

SEN Local Offer – frequently asked questions. SEN provision for children at West End Primary School.

Please see appendix 1 for any acronyms used throughout this document.

1. What do I do if I think my child may have special educational needs?

In the first instance speak to your child's class teacher and arrange a meeting. We will discuss your concerns with you and work together to support your child in school and help you to support your child with their learning at home. Sometimes children may require an action plan to address specific additional needs. The school will work together with parents to create this plan which is known as an IPP. A copy will be given to parents and to all staff who work with your child. These IPP's have specific, personalised targets that your child can work towards and progress to these targets can be monitored.

We may involve other professionals who can help you and the school get the most appropriate support for your child.

2. How will school support my child?

The class teacher and their team will look at your child's profile of strengths, preferred learning style and any difficulties they are currently experiencing. They will also consider any conversations they have had with parents in this process. They will draw up an IPP and consult with the SENCo as is necessary. If there are outside agencies involved with your child, e.g. speech and language therapists or occupational therapists, they will write their own plans with specific targets linked to particular aspects of development. These plans are shared with parents and school staff.

Within each year group there are intervention groups which are designed to support children having short or longer term difficulties. These groups allow for specific, focussed and personalised learning using appropriate resources and teaching strategies. These sessions may occur once a week, a few times a week or even daily. Staff running these sessions are trained in the areas they are covering and have regular times to meet with the teacher to feedback on progress and inform next steps in planning. Often these staff may also provide general learning support in your child's class. This is invaluable as they are able to remind your child to embed their new learning in their class work, and take note of class work difficulties to address in intervention groups.

We have strong links with outside agencies e.g. speech and language therapists, occupational therapists, behaviour support team (BST), Special Educational needs and Inclusion Team etc. Staff from other agencies may come into school to support your child and share information with parents and staff.

We review progress regularly with staff, children and parents to assess the impact of the provision making adjustments where necessary. Assessment data for all children, including those with SEN, is constantly monitored by class teachers and the senior leadership team, and reviewed termly during our pupil progress and Inclusion meetings.

3. How will the curriculum be matched to my child's needs?

All teachers plan according to the needs of the children in that class. In most cases special educational needs can be met through the usual classroom differentiation. There may be sessions during the day when your child works on a one to one basis for a short period, or in a small group, with a teaching assistant or teacher. The focus of these sessions will vary and may include support for a specific target for your child or help with accessing whole class learning. The class curriculum and planned work will take into consideration your child's needs and learning styles. As such tasks can be altered, or additional resources provided to help your child to access the class' curriculum at a level that is appropriate to their developing learning and takes into account your child's Special Educational Needs. In some cases special resources such as equipment or teaching materials may be used to address a specific need.

4. How will I know how well my child is doing and how will you help me support my child's learning?

At West End we encourage regular informal discussions between home and school, and staff will inform parents of progress on a regular basis. Parent workshops focus on areas of learning and skills specific to your child's year group and are delivered by class teachers to give parents ideas on how to support children's learning at home. Curriculum information is on the school website and the weekly class newsletter keeps parents abreast of what has been going on in class. These include ideas for how parents can support learning at home. The class webpage is also a great place to visit to learn more about the class curriculum and ways to enrich your child's learning. . Where a child has a specific need or target, individualised information may be sent to parents and teachers may want to meet with you to explain how you can help.

IPPs are evaluated frequently with reviews held at parent's evenings and at other meetings with parents. If other agencies are supporting your child there may be multi agency meetings to discuss progress. If your child has an Education, Health and Care Plan (EHC plan) there will also be an annual review where targets, progress and provision are discussed.

5. What support will there be for my child's overall well-being?

At West End we take the needs of the 'whole child' very seriously as we believe a child needs to be secure in all aspects of their life to make the best progress with their learning. All staff are responsible for supporting well-being and pastoral care through relationships with children and the curriculum we provide. The pupils are all taught PSHE (Personal, Social and Health Education) and we follow the SEAL (Social and Emotional Aspects of Learning) Programme in school. Circle Time, worry boxes and familiar adults are just some of the ways that we identify an emotional need, or that children can express concerns. Individualised plans are used to help children cope with specific problems in these areas.

Helen Dillon is the SENCo and Inclusion co-ordinator. Part of her role is to ensure children's pastoral, medical and social care needs are being met. We also have a school Learning Mentor, Ann Heseldin who supports children with particular needs.

If a child has a medical or intimate care need, a meeting will be set up to discuss support required and a plan will be written.

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

We regularly engage the expertise of outside agencies such as:

- Education psychologist
- Speech and language therapist
- Occupational therapist
- TAMHS – targeted mental health team
- Cluster mentor
- School nurse
- The Gateway and The Orchard - learning support centres
- Family support worker – parenting support
- Outreach workers – support nurture provision and behaviour management
- Special education needs inclusion team
- STARS team – autism support

7. What training are the staff supporting children with SEN having/had?

We are committed to the professional development of our all staff and we regularly attend and run training to further develop skills in particular areas. If we have children joining us whose needs are new to school we will train staff where appropriate.

8. How will my child be included in activities outside the classroom?

All children are supported to ensure they have access to the same experiences and opportunities as part of our Equalities Policy. A child may need one to one support in order to physically access a venue or they may require support to understand and take part in activities.

When classes go on school trips any individual needs are planned for and considered as part of the Risk Assessment. If necessary, meetings with parents are held to discuss any concerns about particular activities. Residential trips are accessible to all children. Adaptations with regard to any educational, physical or emotional need are made in conjunction with staff, parents and the activity providers.

