

SEND Local Offer – Worples Primary School

All Hounslow schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the local authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with special educational needs being met in a mainstream setting wherever possible, where families want this to happen.

At Worples Primary School we strive to support all children to enable them to achieve well at school. In order to do this many steps are taken to support them through their learning journey.

Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them progress at the rate of their peers or to achieve their particular targets; special educational provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or support services.

The Special Needs Coordinator is Mrs Karen Patton

The Assistant Special Needs Coordinator is Mrs Karen Patton.

They are responsible for the management of provision and or support for identified pupils with SEND. They will also coach and support teachers and other staff to enable them to provide appropriate assessment and focused provision for children in their class with SEND.

All teachers are teachers of SEND pupils and as such quality first teaching which takes account of the particular individual needs of pupils with SEN within the classroom.

The new 'Draft Code of Practice' states that there are four main areas which cover Special Educational Needs. These areas and their meanings are as follows:

Area of Special Educational Need:	Relating to difficulties with:
<p>Communication and Interaction</p>	<p>Children may have a delay or disorder in one or more of the following areas:</p> <p>Attention / Interaction skills: May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.</p> <p>Understanding / Receptive Language: May need visual support to understand or process spoken language. May need augmented communication systems. Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.</p> <p>Speech / Expressive Language: May use simplified language and limited</p> <p>Vocabulary. Ideas / conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar / phonological awareness still fairly poor and therefore their literacy can be affected.</p>
<p>Cognition and Learning</p>	<p>May have difficulties with the skills needed for effective learning such as use of:</p> <ul style="list-style-type: none"> • Language, memory and reasoning skills • Sequencing and organisational skills • An understanding of number • Problem-solving and concept development skills • Fine and gross motor skills • Independent learning skills • Exercising choice • Decision making • Information processing

	Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.
Social, Mental and Emotional health	May have difficulties with social and emotional development which may lead to or stem from: <ul style="list-style-type: none"> • Social isolation • Behaviour difficulties • Attention difficulties (ADHD) • Anxiety and depression • Attachment disorders • Low self esteem • Issues with self-image
Sensory and / or Physical	These pupils may have a medical or genetic condition that could lead to difficulties with: <ul style="list-style-type: none"> • Specific medical conditions • Gross / fine motor skills • Visual / hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building(s) or equipment. • Over sensitivity to noise / smells / light / touch / taste. • Toileting / self-care.

What is the SEND Local Offer?

The local offer is easy to understand information setting out what is normally available in schools to help children with SEND as well as the options available to support families who need additional help to care for their child.

1. What should I do if I think my child has special needs?

Talk to us!

1.1 If you have concerns about your child's progress the class teacher must be the initial point of contact for responding to parental concerns initially.

1.2 If you are not happy that the concerns are being managed you should speak to your child's Phase Leader.

1.3 If you are still not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCo Mrs Donna O'Connor or Assistant SENCo Mrs Karen Patton. (Please note they may become involved in step 1.1 or 1.2 at the request of the teacher or phase leader).

1.3. If you are still not happy you can speak to the Head Teacher and then the school SEN governor.

We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us!

2. How does Worples Primary School know if children need extra help?

Children may be identified as having SEN through a variety of ways including the following:-

- Liaison with preschool/previous school*
- Child performing below age expected levels*
- Concerns raised by Parent*
- Through half termly Pupil Progress Meetings held between the Teachers / Deputy/SENCO/ and Head teacher*
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance or progress*
- Liaison with external agencies EG: physical*
- Health diagnosis through paediatrician/doctor*

As a school we measure children's progress in learning against National expectations and age related expectations.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Nursery or Reception through to Year 6, using a variety of different methods including National Curriculum levels and the Foundation Stage Profile.

