

Weston Park Primary School



Local Offer

Date of last review: September 2015

Date of next review: September 2016

Local Offer

1. What type of school are you, what special educational needs do you cater for and is there an eligibility criteria?

Weston Park Primary School is a mainstream setting that educates children from the age of 4 to 11. We firmly believe and value Inclusion, and aim to ensure that every child is given equal opportunities to thrive in our mainstream setting. Admission of children with Education and Health Care (EHC) plans is supported by the Local Authority in consultation with the school and parents/carers.

As such we have an effective Inclusion team led by our school SENCo (Special Educational Needs Co-ordinator) Mandy Coe. Mandy is supported by our Pupil Support Leaders, ELSAs (Emotional Literacy Support Assistants), Family Support Worker, Attendance Officer and Teaching Assistants based in and out of class, with specialisms such as speech and language therapy support.

2. How does your educational setting know if children need extra help and what do I do if I think that my child has special educational needs?

Pupils are identified as having Special Educational needs through a range of processes:

- Information supplied from previous educational settings
- Concerns raised by parents/carers
- Concerns raised by teachers following pupil progress meetings
- The school aims to identify any areas of difficulty as early as possible. Where concerns are raised related to rates of progress monitored against the new age related expectation, an individualised plan of support will be put in place. This support is then closely monitored to ensure that the pupil is able to make the expected progress.
- Where necessary the school will seek additional support and assessment from external services such as Educational Psychologists, Outreach Services and Health Services. If outside agency support is required parental permission will be sought.

3. How will both you and I know how my child is doing and how will you help me to support my child's learning?

Pupil progress is monitored and assessed against age related expectations as set by the government. Progress is reviewed on a continuous cycle, and in detail at the half termly pupil progress meetings held with the teachers and senior leadership team. Following these meeting any pupils identified as not making appropriate progress against expectations are discussed and suitable additional support is put in place at the earliest opportunity.

- Class Teachers will be available on a daily basis at the start and end of the school day for brief conversations. Should you have concerns related to your child's progress and need to speak to the teacher at more length they will be happy to book an appointment at a mutually convenient time. Members of the Inclusion and Senior Leadership Team will also be available to address any concerns you have either by telephone or by making an appointment.

- The Inclusion Leader/SENCo ensures that all interventions and additional support are monitored to ensure that they are effective and provide pupils with the support they require.
- Annual reports and parent's/carer's evenings provide regular feedback on your child's academic progress and behaviour for learning. They also provide you with information on your child's current targets.
- Parents/Carers of children with identified special educational needs are regularly invited in to meet with the Inclusion Team / Class Teacher/ Phase Leader and share their child's individual progress and discuss ways that the child will be supported both at school and at home.
- If your child has an EHC Plan you will additionally be involved in an annual review of their progress. This will be facilitated by the Inclusion Leader/ SENCo and will involve all agencies supporting the child.
- School staff will support parents/carers to help their children at home by discussing various approaches to learning and by offering on-going support and encouragement to both you and your child.

4. How will the educational setting staff support my child?

All lessons are planned in detail to provide all pupils with a varied and interesting learning experience with the whole school expectation for quality first teaching in every classroom.

- All lessons are differentiated to ensure that children receive appropriate challenges and that learning is matched to the pupils needs.
- A range of targeted interventions are used to support children who require additional support (we are happy to share details of the interventions with parents/carers on request).
- Where the school identifies the need for additional support, the parents/carers will be informed of the support planned.
- Children identified as having SEN will be set individualised learning targets (details of the interventions and targets will be recorded on the SEN Passports) by their class teacher.
- The new SEN Passports (replacing IEPs) and targets will be written with the child. The SEN Passport will include details of the child's areas of strength and areas of difficulty. The Passports will be regularly updated with progress and shared with parents/carers.
- Teachers and support staff will work on the targets set with the children. Your child may be supported on a 1:1 basis or in small groups. We expect parents/carers to support their children's targets as well. We will discuss this with you and offer support and guidance to enable you to do this.
- Progress will be monitored and tracked to ensure the intervention enables your child to close gaps in learning.
- The governing body receive termly progress reports on children with SEN and monitor the effectiveness of the provision we have put in place.

