

Hollesley and Waldringfield Primary School - SEND Local Offer 2023-2024

This is a working document that is updated and subject to alterations

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We hope this information report is useful and that the following questions will help to address any queries you may have about admission arrangements and equality of opportunity.

The Code of Practice identifies four broad areas of need.

1. Communication and interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating their needs to others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand the social rules of communication. The profile of each child is different and is likely to change over time. Children with Autistic Spectrum Disorder (ASD), including Asperger's Syndrome and Autism are likely to have particular difficulties with social interaction and may experience difficulties with language, communication and imagination.

2. Cognition and Learning

Support for learning difficulties may be required when children learn at a slower pace than their peers even with appropriate differentiation. Learning difficulties cover a wide range of needs. Moderate Learning Difficulties (MLD) or Severe Learning Difficulties (SLD) may require support for children with mobility and communication.

With Profound and Multiple Learning Difficulties (PMLD), children are likely to have severe complex learning difficulties as well as a physical disability or impairment.

Specific Learning Difficulties (SLD) affect specific aspects of learning and encompass dyslexia, dyscalculia and dyspraxia.

3. Social, Emotional and Mental health Difficulties

Children may experience a wide range of social and emotional difficulties which may manifest themselves in a variety of ways: withdrawn or isolated; challenging behaviour; disruptive or disturbing behaviour. These behaviours may reflect underlying mental health issues such as anxiety, depression, self-harm, substance misuse, eating disorders or unexplained physical symptoms. We have clear systems to manage disruptive behaviour so that other children are not adversely affected. All children have a THRIVE assessment each term and this profile may result in them receiving group or individual THRIVE interventions. For more information about THRIVE, please speak to Mrs Wood.

4. Sensory and/or Physical Needs

Some children require special provision because they have a disability which hinders them from making use of the educational facilities generally provided. These difficulties may be a vision or hearing impairment, multi-sensory impairment or physical disability all of which require special equipment.

The school will identify the special needs of a child to work out what action it needs to take. It will identify needs alongside parents, carers and other health and education specialists and ensure that due consideration is given to the needs of the whole child not just the special educational needs.

How does the school know if my child needs extra help?

We have a number of methods to help us identify if a child needs extra help.

These include:

- Information from your child's pre-school or previous school
- Information from other services who have worked with your child, for example a speech and language therapist
- THRIVE profile

This information will be used to ensure that we meet any additional needs your child may have.

Once your child is in school, we will monitor their progress and development. If we have any concerns, in consultation with parents, we may ask other professionals to give advice and support.

What should I do if I think my child may have SEND?

- Talk to your child's class teacher and/or Mrs Elder. Your concerns will always be taken very seriously, your views are very important to us.
- Children are supported most effectively in their learning when the school, parents and child work in a partnership.

How will school staff support my child?

- Your child's needs will be met within the classroom, supported by high quality-first teaching, including lesson planning that takes account of the needs of each child, and additional adult support where necessary.
- The progress of all children is reviewed on a regular basis.
- The class teacher will develop a plan for your child with appropriate targets. This will be reviewed regularly to ensure that support remains appropriate and information will be shared with you. Your child will be involved in this in a way that is appropriate for them.
- Where necessary, an individual programme of support will be used and progress monitored.
- Where necessary, the school may seek support from outside services. This will be discussed with you and a referral made with your permission.
- The governing body is responsible for ensuring that funding is used appropriately and for monitoring teaching and accessibility. There is a designated SEND governor who works with the SENDCo.
- If necessary, your child will receive individual or group THRIVE work.

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

- Lessons are pitched appropriately, so that all children can learn and progress.
- Teachers take account of the needs of each individual child and plan different tasks and resources appropriately.
- Tracking and assessment enables each class teacher to analyse the progress of the child.
- Pupil progress meetings are held to discuss suitable teaching programmes for each child.
- Targets are set to support children's individual needs and are regularly updated.
- Intervention programmes are put in place as necessary to help children with areas they need help with
- Children work in a variety of groupings, such as response partners, small supported groups, one to one, mixed ability and similar ability groups.

How will I know how my child is doing?

- You will be invited to attend a parents evening in the Autumn and Spring terms to discuss your child's progress with their class teacher. You are also welcome to arrange a meeting with their teacher to discuss their progress at any time during the year.
- Targets are set to support children's individual needs and for children with Special Educational Needs these are recorded on an Individual Education Plan (IEP). These targets will be discussed with parents and you will be asked to sign this document. The IEPs are regularly monitored and updated and your contributions will be welcomed.

