

Wantage Church of England Primary School
Special Educational Needs
School Report (Offer)
September 2018 - 2019

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

- Children are identified as having SEN by:
 - Liaising with previous schools/settings, when children are already identified as needing additional support
 - Teachers raising concerns regarding the child's progress across the school's academic and social curriculum
 - Parents raising concerns about their child's development and progress
- The school will then gather together information about your child from class teachers, teaching assistants, parents, your child and perhaps outside professionals, and carry out further assessments, as needed, to build a profile of strengths and areas of need.
- Appropriate additional SEN support will then be put into place to meet your child's individual needs.

How will I raise concerns if I need to?

- Contact your child's class teacher or the Special Educational Needs Coordinator (SENCo) who is Mr Tomlinson and raise your concerns with them
- We have an open door policy and we welcome parents coming to talk to us about any concerns they may have.

How will school staff support my child?

- All teachers are teachers of children with SEND and your child's class teacher is responsible for planning, supporting and monitoring your child's progress across the curriculum.
- The SENCo (Mr Tomlinson) oversees interventions and progress of all children who need additional support
- Teaching assistants may also work with your child, either individually or as part of a group within the classroom or through targeted interventions.
- Each child with SEND has a pupil profile which details their strengths and areas of need, along with some individualised support strategies.

Who will explain this to me?

- The class teacher will meet with parents at least 3 times per year to discuss your child's needs, support and progress. This will be part of a 'formal review' of your child's progress and will involve updating and reviewing your child's Pupil Profile.
- For further information, the SENCo (Mr Tomlinson) is available to discuss SEND support in more detail.

How are the governors involved, and what are their responsibilities?

- The Local Governing Body (LGB) appoints the link Governors to the school. The SEND Governor is Sue Hunter. This Governor ensures, through regular monitoring and liaison, that the school's SEND policy is effective in practice throughout the school.
- The SENCo reports to the governors to inform them about the progress of children with SEND. This report does not refer to individual children. Confidentiality is maintained at all times.

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

- Class teachers will differentiate the curriculum to meet the needs of all children within their class.
- Class teachers implement the support strategies detailed on your child's pupil profile.
- By individually planning for your child we aim to meet their specific need and ensure that they make progress across the curriculum.

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

- When your child is identified as needing SEND support, a Pupil Profile will be started, which details your child's strengths and areas of need, as well as support strategies and intervention programmes.
- Your child's progress is then monitored on a termly basis against intervention/targets and National curriculum levels for your child's age and stage.
- You will be invited to be involved with the formal review of your child's progress with the class teacher, three times per year and to plan for your child's support for the following terms.
- We believe that your child's education should be a partnership between parents and teachers and therefore you are welcome at any time to make an appointment with the class teacher and/or SENCo to discuss any concerns you may have.

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

- Through the bi-termly review meetings, we will share with you some ideas to support your child's learning at home. This may be supported through a home/school book which gives details of your child's learning each week.
- We also provide workshops/booklets for parents, which focus on specific areas of the curriculum, such as phonics, handwriting, maths etc. or give more information about Special Educational Needs.
- Class teachers and the SENCo will be happy to share ideas and resources with you at any time.
- Homework is differentiated to meet your child's individual needs when needed.

What support will there be for my child's overall wellbeing?

- We are an inclusive school. We celebrate diversity and provide a nurturing environment in which our all children can flourish and grow.
- All staff implement the school's detailed behaviour policy (which is available on the school website), which sets clear guidelines for rewards and sanctions across the school.
- We also provide additional support for children who need to develop their social and emotional wellbeing through a wide variety of interventions which may include: Nurture groups, Social Communication groups and a variety of sporting activities. Trained teaching assistants may also support your child on an individual basis.
- For children with more complex Social, Emotional and Behavioural needs, Individual Behavioural Plans are written in collaboration with you and your child to detail specific support strategies and individual targets.

What support is there available for increasing attendance?

- Attendance is monitored on a daily basis by the office staff
- Meetings are held termly with the Head, Deputy Head, Home School Link Worker (HSLW) Mrs. Herbert and Class Teachers (as appropriate)
- Concerns are rigorously followed up

How does the school manage the administration of medicines and providing personal care?

- The school has a Medicines Policy (which can be found on our schools website) regarding the administration of medicines on the school site. Parents should contact their child's class teacher and the school office if medication is recommended by health professionals to be taken during the school day. A medical plan may be written with the information you have given us to ensure that your child's needs are met. Our Medicines Policy will be strictly adhered to and followed in these circumstances. Most of our staff are first aid trained and they receive regular updated training on common medical needs.

How will my child be able to contribute their views?

