

Westbury-on-Severn C of E Primary School

Local SEND Offer- Our approach to supporting children with Special Education and Needs or Disabilities. (SEND)

There have been recent changes in the approach to supporting children with Special Educational Needs or Disabilities. (SEND) We would like to explain how at Westbury-on-Severn C of E Primary we aim to support children with SEND. Please contact our Head Teacher: Mr D Crunkhurn or the Special Needs or Disabilities Co-ordinator (SENDCo) Mrs L Roseblade-Bargh if you have any queries or would like anything explained further.

How does school know/identify that children have special educational needs (SEN)?

If a child has identified needs when they join Westbury, staff will work closely with parents. Concerns can be shared, along with any prior information about the child.

In addition, school will liaise with preschool or previous educational settings to ensure that the child's needs are met.

Children's progress is consistently assessed and tracked by the teaching staff and monitored by the subject leaders and Head teacher. Class teachers will raise any concerns they may have about a child and this will be discussed with the Special Needs Co-ordinator. (SENCo). From there, appropriate assessments will be carried out if necessary and we can begin to put in place support.

What are the first steps our school will take if special educational needs are identified?

As mentioned the class teacher will meet with the SENCo /Head and other staff who work with the child.

We will arrange to meet with the parents if this has not already been done. When special needs are identified, we will look to put in place support strategies.

If appropriate we will involve external agencies to work with the child or offer advice to the staff.

What should parents/carers do if they think their child has SEN? How can they raise concerns?

School has an open-door policy and encourages the parents to raise any issues immediately.

Please speak to your child's teacher and we can plan the next course of action from there.

How will our school include parents and students in planning support?

We want parents and the child to be fully involved in the planning of support. We will always work with the children and they will discuss and review their targets regularly. Pupil voice about issues that involve them is an important approach to meeting a child's needs. We will meet with parents on a regular basis.

How will our school teach and support children with SEND?

All children and young people with SEND are valued, respected and equal members of the school. As such, provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND. The governing body, head teacher, SENDCo and all other members of staff have important responsibilities to ensure access to the Curriculum.

All pupils have the entitlement to a broad, balanced and relevant curriculum. All pupils with SEND are taught for all/most of the week with their peers in mainstream classes by class/subject teachers and study the curriculum at the appropriate level for their ability. Pupils may sometimes be taught by a TA on an individual or small group basis.

With advice from and the support of the SENDCo, teachers match the learning to the needs and abilities of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable pupils with SEND to access the learning or the assessment processes.

Access to the Wider Curriculum

In addition to the statutory curriculum the school provides a wide range of additional activities. All pupils with SEND are actively encouraged and supported to join in and benefit from these activities. The participation of pupils with SEND in these activities is monitored carefully.

What are all Gloucestershire schools expected to provide from their allocated SEND budget? See link to county council website.

What provision will my child receive? How will the progress be monitored?

The SENDCo will work closely with the class teacher to plan and oversee appropriate provision for your child. The provision plan will be shared with parents.

Support may be planned within the classroom and provided by the class teacher or teaching assistant. Sometimes small group or individual interventions will be put in place, these groups will usually be led by a teaching assistant.

The SENFCo will ensure that the information about a child's SEN (Statement of educational needs) or

EHC (Education health Care) plan is shared and understood by teachers and all relevant staff who come into contact with that child.

The head teacher carries out regular tracking of all pupils' progress. Formal and informal assessment is ongoing in the classroom. Any interventions are carefully monitored to ensure that they are appropriate to the child and that progress is being made.

SEN provision is formally reviewed three times a year, when the SENDCo meets with class teachers and teaching assistants. However, provision and progress is continually monitored. Parents evenings are held twice a year, as well as informal class open celebrations. For children with a SEND or EHC plan formal reviews are held at least yearly with the child, parents, school and all other appropriate agencies.

Who oversees the SEND provision at Westbury-on-Severn CE Primary School and what is the role of the SEND Governors?

