

Withington Primary School and Pre-School Playgroup
Parent Information: Local School Offer

Withington C of E Primary school is a small, rural village school providing high quality education for children aged 2 -11. The school supported by the Local Authority ensures that all pupils, regardless of their ability or specific need, make the best possible progress. As a school we seek to raise achievement and remove barriers to learning for all children. All of our children are valued and respected members of our school family irrespective of any Special Educational Need or Disability (SEND). As such, we view the provision for pupils with SEND as a matter for the whole school. This means that the Govenors, the Headteacher, the SENCo, the Teachers and Support staff are all responsible for every child's progress.

This local offer is in line with the school SEND policy which can be accessed via the website or by contacting the school office.

Who are the best people to talk to in this school about your child?

Class Teacher

The Class Teacher is responsible for:

- Keeping appropriate records on your child and their progress, which can be used to identify areas of support.
- Working with the SENDCo and identifying, planning and delivering any additional help your child may need.
- Working with the SENDCo to share and review assessment and progress information.
- Informing you of progress at Parent's Evenings or another arranged meeting.
- Ensuring that all additional adults working with your child in school are helped to deliver the planned work for your child, so they can achieve the best possible progress.
- Work with outside agencies who may offer advice and help to support your child.
- Ensure they follow the school's SEND policy.

Special Educational Needs and Disability Coordinator (SENDCo)

Our school SENDCO has responsibility for the overall management of SEND in the school. They are responsible for:

- Co-ordinating all the support for children with SEND needs and developing the school's SEND policy to make sure the needs of these children are being met.
- Ensuring that parents of children with SEND are involved in supporting their child's learning, are kept informed about the support their child is getting and are involved in reviewing how things are going.
- Liaising with outside agencies who may come and support your child's learning (e.g. Speech and Language Therapists).
- Updating the schools SEND register and making sure there are records of your child's progress and learning needs.
- Providing support for other staff in the school so they can help children with SEND in the school to achieve the best progress possible.
- Working with class teachers, parents, children and other professionals to write Education Health and Care plans.
- Liasing with the Head Teacher, Govenors and School Business Manager regarding finance and spending on resources to support children's learning.
- Reporting to the Head and the Governors about the provision and progress of children with SEND.

Head Teacher

The Head Teacher is responsible for:

- The day to day management of all aspects of the school.
- Ensuring that the needs of all children are met.
- Keeping the Governing Body up to date about any issues in the school affecting the children.
- Working with the school Business Manager and Finance Governors to plan and spend money effectively, monitoring the impact of such spending.

SEND Governor

The SEND Governor is Mrs J. Dent. She is regularly informed of SEND in the school by the SENDCo, Head Teacher and through the SENDCo's annual report. She ensures that necessary support is made for any child who attends school who has SEND.

How can you let the school know you are concerned about your child's progress in school?

- If you have concerns about your child's progress you should speak to your child's teacher initially, either at a Parent's Evening or by arranging another formal appointment.
- If you are feel that the concerns are not being managed and that your child is still not making progress you should speak to the SENDCo or Head Teacher.
- If you are still not happy then you can speak to the SEND Governor.
- Formal complaints should go through the School Complaints Policy which can be found on the school Website or by contacting the school office.

How will the school let you know if they have a concern about your child's learning and progress in school?

Regular meetings with Staff are held to discuss the progress of all children to identify if any children are regularly causing concern. Areas of concern are monitored by the class teacher and SENDCo. If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail. During this meeting the school will listen to any concerns you may have, plan and explain any additional support your child may receive and discuss with you any planned referrals to outside agencies. The SENDCo may attend this meeting, or may meet with you at a later date to discuss progress and outcomes of any initial support.

How is Withington accessible to children with SEND?

- Our school has street level access to the building. We have an accessible toilet should it be required.
- We have a Stannah stair lift to provide access to the first floor and a ramp from the classroom to the playground.
- Classroom equipment is accessible to all children regardless of their needs, and where additional needs are identified (e.g. visually impairment) further advice is sought.
- Extra Curricular activities are available and accessible to children with SEND.
- Children with specific needs will have additional members of staff to help them access the school, curriculum and extra-curricular clubs.

What are the different types of support available for children with SEND at Withington?

Provision for each child is assessed and met on an individual basis. Some children will have individual or group support in class; others will be withdrawn for short periods for focused intervention.

Class Teacher input:

Our teachers endeavour to provide excellent classroom practice every day.

- The class teacher will have the highest possible expectations for your child and all pupils in their class.
- Our rigorous assessment policy ensures we know where our children are and teaching will be based on building what your child already knows, can do and can understand.
- Different techniques and ways of teaching are utilised to fully involve children in their learning in class (e.g. practical learning).
- Specific strategies are in place to support your child to learn – these may have been suggested by the SENDCo or outside agencies.
- Your child's teacher will have carefully checked your child's progress and will have decided how to meet gaps in learning to help them make the best progress possible.

Specific Group work with a smaller group of children

- These groups are called intervention groups or social groups.
- They can be run in the classrooms or in our intervention room if appropriate.
- They can be run by a teacher or teaching assistant.
- Your child will engage in the group session with specific targets to help them make more progress.
- Sometimes an external professional will guide or run these groups.