- Children's views are at the very centre of everything we do at school. Therefore, children are encouraged to express and share their views on a daily basis through discussions with Class Teachers and Teaching Assistants.
- Children's views are presented through the School Council
- Children make comments on their annual school reports
- Children are invited to Parents' Evenings
- Children with Pupil Profiles discuss their views, through a structured questionnaire, with teaching assistants and contribute to the planning of their next steps.

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

- Our SENCo is a qualified teacher and has experience of managing SEND within schools.
- As a school we work with any Outside Professionals that we feel are relevant to meeting the individual children's needs including: Educational Psychology services; Speech and Language Therapists; Occupational Therapist; Children Social Care; Paediatricians; Learning Support Services; Social, Emotional and Behavioural support services; and Parent and Family Support Advisor.
- <https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer> This is a link the Local Offer for Oxfordshire which you may find useful. It provides both school and parents with additional advice and guidance on what services/packages are available to support you and your child.

What training have the staff had in supporting children with SEN and disabilities?

- Some teachers and TAs are Team Teach trained to support children with challenging behaviours.
- TAs who deliver interventions have received support to deliver Speech and Language and Occupation Therapy programmes from relevant therapist.
- All our TAs have received training in delivering phonics, guided reading and Maths interventions and are competent at assessing and monitoring progress.

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

- A risk assessment is carried out prior to any offsite activity to ensure everyone's health and 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.
- Parents will be involved in the decision making about school trips and activities.

How accessible is the school environment?

- There is a disabled toilet large enough to accommodate changing
- There is a school Accessibility Plan
- There is also a disabled access lift in order for wheelchair users to access the top floor

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?

- We hold School Entry Plan meetings with the pre-schools for children with identified SEND on transfer to school to ensure a smooth transition. Information about other professionals working with your children will be shared at the meeting and appropriate plans made for their support to continue at school. Additional visits to school may be encouraged and transition books are used.
- Transition between year groups within school is supported by meetings with the new class teacher and TA.
- Teachers attend transition meetings at the end of the school year in order to pass important information about your child to their next class teacher.
- When children move from Wantage Primary School to their secondary school, the SENCo from each school meet to transfer all important information and to plan support. Often additional visits to the secondary school are planned, so that the children can get to know the new environment and the adults who will be supporting them. Parents are also encouraged to meet with the secondary school SENCo. All paper records are transferred to the new school.
- If children move to another primary school, all important information will be transferred and if necessary the class teacher or SENCo contacts the receiving school.

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

- We have a team of trained TAs who are funded through our SEN budget to provide targeted interventions to meet children's needs.
- The school may be able to apply for 'high needs' funding for children with the most complex needs. This funding is then used to ensure a higher level of support and resources for your child.
- The effectiveness of the extra provision is monitored by Governors via the Head Teacher's reports

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

- The decision making process is based on an Assess, Plan, Do, Review cycle which will involve school staff, parents, your child and outside professionals as necessary.
- If concerns are raised regarding your child's progress at the review stage, we will work in collaboration to ensure that more specialist assessment and/or provision is provided for your child.
- Should your child make good progress through the interventions and support given, then decisions may be made to remove support. Support would then be provided by the class teacher through a normally differentiated curriculum.

What if I am not happy about a decision regarding my child's support? (Complaints Procedure)

- At every opportunity, it is our aim to work with parents to come to an agreement which meets the needs of a child. If you are unhappy about the provision/support provided for your child, we ask that you:
 - Firstly, share your concerns with the class teacher.
 - Then discuss your concerns with the SENDCo (Mr Tomlinson).
 - If you are not satisfied with the response from the above, please arrange to speak to the Headteacher, Mr Andy Browne.
 - If an agreement has still not been met on how best to support your child within school, you can contact the VAT Assistant HT for Inclusion, Will Harvey. His details can be found on the VAT and our schools' website.
 - Finally, you may discuss your concerns with the Schools SEND Governor (Sue Hunter).
 - Please do read the VAT Complaints Policy found on our schools and VAT website.

Who can I contact for further information?

- The first point of contact would be your child's class teacher to share your concerns.
- You could also contact our SENCo, Mr Tomlinson, through the school office.
- Additional information can be found in our SEN policy on our website.

Who should I contact if I am considering whether my child should join Wantage Primary School?

- Contact the school office to make an appointment to arrange a meeting with the Head teacher, Mr Andy Browne, Deputy Head teacher, Mrs Boehm, or SENCo, Mr Tomlinson
- office@wantagece.vale-academy.org or phone on 01235 762396

Here are some useful websites to find additional information on SEND:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

<http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/documents/SEN/guidance/Schools Accessibility Strategy.pdf>

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>
<http://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-sen>

*Updated by S. Tomlinson (SENDCo)
On 6th September 2018*