How will you help me to support my child's learning?

- Class teachers and Mrs Elder will be able to share with you ideas, resources, recommendations and information sources for supporting your child's learning.
- Children are supported most effectively in their learning when the school, parents and child all work together.

How can children be involved in their own learning?

- All children are aware of their personal targets and the steps they can take to achieve them.
- We have a school council with representatives from each class including those with special education needs and meet regularly to discuss the school environment.
- We actively encourage children to find a trusted adult to talk to if they have any concerns or worries.

What training have staff had, or are undertaking, to support children with Special Needs?

The Head Teacher is the Continuing Professional Development (CPD) Co-ordinator for class teachers and teaching assistants. This role ensures that all staff have the skills they require to support the pupils in our school.

- Observations regularly take place to ensure the sharing of good practice.
- Medical training to support pupils with medical care plans such as allergies and asthma.

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

We make sure that activities outside the classroom and school trips are available to all.

- Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils, with one to one support and alternative transport available if necessary.
- Parents might be invited to accompany their child on a school trip if this ensures access.
- Breakfast and after school clubs are available to all pupils and adjustments will be made to support participation if necessary.
- We have structured activities each lunchtime and the Golden Mile at playtime to ensure children have options for a structured activity if they would prefer.
- Health and safety audits are conducted as and when appropriate.

How accessible is the school environment?

- Each SEND child has a risk assessment of their access needs carried out by the SENDCo and we purchase or borrow any equipment needed to remove an access barrier eg. an exercise table, a toilet hoist, a raised chair, dietary modifications, IT hardware with appropriate software etc.
- All classroom resources are made accessible by making personalised modifications as necessary eg. coloured overlays, enlarged type, dyslexic dictionaries, proximity to whiteboards, PECS book etc.
- Physical activity planning is personalised to the needs of each child through liaison with specialist services eg. wheelchair throwing activities, swimming at a local pool with a hoist, Makaton and Picture Exchange Communication System (PECS) by teachers.
- Trip sites are visited beforehand to ensure any barriers are removed or alternate provision is put in place eg. suitable travel arrangements, road crossing safety measures, a zip wire double harness, keys for accessible toilets, provision for crossing rough terrain etc.
- Extra-curricular provision ensures equal access to all children with individual arrangements eg. an additional adult for supervision or as a facilitating partner.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

- Induction events take place during the summer term for all children who are joining the Reception in September.
- If a child is entering our Reception, we will have meetings beforehand with parents and any professionals that have been involved with the family to date. We take time to share all your knowledge about your child so that we can plan the way forward together. Once your child has started school we will continue to chat on the phone, meet up at the start or end of the school day and have review meetings with school staff and external agencies.
- In Years 5 and 6, long before High school transition, we arrange visits to the High School for each child with special needs.
- Close liaison between SENDCO, teachers in the Early Years, Key Stage 3 and dual placement settings. This may involve multi-agency meetings to support the transition.
- Transition to new class facilitated by sessions during the summer term with class teachers and environment.
- New schools are invited to attend any reviews prior to transition.
- Pupil voice (children are asked their views on an issue either individually or in small groups).

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

- The SENDCo manages the SEND budget which is used to provide and update the school's vast range of resources eg. intervention schemes, i-pads, software packages, special seats, angled desktops etc.
- Mrs Elder also arranges appropriate CPD for all relevant staff and inducts new staff into the schools systems and structures.
- We work closely with local schools and SEND specialists to share best practice and keep up to date with national requirements.
- The governing body is kept informed of funding decisions.

Storing and Managing Information

All documents relating to SEND children are stored safely and securely. All members of staff recognise that they have a duty of confidentiality towards the school both as employees and former employees and therefore must not divulge to any person, company or organisation confidential information relating to the school. Furthermore, any notes or documentation held electronically or otherwise by members of staff remain, at all times, the property of the school.

Staff will take great care when producing confidential documents. Any such documents will not be printed to a remote source unless the sender is present to receive them. All unwanted confidential documents are shredded.

Dealing with Complaints

We aim to work in close partnership with parents and families and regularly meet to review and audit each child's learning journey. If parents are unhappy with the provision and wish to complain they can do so by following our complaints procedures outlined in our complaints policy.