



Special Educational Needs and Disabilities (SEND) Local Offer and School SEN Information Report

Waltham St. Lawrence Primary School

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Type of school:	Maintained Primary Mainstream

1. Identifying special educational needs and disabilities (SEND)

a. What kinds of special educational needs and disabilities does the school provide for?

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. Through our inclusive practice we aim to create a learning environment where we:

- Demonstrate our belief that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, disability, attainment and socioeconomic background.
- Pay particular attention to the provision for, and the achievement of, different groups of learners such as:
 - girls and boys
 - minority ethnic and faith groups, travellers,
 - learners who need support to learn English as an Additional Language (EAL)
 - learners with Special Educational Needs (SEN)
 - learners with disabilities
 - learners who have particular gifts and talents
 - learners who are looked after by the Local Authority
 - learners who are young carers, those who are in families that are under stress
 - learners who might be at risk of disaffection
- Recognise that pupils learn at different rates and that there are many factors affecting achievement including: ability, emotional wellbeing, age and maturity.
- Identify needs as they arise and provide teaching and learning contexts that enable every child to achieve their full potential.
- Recognise that pupils learn at different rates and that there are many factors affecting achievement including: academic ability, emotional wellbeing, age and maturity.

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all our children achieve their best?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?

- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

We have had experience of children with a variety of learning needs such as Autistic Spectrum Disorder (ASD), speech and language delay, specific learning difficulties, ADHD, attachment disorder, sensory impairment and other social and emotional needs. Staff have been trained to support children with all of the above needs and we also have a teacher with Dyslexia Qualification. We continually update our training in order to support pupils with specific needs.

b. How does the school know if children and young people have special educational needs and disabilities and need extra help?

As a school, we identify children who may need extra support through:

- Concerns being raised by parents/ carers, external agencies, teachers or the child's previous school or setting, regarding a pupil's level of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, that indicates gaps in knowledge and/or skills.
- Outcomes of whole school tracking of attainment that indicate a lack of expected levels of progress.
- Observation of the pupil indicating that they have additional needs in one or more of the four broad areas of need:
 1. Communication and Interaction
 2. Cognition and Learning
 3. Social, Emotional and Mental Health Difficulties
 4. Sensory and/or Physical Needs
- Health diagnosis through a paediatrician
- Liaison with previous school or setting, if applicable

c. What should I do if I think my child/young person may have special educational needs/disabilities?

Talk to us. In the first instance contact your child's Class Teacher; if you still have concerns you can contact our Inclusion Co-ordinator, Mrs Woof.

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. Support the school provides for children and young people with SEND

a. What teaching strategies do you use to support children with special educational needs and disabilities?

Our Inclusion Co-ordinator oversees all support and monitors the progress of any child requiring additional help across the school.

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:
 1. Classroom observation by the Senior Leadership Team, the Inclusion Co-ordinator, external verifiers,
 2. Ongoing assessment of progress made by pupils with SEND,
 3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil needs,
 4. Teacher meetings with the Inclusion Co-ordinator to provide advice and guidance on meeting the needs of pupils with SEND,
 5. Pupil and parent feedback on the quality and effectiveness of interventions provided,
 6. Attendance and behaviour records.
- All pupils have individual National Curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents Evenings.

- Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the Class/Subject Teacher and a member of the Senior Leadership Team i.e. Headteacher, Inclusion Coordinator and Senior Teacher and if appropriate, the pupil themselves.
- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments.
- Action relating to SEND support will follow an assess, plan, do and review model:
 1. **Assess:** Data on the pupil held by the school will be collated by the Class Teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improved outcomes.
 2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence based interventions will be identified, recorded and implemented by the Class Teacher with advice from the Inclusion Co-ordinator.
 3. **Do:** SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
 4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the Class Teacher, parents and the pupil.

There may be a teaching assistant working with your child either individually or as part of a group, if the Class Teacher sees this as necessary. The regularity of these sessions will be explained to parents when the support starts.

Some of the teaching assistants in school specialise in a specific area, these staff may work with the Class Teacher to plan a specific intervention to meet a child's needs or they may work with the child themselves.

b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?

We have two-Emotional Literacy Support Assistants (ELSA) who work with individuals or small groups of children who may have social and emotional difficulties. We have a group of Year 6 children who are Peer Mediators. These children are trained to do the peer mediation through a structured process to support other children in a safe and supportive discussion and assist them with solving low level friendship issues, aiming at producing positive actions and outcomes for those involved and achieving win-win situations.

A number of teachers have been trained on the delivery of Precision Teaching and it is used as an effective intervention.

We have trained reader volunteers from RBWM who come to assist with children's reading regularly.

