

WHITESHILL PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS LOCAL OFFER

1	<p>How does our school know/identify that children have special educational needs (SEND)?</p> <p>We work closely with our feeder playgroup and nurseries to identify any support a child may need as they enter our Reception class, as well as listening to the information parents tell us. In school we continually observe and assess our pupils and if we have concerns about a child we raise this with the parents at the earliest stage and use the Gloucestershire Intervention Guidance to help determine what sort of support might support the child's learning. We closely track the progress of all children and use screening software and assessments to help us identify where slower than expected progress is because of special educational need that has not yet been identified. The evidence we have is discussed with parents and other relevant professionals (with parental agreement) to confirm any specific needs that require a different approach in class or around school.</p>
2	<p>What are the first steps our school will take if special educational needs are identified?</p> <p>If we recognise that a child needs extra support, a meeting will be held between the class teacher/parents and SENCO (Special Educational Needs Coordinator) if necessary to discuss ways forward and the support the child needs and if the school feels that outside support is necessary, we will talk to the parents and gain their permission where necessary for outside assessments such as from speech and language, educational psychologist etc. All staff are informed of the best way of supporting the child so that a consistent approach is used throughout the school to benefit the child.</p>
3	<p>What should parents/carers do if they think their child has SEND? How can they raise concerns?</p> <p>Parents are able to come in and speak to the class teachers at any time if they have any concerns about their child. Class teachers will ensure that the concerns are dealt with through first quality teaching – differentiating the work and through adult support. If the concern is more serious the SENCO would attend the meeting to discuss assessments that can take place and support that can be put in place.</p>
4	<p>How will our school include parents and students in planning support?</p> <p>Parents are invited in to parents' meetings each term where discussions take place regarding any individual support or targets a pupil may have. Some parents are given longer to discuss their children's needs through a structured conversation where parents and pupils contribute to a plan for the child.</p> <p>If the child has an education plan they are made aware of their targets and also talk about how they could achieve the targets. Pupils are encouraged to look at what they do well. Our pastoral mentor will meet with pupils to get their views on how they are managing to work towards targets throughout the term.</p> <p>When outside support is required, parents are always invited in to talk to the professional concerned before they see the child. Parents get copies of all paperwork relating to their child from school and from outside professionals. Parents are partners in the decision making about the additional support their child receives and are welcome to be involved at all stages of the 'Assess, Plan, Do and Review cycle.</p>
5	<p>How will our school teach and support children with SEND?</p> <p>Whiteshill School uses 'First Quality Teaching' which assesses pupils regularly and adjusts work and support to match the needs of each pupil. This will be used for all pupils within the school and enables us to identify any issues quickly and deal with them through early support. Most children, including those with Special Educational Needs, will have their needs met through good quality classroom teaching.</p> <p>For pupils who need more targeted support, this is given through supported work, appropriate tasks,</p>

