

SEND Local Information Offer Report for Parents

Introduction

The local offer is a government initiative designed to inform all parents about all the facilities available at different schools around Rotherham. This is so that they can choose the most appropriate setting for their child. These offers are on a website - see link

This report is to inform you of the facilities available here at West Melton Primary School and what you should do if you have any concerns about your child's progress.

Question 1 Who is the best person to talk to about my child's progress?

Your Class Teacher:

- Reviews progress your child is making on a weekly and half termly basis
- Plans and teaches, matching activities to your child's ability to ensure that they are progressing
- Sets targets to ensure that your child is making progress
- Ensures that the school's SEND policy is followed in the classroom

School SENDCo:

- Developing and reviews the school's SEND policy and implementation of it
- Monitors targeted interventions which are delivered to help pupils to develop their understanding in Literacy and Numeracy to ensure that they are enabling the child to access work in the classroom
- Liaises with outside support agencies so that children can be assessed for particular needs and the appropriate targeted support then implemented.
- Involved in monitoring the progress of your child
- Updates SEND register half termly based on the outcome of assessments

Head Teacher

- As part of their role for managing school they are responsible for overseeing SEND
- Makes sure that the Governing Body is kept abreast of SEND matters

Question 2

What are the different types of support available for children with SEND in our school?

- A) Quality First Teaching - this is from the class teacher who has the responsibility to meet the needs of all individual pupils in their class
The teacher has high expectations for all pupils and builds on what your child already knows to ensure that they can make progress in all areas of the curriculum
Uses different styles of teaching , eg using practical resources so that your child is fully involved in their learning. Visual cues
Uses questioning to check for understanding
Specific strategies or resources as suggested by SENDCo are in place so they can access all lessons
- B) Specific group work targeted to support children who have struggled with a particular area of learning. These are delivered by the Teaching assistants to groups of 2-6 and develop learning in smaller steps Same day interventions run so that any child with misconceptions in a lesson can have these addressed before the following day's lesson.
- C) Specialist groups/assessments/support from outside agencies. These can suggest extra strategies to be used to support your child in class. You will be asked for permission before they work with your child and the work that they do will be shared with you at review meetings.

Speech and language are in for a day a week to work with children .

Learning Support Services are also in for an afternoon once a fortnight to work with children and offer ideas and strategies to class teachers.

Behaviour support services (now known as Social, Mental and Emotional Health_ also come into school to work with specific children.

Autism Support -ACT may be contacted for advice for children who have an ASC diagnosis

Education Psychology Service may be asked to observe and offer ideas for approaches to take with a child who is struggling with school

Visual/Hearing Impaired services offer advice and strategies to support for children to access the curriculum fully in the classroom

Physiotherapy come in to work with children who need help with their physical well being

Occupational Therapy - offer support around resources to use to help children who struggle to manipulate everyday equipment

D) Education, Health and Care plan - providing 1-1 support

This would mean that your child had been diagnosed as having specific educational needs and was entitled to a particular number of hours 1-1 support. This would be because quality first teaching and group interventions alone can not overcome their specific barrier to learning. Their specific needs would have been identified by other professionals (as listed above). Their needs would then be met in school. Other professionals may still come into school to support, eg physiotherapist and review

Question 3

How can I let the school know I am concerned about my child's progress at school?

- If you have concerns about your child 's progress you should speak to your child's teacher first.
- If your concerns continue you should speak to the SENDCo

Question 4

How will the school let me know if they have any concerns about my child's learning?

- These will be raised by the class teacher either at the parent's consultation evening when progress in all areas will be discussed or if this is not possible they will arrange a meeting at your convenience. If the concerns were more significant then the SENDCo may also be present
- The meeting would be an opportunity to discuss these concerns and the strategies that are going to be used to help your child, including whether at a later date other professionals should be involved.

Question 5

How is extra support allocated to children and how do they progress in their learning?

- The school budget, received from Rotherham LA, includes money for supporting children with SEND. The amount received is proportional to the number of children with SEND and the severity of their needs.
- The Headteacher and SEND Co are involved in deciding how to spend the money and deploying resources as they are needed.
- This includes deciding which children should receive targeted interventions and ensuring that children with an EHC plan have 1-1 support for the correct number of hours.
- A provision map is drawn up and reviewed half termly so that any child who has been identified as needing extra support receives it and the impact of this is recorded. A child is assessed as they begin and leave a programme so that their progress can be measured and the impact of the programme recorded. If it is felt that the programme isn't helping them then this can be addressed either through a different programme or targeted 1-1 support.
- The child is asked what they think is helping them in during Positive assertive meetings (PAM) meetings and when review meetings are being held.
- Parents are encouraged to share what they have found effective during review meetings to ensure consistency for home and school
- Provision for SEND is reviewed half termly and will be changed as different needs are raised.