Children who are not making expected progress are picked up through our half termly Pupil Progress Review meetings with the Class teacher, SENCO and Head / Deputy Teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

3. How will I know how Worples Primary School supports my child?

- [Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupils' individual needs. This may include additional general support by the teacher or teaching assistant in class.*
- [If a pupil has needs related to a more specific area of their education, such as spelling, handwriting, maths or literacy skills etc. then the pupil will be placed in a small focus group. This will be run by the class teacher or additional teacher, or teaching assistant. The length of time of the intervention will vary according to need but will generally be for 6-8 weeks. Clear targets will be set and the interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.*
- [The SENCO's will closely monitor all provision and progress of any child requiring additional support.*
- [The regularity of these sessions will be explained to parents and carers when the support starts – targets will be fed back and meetings held to review progress.*
- [Occasionally a pupil may need more specialist support from an outside agency, such as Behaviour support teacher, speech and language therapist, occupational therapy. A referral will be made, with your consent and forwarded to the appropriate agency. After a series of assessments, a programme of support is usually provided by the agency to the school and parents/carers.*

- [*If you live outside of Hounslow borough certain agencies such as speech and language or occupational health cannot be accessed for your child by the school – the school will recommend you approach your GP to make a referral – the school would support you in this process as much as possible.*

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

- [*All work within a class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.*
- [*Teaching assistants may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs.*
- [*If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pens/pencils grips etc.*

In school we often use IEPs (Individual Education Plans) to set targets and review progress. We can use these targets to monitor pupils' progress academically against national/age expected levels and update and adjust an IEP. This may involve updating into smaller steps or using a different approach to ensure progress is made. Children may move off the SEN register when they have 'caught up' or made sufficient progress.

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

- [*You will be able to discuss your child's progress at parents evening.*
- [*If your child has an IEP you will be invited to discuss progress against the targets in more detail at the review meetings termly with the class teacher and the Assistant SENCo and/or the SENCo.*

We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or Assistant SENCo/SENCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

- *Your child may have an IEP / IBP in place and therefore the targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.*
- *If your child has complex SEND they may have an EHC Plan (education Health Care Plan) which means that a formal Annual Review will take place to discuss your child's progress and a report will be written. This can also be done at a six monthly interim review if changes to circumstances occur or concerns arise.*

6. How will my child be able to contribute their views?

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.

Children who have IEPs (Individual Education Plans) may often discuss and set their targets with their class teacher.

There is an annual pupil questionnaire where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry.

If your child has an EHC Plan or An Annual Review of their EHC Plan then their views will be obtained before any meetings.

7. What support will there be for my child's over all wellbeing?

We are an inclusive school, we welcome and celebrate diversity. All staff appreciates the importance of children having high self-esteem in order to achieve positive well-being. Here at Worple Primary we commit to our own values and ensure pupils are able to develop in a caring, fair and understanding environment.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher can liaise with the Assistant SENCo/SENCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

- The school has a Learning Mentor who works under the direction of the SENCo, with vulnerable children during the school day. Some children may be invited to come in before school for a nurture group.*

- The school has a policy regarding the administration and managing of medicines on the school site. Parents need to contact the schools medical Manager to discuss this and if agreed complete a form: 'Parental Agreement for School to Administer Medicines'. This may include medicines for life threatening conditions or required for a long term illness such as asthma and diabetes. In such cases a 'Care Plan' may be put in place according to the directions of the School Nurse.*

- School will generally not take responsibility for other medicines such as cough medicines; however we may be able to administer prescribed medicines following discussions with parents.*

8. What specialist services and expertise are available at or accessed by Worple Primary School?

At times it may be necessary to consult with outside agencies to receive their more specialist expertise. The agencies used by the school are:

- [Local authority central services including Sensory Service (for pupils with hearing or visual need) or behaviour and learning advisory teachers.*
- [SALT – Speech and Language therapy service (currently only children in year 2 or 6 can be put forward for this unless it's part of their EHCP. Early Years can refer to the services at Cardinal Road.*
- [OT – Occupational Therapy*

- [*CAMHS (Child and Adolescent Mental Health Service*
- [*Social Services*
- [*EWO – Educational Welfare Officer (Attendance)*
- [*Health Services*
- [*Educational Psychologist – An EP is allocated to each school. He/she would normally only work directly with pupils who needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. This involvement is generally planned at the MPPM. These meetings are held 3 times a year between the SENCoS and other professionals linked to the school. The aim of a MPPM is to gain an understanding of and try to resolve a pupil's difficulty in order to help understand the pupils educational needs better. The learning or behavioural support teachers or the EP will generally meet with the parent/carer and give feedback after an assessment has been completed which usually involves meeting with the class teacher, observing the pupil and meeting/carrying out assessments with the child. He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.*

