overcoming physical issues etc. but **all** targets depend on the needs of the individual child.

Additional Provision:

The school offers many different forms of additional provision.

Depending on the needs of the child, this can include:

- additional in-class support
- additional out-of-class support
- one-to-one support,
- flexible groupings (including small group work)
- access to specific resources and interventions
- mentoring
- access to external agencies
- social communication groups

In addition, **all** Wootton Wawen pupils benefit from:

- a range of teaching and learning styles
- a differentiated curriculum
- a range of differentiated learning materials (both for reinforcement and extension)
- assessment procedures that emphasise pupils strengths and achievements
- access to ICT
- a broad range of extra-curricular activities

External Support Agencies:

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND.

At Wootton Wawen we access the following agencies;

- Early Intervention Service (EIS)
- Educational Psychology Service (EP)
- Integrated Disability Service (IDS) including the Autism Support Team (AST)
- Speech and Language Therapy (SaLT)
- Child and Adolescent Mental Health Services (CAMHS)
- Physiotherapy
- Occupational Therapy (OT)
- Social Services
- CAF Officers (Common Assessment Framework)
- School Nurse
- English as an Additional Language (EAL)

If your child has complex SEND they may have an **Education Health Care Plan** (EHC Plan) which means that a formal **Annual Review** will take place to discuss your child's progress and a report will be written. This can also be done on a six monthly interim review if changes to circumstances occur or concerns arise.

School Environment:

Wootton Wawen School is situated on one floor and can be accessed by a wheelchair. We also have a disabled toilet. Any other resources needed may be assessed by OT and Physiotherapy services in order for us to ensure ease of access and safety for all.

Parents/Carers:

As a school, we recognise the value of parents/carers knowledge of their children and will seek to use that information in planning support for pupils. Parents/carers are encouraged to be fully involved with their child's educational provision, so that a collaborative and consistent approach can be implemented.

Class Teachers will meet with parents/carers termly to discuss a child's progress and RAP targets.

The SENCO will contact parents to discuss referrals to outside agencies. Parental permission is **always** sought before a referral is made.

We encourage parents to discuss any concerns that they may have about their child's needs. This is usually with the Class teacher, although parents can also make an appointment to meet with the SENCO directly.

The school will provide information about the **Warwickshire SEND Information, Advice and Support Service (SENDIAS)** (– formerly Parent Partnership service) to all parents/carers of pupils with special educational needs. Parents of any pupil identified with SEN may contact SENDIAS for independent support and advice. **(Helpline number: 02476366054)**

Parents are always welcomed into school and are a highly valued group of people.

SEND Local offer Review:

Our local offer will be reviewed annually to reflect the changing needs of the children who join and are developing in our school. Part of this review process will involve contributions from parents. All parents of pupils with SEND are invited to liaise with the **Parents Forum** to help us match our local offer to the needs of their child

What should you do if you feel that the Local Offer is not being delivered or is not meeting your child's needs?

First point of contact would be your child's class teacher to share your concerns.

You could also arrange to meet with Mrs Hemming our SENCO, Miss Bradshaw our Mental Health and Wellbeing Officer or Mrs Jones our Headteacher. You may also wish to:

- Look at the SEN policy on our website.
- Contact the SENDIAS.

For further information about provision for pupils with SEND, please contact the school SENCO **Mrs Hemming**, or our SEND Governor is **Mrs Doherty**.

(April 2016)