	<p>grouping pupils, teaching assistant support, working 1/1 with teaching assistants or the class teacher. Much of this will take place in the classroom. Some pupils may require more targeted or personalised support and may access individualised interventions for part of the week outside of the classroom. We may draw on the support of outside agencies to provide us with advice.</p> <p>If outside agencies suggest particular programmes or interventions we ensure that staff are trained to support specific difficulties, we also ensure any advice given is embedded into the planning and teaching of the pupil involved and that the skills practiced in the intervention sessions are reinforced in the classroom.</p> <p>Pupils have access to technology to help them, through laptops, voice recorders, Sound field systems and any other specialised equipment needed for access to the curriculum. We work with specialised teams of advisors such as the Hearing Impaired team, using their advice and resources that they recommend, and sometimes provide, to ensure full access to all of the schools activities. At all times we liaise with parents to ensure that they are aware of the support being given to their child and seek the views of the child as to how they like to be supported and to establish what they think works for them.</p>
6	<p>How does the school support children with an EHCP?</p> <p>Very small number children may have an Education, Health & Care Plan (EHCP). These are statutory plans maintained by the Local Authority and used to be called Statements of SEN. Some children will still have a Statement if the Local Authority has not yet converted this into an EHCP. These are for children with the most complex, significant and long terms needs which call for a level of provision which is above that which is usually provided for in schools as part of their usual range of SEN support. The school has a duty to provide the provision which is specified within the Plan, which will have been written by the LA in partnership with the parents and the school. In some cases the plan may bring additional resources to the school and these would be used to support the child. Sometimes the school will be expected to provide the support set out in the plan from its own (delegated) resources.</p>
7	<p>How does our school plan the support? How are our resources allocated and matched to needs?</p> <p>The Head/SENCO and class teachers meet regularly to discuss pupil progress and identify pupils that need support. Support is planned and resources are allocated at these meetings. Good assessment ensures that the resources and the planned intervention matches the needs of the pupils. The Head/SENCO looks at provision mapping and data to plan Teaching Assistant support across the school each year. The SENCO looks at the needs of the pupils to assess training needs each year, our Teaching Assistants have specific specialisms to ensure we can support a wide range of SEND pupils.</p>
8	<p>How is the decision made about the support your child will receive?</p> <p>In most cases a child's SEN needs will be met by the class teacher doing something differently in the classroom. Where something additional is required we will always reach these decisions in partnership with parents, and where appropriate, with the children themselves. (See above)</p>
9	<p>How will progress towards identified outcomes and effectiveness of our SEND provision be assessed and reviewed by us and how will we involve parents, children and young people in this process?</p> <p>We assess the child's progress continually and all interventions are monitored to assess effectiveness and ensure that the children are making progress. This is discussed in pupil progress meetings and between SENCO/class teacher/teaching assistant. Pupils know their targets and are proactive at working towards meeting them. At parents evenings interventions and support is discussed. Structured conversations help set targets for pupils and to support parents at home. The SEN Code of Practice (2014) describes a graduated Assess, Plan, Do and Review cycle. The class teacher is central to driving movement around the four stages of this cycle, with support and oversight from the SENCo, and in close collaboration with the parents.</p> <p>The Governing Body closes monitors the progress of children with SEN (as a cohort) and the Head Teacher reports to the Governors on how SEN provision is organised and what impact this has had.</p>

10	<p>Who will be working with your child?</p> <p>The class teacher will be the person working with your child and is responsible for the progress each child makes. Targets for progress are set by the class teacher and Headteacher through pupil progress meetings. Teaching Assistants work alongside the class teacher and they meet regularly to discuss pupil progress both within the class and within any intervention programme the child may be in. The Class teacher will decide who the Teaching Assistant needs to support in class, pupil progress meetings with head/teacher/TA decide on who will work with your child out of class on any intervention that may be required.</p> <p>Within our small school the children know all of the staff, they work with different teaching assistants dependent upon their needs. Sometimes, with parental agreement, we will draw on the support and expertise of outside agencies.</p>														
11	<p>How does our school ensure that the information about a child’s SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?</p> <p>All paperwork relevant to a child is shared with the class teacher and all teaching assistants that work with the child. They will have access to all outside agency reports as well as individual plans put in place by the SENCO/class teacher. Mid-day supervisors are informed of any issues that they need to know about, such as social interactions, and how these are being supported within the school to ensure consistency of approach.</p>														
12	<p>What intervention programmes does our school run for children with SEND and how are they delivered?</p> <p>The school runs a range of programmes for pupils with SEND. A range of programmes we have used include:</p> <table border="0" data-bbox="204 1099 1414 1346"> <tr> <td>Bear Necessities</td> <td>Nurture Group</td> </tr> <tr> <td>Dancing Bears</td> <td>Social Skills</td> </tr> <tr> <td>In Gloucestershire Children Count</td> <td>Speech and Language activities</td> </tr> <tr> <td>Talk Boost</td> <td>Rapid Maths</td> </tr> <tr> <td>Rapid Phonics</td> <td>Rapid Reading</td> </tr> <tr> <td>Better Reading</td> <td>Fizzy</td> </tr> <tr> <td>Thinking Skills</td> <td></td> </tr> </table> <p>We also identify what a child needs and will give them extra support for spelling, handwriting, mental maths and other areas identified as needing support. Some children are identified as needing to read daily to an adult and all classes have a regular reading list.</p> <p>The SENCO attends local cluster meetings where good practice is shared and we can keep up to date with new and effective interventions and appropriate training for staff.</p>	Bear Necessities	Nurture Group	Dancing Bears	Social Skills	In Gloucestershire Children Count	Speech and Language activities	Talk Boost	Rapid Maths	Rapid Phonics	Rapid Reading	Better Reading	Fizzy	Thinking Skills	
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13	<p>What support does our school put in place for children and young people who find it difficult to conform to normal behavioural expectations and how do we support children and young people to avoid exclusion?</p> <p>The school has a pastoral mentor, one of our Teaching Assistants, who is well trained in dealing with difficult behaviour. We have staff trained for Team Teach which helps them try to diffuse any situations that may arise and safely remove a child from an area if there are any behaviour or health and safety issues. We run Nurture groups and social skills groups for these pupils. Pupils who find school difficult are given time at the beginning of the day to settle into school, our Nurture group runs for the first half hour of the day.</p> <p>We work with outside Behaviour support groups who come in to support children 1/1 and also alternative provision, where children can attend for a short time to give them a break from routine and get individual support.</p> <p>The school works with the local authority and puts personal support plans into place for pupils who</p>														