The Headteacher is responsible for the overall management of the school's SEND provision. The SENDCo and Head work in close consultation with the SEND Governor in the development and monitoring of the SEND policy. The governors work in cooperation with the SENDCo and Head to determine and implement the policy, establish the approach to the school's provision for children with SEND and to report to parents. The SEND governor monitors the school's work on behalf of the children with SEND.

Staff expertise.

As a small school, our training is primarily needs lead. The SENDCo at Westbury has a nationally recognised qualification for SEND. She carries out regular training to ensure that the school is kept up to date with current SEND issues and provision. We also have an additional teacher who also holds the National qualification for SEND. In addition, one of our teaching assistant (TA) is trained to deliver several interventions and has completed a dyslexia support course. We also have a TA who is trained in Emotional Literacy Support (ELSA). She is able to provide bespoke support on aspects pertaining to emotional and behaviour issues experienced by our pupils.

What support/ intervention programmes does our school run for children with SEND?

Please see the list of interventions on our SEN section of the website.

Activities used to support children with autism/ASD

Visual timetable

Task cards to break down instructions into clear sequenced steps to develop independence Small social group work

Circle of friends

We have support from the advisory teaching services, communication and interaction team. They work with children, parents and staff to offer individual advice as needed.

Provision for children with Moderate Learning Difficulties.

Classroom TA support is provided.

Additional support includes:

Materials to support literacy and numeracy. These are dependent on individual needs.

Literacy and Numeracy booster groups

One to One support for specific difficulties

Motor skills support- e.g. 'Fizzy' or letter formation support

Numicon resources to support numeracy

ELSA provision and intervention

Provision for children with Speech, Language and Communication Needs:

Materials include:

Speech and language materials. We would work with a child's speech therapist and use materials they provide to support individuals.

Language for thinking- a programme to support comprehension skills and understanding of vocabulary.

Word banks and other vocabulary support. Word finding activities and prompt mats

Visual timetables and other aids

Social language support groups

Emotional and Behaviour support

We work closely with all staff and parents to ensure a consistent approach to any behavioural issues.

We put in place behavioural support methods dependant on the child's individual needs.

We are also able to call in support from the local authority behavioural support team or other behavioural specialists/ teachers from special schools. We have resources in school to support children with emotional difficulties and again can involve appropriate external agencies. Our primary

offer is through our expertise in ELSA provision.

Which other services do we use to provide for and support our pupils/students?

We ask for the expert advice from other specific health services, organisations and specialist teachers. This will be carefully discussed and explained with the parents/carers beforehand so that they fully understand the nature of the support and feel that it is appropriate for their child.

How do we arrange and support a transfer to another school/educational establishment?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school, we will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be put in place for your child. We will make sure that all records about your child are passed on as soon as possible. When moving classes in school, information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All My Plan etc. information will be shared with the new teacher.

In Year 6, the SENDCo and class teacher will attend transition meeting with the secondary school. Your child will be involved in focused learning about aspects of transition to support their understanding of the changes ahead. All children will attend secondary transfer days and when appropriate your child will visit their new school on several occasions. Staff from the new school will visit your child in this school.

What special arrangements are made during formal assessments?

Where appropriate the SENDCo will work with the class teacher to ensure that barriers to assessment are reduced. In the case of KS2 SATs, school can apply for various arrangements to be put in place to ensure that every child has a fair chance of accessing the tests.

Where can you find our SEND policy?

There is a copy of our policy on the school website. If not please ask a member of staff for a copy.

Other useful policies:

Offsite visit policy- What is our policy on day trips, school outings, health and safety arrangement

Complaints Policy- This policy is in place if you are not happy

Medication Policy- The school policy requires written permission and information to be given to the class teacher or associated teaching assistant. This is explained in this policy.

Inclusion Policy and Accessibility Strategy- Including details about disability access.

Anti-bullying policy- We have a robust anti-bullying policy in place.

Behaviour and Relationships policy – This sets out our approaches to managing behaviours in school.

Who can you contact for more information?

Please get in touch with your child's teacher as soon as you feel there is an issue. The SENDCo/Head teacher will also be very happy to discuss any concerns and offer advice.

Updated: September 2019