Specified Individual support

- This can be provided in the classroom setting or in our intervention room if appropriate.
- Children who receive this level of support have been identified by the class teacher, SENDCo or outside agencies to need specific support.

Specific High Level Support

- Your child may also need specialist support in school from a professional outside the school - e.g. Advisory Teaching Service, Educational Psychologist.
- For your child this would mean a request to the local authority for an Education Health and Care Plan or Statutory Assessment.
- Once an Education Health and Care Plan is in place it would outline the type of support required and how the school can deliver this support.

How is extra support allocated?

- The school budget, received from Gloucestershire Local Authority, includes money for supporting children with SEND.
- The Head Teacher decides on the budget for SEND in consultation with the SENDCo, Business Manager and Governors.
- Funding is used for employing TAs to work with children with EHC Plans, target individuals and groups and to send staff on relevant training if required.
- Other resources are purchased for use with individuals or groups where appropriate.
- All resources/training and support are reviewed regularly and changes made as needed.

How are the teachers in school helped to work with children with an SEND and what training do they receive?

- The SENDCo's job is to support the class teacher in planning for children with SEND.
- Whole school training is given to staff as and when appropriate.
- Staff who need additional training are either sent on training courses, or are provided with in house training when needed.
- The SENDCo is involved with the SEND cluster group based in the North Cotswolds.
- Educational Psychology and Advisory Teaching Service advisors are involved in training and advice for TAs and staff as well as NHS health specialists such as Speech and Language Therapy.
- Services who can visit the school to help with support/advice and training:
 - o Parent Support Advisor.
 - o Occupational Health Service.
 - o Advisory Teaching Service for Hearing Impaired.
 - o Communication and Interaction team.
 - o Educational Psychology.
 - o School Nurse.
 - o Specialist Health Advisors (e.g. Diabetes team).
 - o Speech and Language therapists.
 - o Physiotherapists

How will teaching be adapted for your child with SEND?

All pupils have the right to a broad, balanced, relevant and exciting curriculum. All pupils with SEND are taught with their peers in mainstream classes by the class teacher, and study the curriculum appropriate for their needs. All teaching and support staff are aware of the Early Years Foundation Stage Statements and the National Curriculum Statements and in their planning and teaching they strive to:

- Provide suitable learning challenges.
- Meet the pupil's diverse learning needs.
- Remove the barriers to learning and assessment.

Teachers match the learning objectives to the needs and abilities of the pupils. They use a range of strategies to develop the pupil's 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 process.

Specific resources and strategies may be used to support your child individually and in groups.

The school acknowledges that its practices make a difference and because of this the school and teachers regularly review issues related to pupils with SEND and classroom organisation, teaching styles and methods, materials and tasks to determine how these can be improved.

How will the school measure the progress of your child in school?

The school is committed to continually monitoring the progress of all the children in the school. This takes place in a number of ways:

- Progress is continually monitored by the class teacher.
- Data and levels from these assessments are recorded in line with Early Years Foundation Stage and National Curriculum requirements. Children who may not be meeting National Curriculum requirements may be assessed against a more sensitive levelling approach called P Scales.
- At the end of each Key Stage (Year 2 and 6) children are formally assessed using Standard Attainment Tests (SATs). These are required by the Government and results published nationally. In addition children in Year 1 will also complete a Phonics Screening check.
- Children receiving additional support will have this evaluated at the end of every half term to ensure the support is effective and whether it needs to continue be increased or discontinued.
- The progress of children on a Statement/Education Health and Care Plan is formally reviewed at an Annual Review meeting with all adults involved, including parents, are invited to attend.
- The SENDCo monitors the progress of all SEND children by collecting data at the end of every half term.

How will we support your child as they move between classes or to another school?

We recognise that transition of any sort can be a difficult time for you and your child and we will take steps to ensure that this process is as smooth as possible.

- For children entering the school from another setting we will work with the previous SENDCo to ensure we have information on the best way to meet the needs of your child. We will also invite you and your child to visit the school so we can discuss the best ways to meet their needs.
- Due to the size of our school the children become familiar with all adults very quickly. This allows smooth transition between classes. However, we ensure that information is passed to the new class teacher in advance and your child will have opportunities to visit the new class and meet the new teacher. Strategies and ideas that have been working well will be shared. A support book may sometimes be used to help your child.
- When moving to a new school we will contact the SENDCo to ensure they know about any special arrangements and will ensure that all records are passed on.
- When moving to secondary school we will arrange to meet the SENDCo to talk about ways to ensure the transition is smooth. There may be a specific meeting to prepare you and your child for this move and where appropriate the child may visit their new school.

How can we support you as a parent of a child with SEND?

- The class teacher is regularly available to discuss your child's progress or any other concerns you may have. They will share information about what is working well and will listen to what may be working at home so similar strategies can be used.
- Support staff working with your child regularly (1-1 daily support) will liaise with you as and when appropriate.
- The SENDCo or Head Teacher are available to meet with parents to discuss any concerns they may have.
- If outside agencies have visited your child the school will feed information back to you and share any support or strategies that can be used. Where possible a report will also be supplied.
- Education Health and Care Plans will be reviewed and planned with you.
- Classroom learning will be adjusted to meet the needs of your child and where significant changes are required you will be informed. Advice will also be given on how to adapt homework and home learning.
- When it is deemed appropriate and helpful a home/school communication book will be set up to communicate daily information.