5. How will the curriculum at your setting be matched to my child's needs?

SEN Provision is in line with the recommendations made in the SEN Code of Practice 2014 and SEN Support: *Guidance for early year's providers, mainstream schools and colleges.*

- All teachers have pupils in their classes with SEN and it is their responsibility to ensure these pupils make progress, with support from the Inclusion Team.
- All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to enable all pupils to make progress, where necessary additional staff training is provided.
- Pupil's prior learning and attainment are taken into account so that all children, whatever their ability are catered for and empowered to progress.
- For some pupils with SEN, advice is sought from external agencies such as Educational Psychologists, specialist advisory teachers or outreach services. If your child accesses any of these services you will be fully informed and kept up to date with their involvement and suggestions.
- If required, specialist equipment may be given to your child e.g. writing slopes, concentration aids, pencil grips or easy grip scissors.

6. How is the decision made about what type and how much support my child will receive?

The decision to provide additional support is as a result of continuous assessment for learning and detailed discussions of pupil progress tracked against age related expectations. Should your child be identified as falling below age related expectations a further discussion regarding the areas of difficulty will take place with the class teacher and Inclusion Leader. Following this discussion the most suitable support or intervention will be put in place and monitored to record progress made.

- As a standard all pupils will receive quality first teaching, to ensure that this standard is maintained there is a regular programme of monitoring by the Head and Senior Leadership Team.
- All classes in Early Years benefit from full time Teaching Assistants. Key Stage 1 and Key Stage 2 have Teaching Assistants (TAs) allocated to each class and our intention is to have full time staff as often as possible.
- Children's behaviour for learning and engagement in learning are also monitored. Where teaching staff feel that a pupil is working below age related expectations discussions will be initiated with the SENCo and Senior Leadership Team to identify the changes required supporting the pupil's needs.
- Early identification of pupils working below age related expectations ensures that wherever possible appropriate support can be quickly put in place to address any gaps in learning.
- Additional support may take the form of extra Teaching Assistant time, inclusion in a booster group/programme, social emotional support or in some cases an external professional will be consulted. Decisions on the amount and type of support your child will receive is highly individualised to their need and detailed on the pupils SEN Passport.
- In a very small number of cases the Inclusion Team and external specialists may support the decision that your child would benefit from 1:1 support for some or all of their school day. We may take the decision to apply for an integrated assessment of

your child's needs which may result in an EHC Plan. Should this be the case, you will be fully informed by the school Inclusion Leader /SENCO and we will work in partnership with you.

7. How will my child be included in activities including trips run by your setting?

As a fully inclusive school we endeavour to ensure that all school activities and trips are equally accessible to all pupils. Should a pupil require additional support to engage with the activity or trip this will be identified on the risk assessment. This will also include any additional support required for lunch and break times.

- If necessary risk assessments are carried out and procedures are put in place to enable every child the chance to participate. An individual risk assessment may be required for a child with SEN or health needs where there may be concerns for safety and access, where appropriate parents/carers will be consulted and involved in this planning.
- If it is deemed that intensive 1:1 support is needed, then a parent or carer may be asked to accompany their child during the activity.

8. What support will there be for my child's overall wellbeing?

As a fully inclusive school we offer a range of pastoral support for every pupil.

- The teachers and TAs in each class provide social and emotional support to children on a daily basis through SEAL (Social & Emotional Aspects of Learning) and the PSHE (Personal, Social & Health Education) curriculum.
- Additional support can be requested from our ELSAs (Emotional Literacy Support Assistant) for a variety of needs including bereavement, emotional development, social skills etc.
- We also have a Family Support Worker who is trained to work with children and their families.
- We operate a Nurture group at Weston Park Primary School. The Butterfly Nurture Group provides social emotional support for pupils who match the criteria for additional support in this area. The work in Nurture is planned and overseen by the Inclusion leader/SENCo.
- High attendance is a priority. Regular attendance at school has a direct impact on progress. Where we are concerned about attendance our Attendance Officer will contact you to discuss any issues you may be having. We may also utilise the support of the EWO (Education Welfare Officer).
- Our school nurse completes routine checks and is available to parents/carers where there are concerns over health and development.
- We ensure that trained staff are available to support the medical needs of pupils including the administering of prescribed and labelled medicines as in line with our medicine policy.
- If needed, due to their SEN and with your consent, we will attend to the personal care of your child. In these situations there will be more than one member of staff present.

