

School Information Report (School Local Offer) – Wadsworth Fields Primary School

1. What kinds of special educational needs does the school/setting make provision for?

Wadsworth Fields Primary School believes that all children have the entitlement to a broad and balanced curriculum that all can access. We make provision for children with a range of SEN including Dyslexia, Dyspraxia, Down's Syndrome, Autism, and social and emotional difficulties.

2. How does the school/setting know if pupil's people need extra help and what should I do if I think that my child may have special educational needs?

Your child's progress is continually monitored by his/her class teacher. His/her progress is reviewed formally every term and a National Curriculum level given in reading, writing, numeracy and science. The school uses an electronic assessment tool to show levels of attainment which helps the school to measure the progress of all pupils. If your child is not meeting national expectations we adopt a 'graduated response' to their individual needs.

If you think your child may have special educational needs please speak to their class teacher or to the school SENCo.

3. How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

Our assessment system closely monitors and evaluates the effectiveness of all the interventions we provide for our children with SEND. Pupils are also asked for their views on the interventions/activities they access.

b) How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?

All children are regularly assessed against national expectations. Any areas of difficulty a child may have will be discussed with parents at termly parents meetings or sooner if necessary. Class teachers are available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. The head teachers are also available to discuss your concerns and/or your child's support. The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have. All information from outside professionals will be discussed with you, or where this is not possible, in a report. IEP's will be reviewed with your involvement each term. When this is considered to be appropriate, a home/school contact book may be used to support communication with you.

c) What is the school's approach to teaching pupils with special educational needs?

We use a variety of strategies, teaching styles and environments to meet the diverse needs of all children. Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.

d) How will the curriculum and learning be matched to my child/young person's needs?

Trained support staff work closely with the teacher to plan appropriate support to meet the needs of your child. Specific resources and strategies will be used to support your child individually and in groups. Planning and teaching will be adapted on a daily basis, if needed, to meet your child's learning needs.

e) How are decisions made about the type and amount of support my child/young person will receive?

If regular assessments show that a child is not making expected progress over a period of time discussions would take place between the class teacher and the SENCo in order to identify specific areas of difficulty. Appropriate interventions are chosen in order for them to make progress. During this time

the teacher will keep a log of difficulties identified and interventions that have been tried. If concerns continue then advice may be sought from outside agencies. School will keep parents informed throughout this process.

f) How will my child/young person be included in activities outside the classroom, including school trips?

We hope that all children will be able to take part in extra curricular activities and school trips. Arrangements for extra staff will ensure that appropriate supervision for individual children with SEN is provided. Where appropriate a risk assessment is carried out for specific individuals to ensure the health and safety of everyone.

g) What support will there be for my child/young person's overall well-being?

We aim to create a holistic school environment where all children feel valued and safe. We recognise that some children may experience emotional difficulties and we can offer a range of strategies to support their well being including a nurture group, Circle of Friends and buddy systems. Sometimes, with parental agreement, we may seek advice from outside agencies or make a referral to initiate further emotional support.

4. Who is the school/setting's special educational needs co-ordinator (SENCO) and what are their contact details.

The school SENCo is Miss Julie Hodgkinson.

Contact via the school office - 0115 9496720

5. What training have staff supporting special educational needs had and what is planned?

The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as supporting children with Social, Emotional & Mental Health issues including Lego – Build to Express and attachment training. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Physical Disability Service. During this academic year staff have accessed training relating to the following – dyslexia and assessment, PIVATs, AET Autism Progression Framework, Bereavement support & steps towards maintain our status as a Dyslexia Friendly School.

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

Two Higher Level Teaching Assistants and a team of teaching assistants with a variety of support experience.

- Family SENCo
- SEND Outreach Service
- Educational Psychology Service
- Speech and Language Therapy
- School Nurse
- Occupational Therapy
- CAMHS
- Learning Support advice
- Behaviour Support advice
- V.I. advice (visual)
- H.I. advice (hearing)

6. How will equipment and facilities to support pupils with special educational needs be secured?

SEN resources are stored centrally in the Sunshine Wing corridor so they are accessible to all members of staff. Bespoke resources are kept in individual classrooms for specific children. Additional resources, equipment and furniture can also be provided by the local authority.

How accessible is the school/setting?

The building is accessible to children and adults with physical disability via ramps.

- A ramp is in the main corridor to ensure wheelchair access to the whole school and playground.
- We ensure that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- Extra curricular activities are accessible for children with SEND.

7. What are the arrangements for consulting parents of pupils with special educational needs?

How will be I involved in the education of my child/young person?

We aim to fully involve parents in discussions and decision making. If your child has been identified as not making expected progress, the school will set up a meeting to discuss this with you in more detail. We value the views of parents who we believe play a crucial role in supporting their child if they have difficulties. These review meetings provide opportunities to;

- listen to any concerns you may have
- discuss an 'Individual Education Plan' that will support your child's area(s) of difficulty
- discuss with you any referrals to outside professionals to support your child's learning

8. What are the arrangements for consulting young people with SEN and involving them in their education?

When appropriate children are invited to termly progress meetings. During which they can share their views on their progress and help to set their new targets. All children with SEN are asked their views prior to the meetings and these are then shared with parents and all other attendees.

9. What do I do if I have a concern or complaint about the SEN provision made by the school/setting?

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the head teacher or SENCo, who will be able to advise on formal procedures for complaint.

10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The governors of the school encourage parents to utilise the Nottinghamshire County Council's 'Local Offer' which provides information about a wide range of services for children with additional needs and their families.

11. How does the school/setting seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

As a school we will endeavour to inform parents/carers about the help/support in the local area. This will be done on several levels:

Our school website has links to support organisations

We have a parent's notice board with details of local support groups

Weekly school newsletters often carry information of local support groups.

12. How will the school/setting prepare my child/young person to:

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

i) Join/leave the school/setting?

- If your child is moving from or to another school:
- We will contact the school SENCO and ensure we have a full and comprehensive overview of your child's needs
- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?

- When moving classes in school:
- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All IEPs will be shared with the new teacher.
- Opportunities are made for parents to meet new teachers/support staff PRIOR to their child's move.
- If your child would be helped by a book to support them understand moving on then it will be made for them.

In Year 6:

- The SENCo will arrange and attend transition meetings with the SENCo of their secondary school.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

iii) Prepare for adulthood and independent living?

We provide pupils with opportunities to develop a range of life skills and experiences to equip them for the future. We promote both independence and teamwork through encouraging participation in decision making, team work tasks, enterprise activities and school performances. In PSHE lessons we explore themes such as tolerance, friendships, managing emotions and understanding other viewpoints.

13. Where can I access further information?

Our SEN Policy gives further information about how we meet the needs of children with SEND in our school. It explains in greater depth our Graduated Approach to the identification of children with SEN and the provision we put in place to support their needs. It also explains about the Education and Health Care Plan (EHCP) which has replaced the Statement process and is provided for pupils with exceptional and complex needs.