9. What training have the staff had or is going to have?

- [*Most of our TAs have had training in delivering reading/spelling/phonics programme such as Fisher Family Trust.*
- [*The school also has one teaching assistant who has had Speech and language Therapy training as well as Mrs Patton our assistant SENCo. They are able to deliver speech and language sessions to pupils according to their individual needs.*
- [*Other types of training our staff have had are: ASD training, Portage, PECs, TEACCH, Makaton, Friends for Life, Time to Talk.*

We are constantly looking out for any appropriate courses relevant to the children in our school as well as refreshers to keep staff up to date on all the latest developments.

10. What are governors' responsibilities?

We currently have one governor..... involved in SEND. They regularly meet with the SENCo who will update on changes, needs in school, current concerns and SEN budget with the overall aim that all children receive they need in order to make progress.

11. How will my child be included in activities outside the classroom including school trips?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

However, if it is deemed that an intensive level of 1:1 support is needed a parent or carer may be asked to accompany their child during the activity.

12. How accessible is the school environment?

Worple is situated on one floor and can be accessed to by wheelchair. We also have a disabled toilet. Any other resources needed for access may be assessed by OT and Physiotherapy in order for us to ensure ease of access and safety for all.

13. How will Worple School prepare and support my child when joining the school as well as transferring to a new school or secondary school?

We encourage all new children to visit the school prior to starting when they will be shown around the school and any concerns can be addressed. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.

- We may need to write a 'Social Story' or make a transition booklet to ease the transition for pupils with high anxiety and communication difficulties*
- School / Parents may also feel the need to arrange several transition meetings / sessions between the schools in order to alleviate pupil concerns*

Many of our 'feeder' secondary schools run a programme specifically tailored to aid transition for the more vulnerable pupils.

[*Secondary school staff visits pupils prior to them joining.*

[*Mrs O'Connor and Mrs Patton liaise with the SENCOs from the secondary schools to pass on information regarding SEN pupils.*

We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs then an Education Health Care Plan review may be used as a transition meeting during which we will invite staff from both schools to attend.

14. How are the resources allocated and matched to children's special educational needs?

We ensure that all children who have Special Educational needs are met to the best of the school's ability with the funds available. We will often allocate teaching Assistants who are funded by the SEN

budget to deliver programmes designed to meet groups of children's needs. The budget is allocated on a needs basis.

15. How is the decision made about what type and how much support my child will receive?

*The class teacher alongside the SENCo will discuss the child's needs and what support would be **appropriate. Decisions are based on half termly tracking of pupil progress and as a result of assessments** made by other agencies. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents.*

16. How does my child gain admission to the schools social and communication cluster?

Pupils are directed through the local authority SEND team.

Mrs Patton, our cluster lead, attends ASD tracking meetings where identified children are discussed. If there is a possibility the cluster may suit a child then their paperwork is sent through to the school. Mrs Patton will then visit the child in their preschool setting to help make the decision whether the provision is suitable.

In order to attend your child must be of reception age, identified by SEN as having specific social/communication difficulties (though an ASD diagnosis is not needed) with the long term view that your child will hopefully be able to access a mainstream school and its curriculum with 1:1 support. A place in cluster does not secure a place in the mainstream year 1 class.

17. What should you do if you feel that the Local Offer is not being delivered or is not meeting your child's needs?

First point of contact would be your child's class teacher to share your concerns.

You could also arrange to meet Mrs O'Connor our Deputy Head and SENCo and / or Ms O'Hara our Head teacher. You may also wish to:

- *Look at the SEN policy on our website*
- *Contact Parent Partnership or the SEND team at the Civic Centre*

18. Who should I contact if I am considering whether my child should join Worples Primary School?

In this instance you can contact the school Admin office to arrange a meeting with either the Head Teacher or our SENCO / Deputy Head to discuss how the school could meet your child's needs.

19. How is the local offer reviewed?

This local offer will be reviewed annually to reflect the changing needs of the children who join and are developing in our school. Part of this review process will involve contributions from parents