9. How accessible is the school?

West End Primary School is mostly accessible to pupils and visitors in wheelchairs or with mobility difficulties. All classrooms can be entered from the outside without steps. The school has some internal steps but is equipped with two wheelchair lifts to make these areas accessible. We have a disabled toilet and care facility and a disabled parking is available on site. (Please contact school if you wish to make use of this facility.) The lower playground is accessed by steps, although it can also be accessed over the sloping grass field with appropriate adult supervision. If a child is assessed as requiring additional equipment or facilities then certain items may be purchased by the school. Larger pieces of equipment can often be hired from various providers who specialise in particular areas of support. We work closely with other agencies to ensure access arrangements are suitable.

10. How will the school help my child on transfer to the next phase of education?

Before any child joins West End, whether in Nursery, reception or a different year group their parents are given the opportunity to meet with the class teacher and the SENCo to discuss and SEN, Disabilities or other learning needs. An enhanced transition plan, and provision planning can then be put into place. This may involve school staff making additional visits to your home to meet you and your child in a familiar environment, or to the child's current learning setting to share good practice on how to best meet the child's needs. We may plan more frequent visits to school and a personalised transition plan to help your child feel comfortable in their new setting.

Transition between classes and key stages within school is part of our ongoing provision. Classes work closely, sharing learning activities and staff throughout the year which enables a smooth transition between classes. In the summer term we provide opportunities for children to visit their next

class and spend time with their new teachers. Teachers may put additional programmes in place in response to the specific needs of individuals and groups of children.

Transition to Key Stage 3 is planned in conjunction with staff from the high school your child will attend. Horsforth High School provides several opportunities for year 6 children including taster sessions, a full day visit and various sporting events. There is also a transition week at the start of the school holidays for all year 6 where they experience a range of sporting and other activities, and meet other children from the local area who will also be attending the school. The cluster also offer an additional transition week for pupils who may be finding transition more difficult.

11. How are the school's resources/funding allocated and matched to children's needs?

Funding is allocated to ensure that all children receive support appropriate to their needs. The decision about the type and amount of specialist support your child will receive is made by the head teacher, SENCo and class teacher. There may also be input from other professionals working with your child. Certain aspects of the school's budget are allocated to providing extra staff to work alongside class teachers to support additional and special needs.

The SEN budget is also used to purchase resources that will benefit children throughout the school as well as individuals. We also use a multi-agency approach to ensure that children receive the support that best suits any specific special needs. Specialists who work with children may recommend resources which may be funded by our SEN budget. In some instances specialist services may be bought in.

Where needs are identified that require additional resources over and above the school's provision, then additional funding may be applied for. To secure additional funding (Funding for Inclusion) children must meet very specific criteria. The SENCo and other professionals would be involved in applying for this and would liaise closely with parents.

12. How are parents involved in the school and how can I be involved?

Parents are encouraged to speak to their child's class teacher if they have any concerns. Regular, informal discussions can often address any immediate issues and meetings can be arranged for more detailed discussions.

Throughout the year there are parents' evenings and other opportunities to visit school e.g. parent workshops, class assemblies and enterprise events, school visits and trips, and special events. For more information on parental involvement and PTA events please see our website.

Parents are also encouraged to help in school whether on a regular or occasional basis. Class teachers can be contacted to arrange this.

13. Who can I contact for further information?

Admissions - if you are applying for a school place 0113 2224414

West End Primary School - for the school office, your class teacher or the SENCo 0113 2582819

westendschool@westendprimary.org.uk

www.westendprimary.org.uk

Horsforth Extended Services - support for families 0113 3367724 Brownlee Stone Centre, Town Street, Horsforth

<http://www.horsforthchildrensservices.co.uk>

Leeds SEND Information Advice Support Service(formerly Parent Partnership) – special needs information/support 0113 3951200 <http://www.leedsparentpartnership.co.uk>

Leeds City Council – information on Special Educational Needs and the Local Offer

<http://www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer.aspx>

Appendix 1: Terminology

ADD: Attention Deficit Disorder

ADHD: Attention Deficit/Hyperactivity Disorder

ASD: Autistic Spectrum Disorder. Pupils who may find it difficult to understand and use non-verbal and verbal communication

Asperger's syndrome: Pupils on the autism spectrum, higher functioning

BDA: The British Dyslexic Association

CAMHS: Child and Adolescent Mental Health Service

DCD: Developmental Co-ordination Difficulty. Also termed Dyspraxia

Dyscalculia: Pupils having difficulty in acquiring mathematical skills

Dyslexia: Pupils having a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas

Dyspraxia: Pupils with impairment of gross and fine motor skills

EAL: English as an additional language

EHC plan: Education, Health and Care plan. Legally enforceable document that describes the special educational, health and care needs of the child and how these needs will be met

Inclusion: School provides a flexible curriculum and increased capacity to ensure it meet needs of all pupils

IPP: Individual Provision Plan

LA: Local Authority

P scales: Performance descriptors. A common basis for measuring the progress of pupils working up to level 1 in all subjects of the National Curriculum

Portage: Home-based pre-school education for children with development delay, disabilities or any other special educational needs

SALT: Speech and Language Therapist

SEN Code of Practice: Practical guidance to LAs and the governing bodies of all maintained schools

SEN: Special Educational Needs

SENCo: Special Educational Needs Co-ordinator

SLCN: Speech, Language and Communication Needs. Pupils may have difficulty in understanding and/or making others understand information conveyed through spoken language