Question 6

Who are the other people providing services to children with SEND in this school?

- Learning Support Services
- Behaviour Support Team (SMEH)
- Educational Psychology team
- Educational Welfare Officer (Attendance)
- ACT (Autism Support)
- MAST counselling
- Hearing Impairment Team
- Visual Impairment Team
- Occupational Therapist
- Physiotherapist
- Speech and Language Team
- School Nurse

- CAMHS- (Mental Health Support)

Question 7

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

- All class teachers are kept abreast of changes in the SEND at staff meetings. All receive training at INSET days related to areas that our school needs to develop. Recently these have included training in how best to support children who are struggling with their emotions and feelings towards others- particularly in relation to attachment issues and training around autism so that they are more confident in a meeting these needs in the classroom.
- All planning is differentiated so that all children are included and able to access the curriculum
- Support is also provided by outside agencies and specific training provided by them as it is needed to the teacher who is working with a particular child.
- The SENDCo will monitor planning and drop in and out of classes to ensure that all needs are being met and then where necessary offer training and support.

Question 8

- **How will teaching be adapted for my child with SEND?**
Class teachers plan lessons according to the different needs of the children in their class. This means that in any one lesson around one objective activities will be planned at different levels so that all children can meet the learning intention - for example in an addition lesson less able children will work with smaller numbers but all will succeed with adding. Extra resources or support may be given to some children so that all are included and all can succeed.
- Teaching Assistants work under the direction of the teacher and are able to adapt planning and activities to suit the needs of a particular child or group of children

Question 9

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

- Your child's progress is continually monitored by his/her class teacher.
- Every half term progress checks in reading, writing and numeracy are completed which will highlight any areas that your child may be finding tricky.

Appropriate targets will then be set for your child to achieve so that they continue to progress.

- If a child has been identified as having SEND then they will have been set specific targets. These will form an Individual Education Plan and your child will do work in small steps to achieve these. As each target is met then a new one is set.
- Every term the class teacher is involved with pupil progress meetings when the progress of each child is discussed with Senior Leadership.
- Children who are accessing intervention programmes will be assessed on entry and exit to measure the impact of these.

Question 10

What support do we have for you as a parent with a child with SEND?

- Support is there for you from the class teacher and the SENDCo at any time. Meetings can be arranged with either to discuss progress and ideas for what you can do to support your child at home.
- Additionally if you as parent require further support, school can refer in to Early Help who can provide you with a Family Support Worker
- You will be invited to review meetings for EHCPs which will be twice yearly and reviews of any support provided by outside agencies. Any observations or reports completed by outside agencies will be shared with you and you will have the chance to discuss these with the professional.

Question 11

- How is West Melton Primary School Accessible to children with SEND?
- The school is fully compliant with DDA requirements.
- The school is built on one level with easy access. There are no steps and doors are wide enough for wheel chair access.
- There is a disabled toilet.
- We ensure that where ever possible equipment is accessible to all children, regardless of their needs. When necessary specialist equipment has been provided such as special scissors and pens.

Question 12

How will we support your child when they are leaving this school or moving to another class. ?

- During the summer term your child will spend two days with their new class teacher in order to familiarise themselves with them and the class room they will be in. The teaching assistant who will be working alongside the class will also be involved. Records are passed from teacher to teacher as soon as possible and additional to that the SENDCo will discuss any children who have SEND needs with the new class teacher.
- SEND children will have extra opportunities to meet with the class teacher.
- Children leaving Foundation to move to year 1 will have extra visits and additional opportunities will be found for children to visit the classroom.
- We have close links with Wath Comprehensive. Therefore each year the year 6s visit the comprehensive school they are going to attend for three days. The staff also come into school to meet the children prior to this. Additional to this those children who have SEND will access an extra five half days at Wath so they can become more comfortable in the setting. The school liaises with the receiving school about the needs of your child, passing on records and making sure that they are aware of any needs and the strategies we use to help your child to achieve their best.

Question 13

What emotional and social development do we have for children with SEND?

- As a school we deliver regular PSHE lessons for all children.
- For children who need extra help with managing their emotions due to events in their life we provide, bereavement counselling, therapeutic play in school. We also have MAST who come into school to work with identified children who are struggling with extenuating circumstances in their lives.
- Nurture provision is available for children at lunch time who need opportunities to spend time in a small group. This is being developed into group work in the afternoons to help children to develop essential social skills and confidence. This progress is recorded through the use of PIVATs.
- A breakfast club is ran for children who need time to settle before school begins.
- The school will endeavour to meet a child's emotional needs so that they are ready to learn.

Complaints Procedure

Please contact the head teacher if you are not happy with the provision.