9. What training is provided for staff supporting children with SEN?

As a qualified SENCo, Mrs Coe is able to provide in house training for staff to support pupils with SEN. The effectiveness of interventions, support from additional adults is monitored closely. The on-going professional development in the understanding of pupils' special education needs is managed within the schools professional development meetings.

- All school staff receive annual child protection training on school policy, procedures and national updates.
- All staff receive annual medical training delivered by the school nursing team covering topics such as asthma, epilepsy and diabetes, allergies.
- On-going staff training is accessed through a range of outside agencies e.g. Educational Psychology, Speech and Language, Southampton Outreach Services for behaviour and specific learning needs.

10. How accessible is your educational setting (indoors and outside)?

As a school we take into account the possible physical and sensory needs of the school community and any future changes will take into account the Disability and Equality Acts.

- There are some ramps into school to make some of the entrances accessible.
- We currently have 3 disabled toilets across the site, a height adjustable changing table and disabled access shower facility.
- The school has a separate Accessibility Plan that is available to view on the school's website. (A hard copy is available on request.)

11. How are the parents/carers/young people currently involved in your educational setting? How can I get involved and who can I contact for further information?

As a school we value the close working relationship between parents and carer and the school. We believe that children thrive when there is a strong relationship between home and school.

- Parents/carers of children with SEN are offered all of the standard opportunities to meet with school staff however; they may also be offered additional opportunities to meet their child's class teacher to discuss individual targets set and progress against these.
- Should outside agency support be necessary, parents/carers will be contacted directly by the Inclusion Team.
- Parents/Carer and children with EHC plans are additionally invited to an annual review meeting which is an opportunity to gather together, with all of the professionals involved with your child, to review progress and plan for the next year. The local authority is also involved in this process. Children's views will contribute to this review and will be gained in a manner appropriate to their age and ability.
- Throughout the year there will be opportunities to feedback to the school through parents evenings and occasional surveys.
- If you require a meeting with the Inclusion Leader/SENCo please phone (023 8044 8962) or visit the school office.

11. What steps do I take if I have a concern about the school's SEN provision?

We take any concerns you may have about pupil progress and development seriously. Should you have a concern please speak in the first instance to

- The class teacher or make an appointment to see the Inclusion Leader.
- The Head teacher will meet with parents/carers if requested. Please contact the school office to arrange any appointments.
- We also have a governor designated to monitor the quality and provision of SEN across the school.

12. What specialist services and expertise are available at or accessed by the school?

- At times it may be necessary to consult with outside agencies to receive more specialised expertise. The agencies used by the school include:
- Educational Psychologists & EWDOs (Emotional Wellbeing Development Officers)
- CAMHS (Child & Adolescent Mental Health Service)
- MASH (Multi-agency Support Hub including Child Protection advisors & social workers).
- Family support workers.
- Occupational Therapists & Physiotherapists.
- School nursing team.
- Southampton Advisory Outreach Service (Previously - Springwell, Vermont & Cedar special schools).
- Specialist advisory teachers (Hearing, Visual and Physical Impairment)
- Language support including Speech Therapists, SALSAs & bilingual assistants
- Community policing team.
- EWO (Education Welfare Officer)
- Voluntary services and charities e.g. NSPCC and young carers
- Our work is enhanced by the provision outlined in Southampton's Local offer which can be found through their website.

13. How will the school prepare and support my child to join the school, transfer to a new school, or transfer to the next stage of life?

There are a number of procedures in place to support pupils transition or transfer, these include:

- The opportunity for you and your child to view the school ask questions and meet key staff.
- Transfer from pre-schools includes visits to pre-school from school staff, additional visits to school by the child and their key-worker, and meetings with parents/carers are offered. In September, teachers and Early Years Teaching Assistants (EYTAs) will complete a home visit for every child entering Year R.
- Members of the school Inclusion Team and/or team leaders meet with staff from the receiving or previous school/setting to discuss pupil's needs and plan accordingly.
- Social stories and transition booklets are provided for any children moving to a new class, year group or school. These contain photos and key information which you can routinely share with your child to lessen anxiety about the changes.
- Transfer to secondary school is carefully organised for children with SEN, including extra transition visits, additional meetings with the receiving SENCO and the use of a EWDO when required.

14. Where can I get further information about services for my child?

This guidance has been specifically prepared for and by Weston Park Primary School. We have developed this guidance to fulfil our duties under the SEN Information Regulations and by doing so, supplement Southampton City Council's Local Offer. This can be found through their website.