	<p>are at risk of exclusion. Parents are always supported and can invite Parent Partnership to these meetings.</p> <p>At all times we work very closely with the parents of these pupils, accessing support at home if the parent is having difficulty with their child and meeting informally at the end of the day to feed back the successes of the day.</p> <p>At all times the children are given support out of the classroom if they are finding it difficult to conform and do the work given so that the other pupil's learning is not affected. Care is taken to identify what is behind the challenging behaviour so that we can identify and support the causes.</p>
14	<p>Which other services do we use to provide for and support our pupils/students?</p> <p>Whiteshill Primary School works with all services provided by Gloucestershire Local Authority as and when they are needed. We also purchase support from any suitable outside agencies that we feel would be beneficial for the progress and support of individual children.</p>
15	<p>How does our school manage the administration of medications?</p> <p>Pupils with medical needs all have medical passports that staff are aware of and policies are in place for any medicine that may need to be given to meet these needs. We work with the school nurse to obtain any training that staff may need to meet these needs and staff have training in asthma, epilepsy and diabetes. We work closely with parents and health professionals to ensure that the child's needs are met and school policy is adhered to. (See our Medicines in School Policy)</p>
16	<p>How does our school help with personal care where this is needed?</p> <p>Whiteshill Primary School has an intimate care policy which is adhered to by staff at all times. Of paramount importance is that the dignity of the child is maintained and children are closely involved in the discussions and decision about how their personal care needs are met.</p>
17	<p>What is our policy on day trips, school outings, health and safety arrangements?</p> <p>Whiteshill Primary School is an inclusive school and pupils attend all curriculum activities, including day trips, where possible.</p> <p>Where a pupil has special educational needs or a disability careful consideration is given as to what may need to be done to make activity safe and accessible for them and others. We identify the barriers or potential risks and establish what reasonable steps can be taken to overcome these.</p> <p>For example a child who finds change difficult to manage is given time to talk through the school trip before it happens and is given pictures and simple information about the place they are going so that they know what is going to happen throughout the day. If one of the children uses a wheelchair we may seek to hire a vehicle that was wheelchair accessible so that the child could travel on the same vehicle as the rest of the class.</p> <p>We follow guidelines and risk assessments from the Gloucester Health and Safety Department with staff members trained in Educational Visits. (see our Educational Visit Policy).</p> <p>The school uses Gloucestershire Local Authority risk assessment for Primary Schools document. We also put in place risk assessments for any pupil who has specific needs, such as wheelchair use around the school, or to support a child with behaviour problems.</p>
18	<p>How will our school involve young people with SEND in their education?</p> <p>All children are regularly asked about their progress and respond to any marking or comments in their books in class. Children with SEND discuss the targets they may have and regularly meet with our pastoral mentor to give their views on these targets and whether they are able to meet them. Children are always involved in the Statement/EHCP Annual Review process in some way. This may not necessarily mean attending the meeting, but certainly ensuring their views are listened to.</p>
19	<p>How do we arrange and support a transfer to another school/educational establishment?</p> <p>When a child is ready to move onto secondary school we ensure that we meet with the Year 7 tutor</p>

