

Woodfield Primary School



(003) SEND Local Offer

Reviewed July 2023

Next Review Due July 2024

SEND Local Offer

Special Educational Needs and Disabilities

What is the SEND Local Offer?

The government has listened to what parents say about their experience of services is like and have put in place a number of things to bring about improvements. One of these is the 'Local Offer'.

Local authorities and other services will set out a local offer of all services available to support children who are disabled or who have SEN and their families. The local offer will enable families to understand what services they can access and what support they can expect from a range of local agencies, including from the local authority, health services, schools, leisure services and the voluntary sector. The offer will include provision from birth to 25, across education, health and social care. The potential outcomes of the Local Offer are:

- **To provide clarity and confidence for parents and children.**
- **To support earlier intervention.**
- **To reduce the need for assessment.**
- **To comprehensively assess a child's situation more efficiently.**
- **To identify need and gaps in provision.**
- **To provide evidence base for improving progress and securing better outcomes, at school and local level.**

Woodfield Primary School SEND Local Offer

Woodfield Primary School is an inclusive school. At Woodfield Primary School we strive to ensure that all children have access to inspiring and motivating learning experiences through quality first teaching. This enables every child to achieve their full potential in all areas of school life.

From time to time children may require additional support for a period of time in order to meet their needs or support their learning. The decision to do this is made in partnership with parents/ carers.

At Woodfield Primary School we strive to provide support for our children and their families at the earliest possible opportunity.

If you are concerned about your child's progress or feel they may need additional support there are people in school who you can talk to.

The key people in school, who would be happy to talk with you are:

- **Your child's class teacher**
- **Miss Fallon - SENDCO and Inclusion Manager**
- **Mrs Scott – Deputy SENDCO**
- **Mrs Lawes- Family Support Mentor**
- **Mrs Gill – Learning Mentor**
- **Mr Bryan – Learning Mentor**
- **Mrs Hope- Head Teacher**

There are many different ways in which we support SEND pupils and their families at Woodfield. We are proud of our inclusive approach and ensure that all children and families are welcome, regardless of their needs. We aim to meet the needs of every individual through a highly personalised individual offer.

We value the significant contribution made by parents and understand how important it is to work as a team. Therefore, please feel welcome to speak to us about any concerns or queries that you might have.

Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs and/or Disability (SEND)?

Class teacher:

Responsible for:

- Checking on the progress of a child and identifying planning and delivering any additional help they may need (this could be things like targeted work, additional support) and letting the Inclusion Manager and SENDCO know as necessary.
- Writing a SEND Support Plan, and sharing and reviewing these with parents at least once each term and planning for the next term. This is generally done with the support of the SENCO or a member of the school inclusion team, as necessary.
- Ensuring that all staff working with the child in school are able to deliver the planned work/programme, so they can achieve the best possible outcomes. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND

The SENDCO/ Inclusion Manager (Miss Fallon)

Responsible for:

- Coordinating all the support for children with Special Educational Needs and/or Disabilities (SEND) and developing the school's SEND Policy to make sure all children receive a consistent, high quality response to meeting their needs in school.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are comprehensive records of all children's progress and needs.
- Providing advice and support for teachers and support staff in the school so they can support children with SEND in the school and achieve their best outcomes.

Ensuring that you are:

- Involved in supporting your child's learning.
- Kept informed about the support your child is getting.
- Involved in reviewing their progress.

The Deputy SENDCO (Mrs Scott)

Responsible for:

- Working with the SENDCO in coordinating support for children with Special Educational Needs and/or Disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Working with the school's SENDCO to update the SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of all childrens progress and needs.
- Providing advice and support for teachers and support staff in the school so they can help children with SEND in the school achieve their best outcome.

Ensuring that you are:

- Involved in supporting your child's learning.
- Kept informed about the support your child is getting.
- Involved in reviewing their progress.

The Head Teacher(Mrs Hope)

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Head Teacher will give responsibility to the Inclusion team and the class teachers but is still responsible for ensuring that your child's needs are met.
- The Head Teacher must make sure that the Governing Body is kept up to date about any issues in school relating to SEND.

Education Advisory Board:

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

What are the different types of support available for children with SEN at Woodfield Primary School?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching

For your child this would mean:

- That the teacher had the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- At times the teacher may direct the class based Teaching Assistant to work with your child as part of normal working practice.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or external agencies) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- All children in school should be getting this as part of excellent classroom, practice when needed.
- Specific group work with in a smaller group of children.

These groups, often called intervention groups by schools, may be:

- Run in the classroom or outside.
- Run by a teacher or a Learning Support Assistant who has had training to run these groups.

This means they have been identified by the class teacher as needing some extra support in school and a SEND Support Plan will be written for them.

For your child this would mean:

- He/she will engage in group sessions with specific targets to help him/her to make progress.
- A learning Support Assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plan.
- This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Specialist groups run by outside agencies e.g. Speech and Language therapy or Occupational therapy groups

Stage of SEN Code of Practice: SEN Support (from January 2015)

This means they have been identified by the SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as ASD Outreach or Sensory Service (for pupils with a hearing or visual need).
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- They would have an SEND Support Plan, written in consultation with parents and the child if they are of an appropriate age and stage to contribute to this.
- Your child will have been identified by the class teacher or SENCO (or you will have raised your own concerns) as needing more specialists input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist This will help the school and yourself understand your child's particular needs better and be able to support them better in school.

The specialist professional provide advice to the school staff and if required will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Support to set better outcomes which will include their specific expertise.
- A group run by school staff under the guidance of the outside professional e.g. a social skills group.
- A group or individual work with outside professional.

The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified Individual support

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher or SENDCo as needing a particularly high level of support or small group teaching (the amount of hours will be specified by a Statement of Special Educational Needs), which cannot be provided from the budget available to the school.

Usually your child will also need support from professionals outside the school. This may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all the professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at SEN K.

After the reports have all been sent to the Local Authority (L.A). The L.A will then decide if your child's needs are severe, complex and lifelong and that they need more specified extra support in school to make good progress. The authority will also ensure that all other avenues of support have been explored through the Graduated Approach such as Early Help, Team around the child (TAC) and that a personalised learning programme with additional support is in place before a referral is considered. If this is the case, and the child still struggles to make sufficient progress, they will write a Statement of Special Educational Needs or Education health Care Plan (EHCP). If this is not the case they will ask the school to continue with the support and provide recommendations and advice to the school.

If an EHCP is provided by the Local Authority it will outline the level of support your child will receive and how the support should be used and what strategies must be put in place. It will also have long and short term objectives for your child.

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Head teacher/ SENCO, Deputy SENCO or Learning Mentor.
- If you are still not happy you can speak to the Education Advisory Board.
- Follow the links for additional SEND support and information on our school website.

How will the school let me know if they have concerns about my child's learning in school?

If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- Listen to your wishes , views and feelings
- Plan any additional support your child may receive.
- Create an SEND Support Plan.
- Invite you to termly APDR meetings to review your child's progress and targets.