	<p>to give them relevant information about a child. Some children will visit their secondary school more than once during the summer term so that they can get used to the people and layout of the school. We advise parents to start to visit secondary schools when their child is in Year 5 so that they are well informed of the provision of each school they visit.</p> <p>If a child has a Statement of Special Educational Needs/EHCP the SENCO from the designated secondary school is invited to the final statement review.</p>
20	<p>How accessible is our school to pupils/students with SEND?</p> <p>Whiteshill Primary School is fully accessible to all pupils with SEND. We do have slopes and steps around the site which would be risk assessed for anyone with a visual impairment or using a wheelchair. All classrooms and the hall are accessible to wheelchair users. The office is the only place that cannot be accessed by anyone in a wheelchair due to the steps leading up to it. The school would actively seek to overcome any potential barriers and establish any reasonable adjustments that could be made.</p> <p>The Governing Body maintains an Access Plan which sets out how it is envisaged that accessibility will be improved over time.</p>
21	<p>Where can you find our SEND policy?</p> <p>All relevant school policies can be found on our website.</p>
22	<p>What role do the governors have? What does our SEND governor do?</p> <p>A report is made on SEN at every Standards and Premises governors meeting. This information is present at a cohort level, rather than discussing individual children. Governors have access to progress data to ensure that SEND pupils are making good progress and will challenge the school if they are not.</p> <p>The SEND governor will meet with the SENCO when necessary to discuss policies and practices. Governors monitor the site to ensure it is safe for SEND pupils.</p>
23	<p>What can you do if you are not happy?</p> <p>Whiteshill Primary School has an open door policy and we ask that you talk to your child's class teacher if you are unhappy about anything to do with your child. In most instances this will resolve any problems you may have, however you can always contact the SENCO if you are still worried. The school has a Complaints Policy which can be found on our website.</p>
24	<p>How can parents/carers arrange a visit to our school? What is involved?</p> <p>Whiteshill Primary School enjoys having parents visit our school. You may ring into the office and make an appointment to come in at anytime.</p>
25	<p>What expertise does our school and our staff have in relation to SEND?</p> <p>We have had experience of teaching children with a range of different special educational needs over time. As a staff team we have had training and input in the following areas:</p> <ul style="list-style-type: none"> • TeamTeach/positive behaviour management • Dyslexia friendly classrooms • Autism Awareness • Teaching children with hearing impairments • Physical Disability • Nurture training

	<ul style="list-style-type: none"> • Speech and Language
26	<p>What accredited and non-accredited courses do we offer for young people with SEND?</p> <p>All children have access to a broad and balanced curriculum suitably differentiated to meet their needs. Children who are working within the level of the test will be entered for the Key Stage 2 public examinations, (SATs). Some children will not be entered but a Teacher Assessment grade is given. For those children who do sit SATs tests; a range of additional support can be requested such as extra time, the use of a scribe or reader in some subject and, for some, the use of rest breaks.</p>
27	<p>What are Gloucestershire schools are expected to provide from their budget</p> <p>The school receives a delegated budget to meet the needs of all children in the school, including those with SEN. Within the overall budget is a notional SEN budget. Where children have what is termed as 'high needs' (and where a Statement or an EHCP is in place) the school is able to request 'top up funding' from the Local Authority. A request for top up funding can be made when the cost of the agreed and assessed special educational provision (on top of that universal provision available to all) exceeds £6000.</p>
	<p>When was the above information updated?</p> <p>LOCAL OFFER PUT IN PLACE SEPTEMBER 2014</p>