We have other learning aids such as writing slopes and booster cushions to help with children's posture and writing skills.

Laptops, Tablets or ipads are also provided for children with SEND.

c. How is the decision made about what type and how much support my child/young person will receive?

The Class Teacher and the Inclusion Co-ordinator will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to help them make progress and achieve their potential.

d. How will I (the parent) be involved in planning for and supporting my child/young person's learning?

We believe that your child's education should be a partnership between parents and teachers, therefore, we aim to communicate with you regularly.

You will be able to discuss your child's progress at Parent's Evenings.

You are also welcome to make an appointment at any time to meet with either the Class Teacher or Inclusion Co-ordinator and discuss how your child is getting on.

The Class Teacher or the Inclusion Co-ordinator can offer advice and practical ways that you can help your child at home.

The Class Teacher can provide a home / school communication book which your child will bring home daily so that comments from parents and teacher can be shared.

If your child has complex Special Educational Needs or a Disability, they may have a Statement of Special Educational Needs or an Education, Health Care Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress.

Recommendations from external agencies e.g. a Speech and Language Therapist (SALT), will be shared with you so that strategies can be implemented at home and school.

If a Class Teacher needs to discuss an issue with you, it will be done privately and strategies to support your child will be offered.

We invite parents to 'Learning Events' in school, where we explain how we teach certain areas of the Curriculum.

All information is provided in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

e. How will my child be involved in his/her own learning and decisions made about his/her learning?

We value and celebrate each child's views on all aspects of school life. This is usually carried out through the School Council.

All children, including those with individual plans, discuss their targets with their Class Teacher.

The children recognise and use behaviours for learning.

The children are taught to peer and self-assess their work and to suggest next steps.

If your child has a Statement of Special Educational Needs or an Education, Health Care Plan their views will be sought at the review stage, if appropriate.

3. Children and young people's progress

a. How do you check and review my child/young person's progress?

As a school we measure children's progress in learning against Early Learning Goals as stated in Early Years Framework and Age Related Expectations in the National Curriculum from their starting points.

The Class Teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from their admission through to Year 6, using a variety of different methods, including National Curriculum Age Related Expectations and some standardised tests, as appropriate.

Children who are not making expected progress are identified through the Termly Progress Meetings (x6). In this meeting a discussion takes place about those pupils experiencing difficulties and what further support can be given to aid their progress.

When a child's individual plan is reviewed, comments are made against each target to show what progress has been made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

b. How do you involve my child/young person and parents in those reviews?

Parents are invited to attend their child's review meetings and can bring other people e.g. other professionals or a family friend if they so wish. Parents will be given an opportunity to, and will be encouraged to make contribution prior to the review. We do not usually invite children to attend the review, but always ask their views prior to the meeting and make sure these form a key part in any decisions made. At the end of the review parents receive a written record of what has been discussed and any outcomes we have agreed.

c. How do you know if the provision for children and young people with SEND at your school is working?

Interventions are monitored termly and the impact recorded. These are analysed to see if the intervention has aided the child's progress. If insufficient progress has been made, then the intervention will be modified or another

approach will be considered.

By reviewing children's targets frequently on Individual Education Plans and ensuring they are being met. Parents will be involved in the review meeting and the setting of new targets if necessary. A copy of the targets will be given to the parent.

The child is making progress academically against National/Age Related Expectations including Early Learning Goals, discussed at Progress Meetings, attended by Class Teachers and the Senior Leadership Team.

4. Support for overall well-being

a. What support is available to promote my child/young person's emotional and social development?

We have a caring, understanding ethos and are an inclusive school; We welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being. As a nurturing school, all our vulnerable pupils are known to staff and we offer a wide range of pastoral support for pupils including:

- An evaluated Personal, Social, Health and Economic (PHSE) Curriculum and our Values Education Programme which aim to provide pupils with the knowledge, understanding and skills that they need to enhance their emotional and social knowledge and well-being.
- Small group interventions to support pupil's well-being are delivered to selected pupils to improve interaction skills, emotional resilience and well-being.
- The school has gained Healthy School Status which evidences the work undertaken within the school to support pupils' well-being and mental health.
- The school has trained Emotional Literacy Support Assistants (ELSA) to deliver support to individual pupils on aspects of emotional literacy including emotional awareness, self-esteem, anger management, social and friendship skills, social communication difficulties, loss, bereavement and family break-up.
- At playtimes the school has a team of Peer Mediators and Playground Leaders. These children work throughout the school supporting positive play.

If a child requires personal hygiene care this will be managed through an individual care plan.

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the school nurse and parents and if appropriate with the pupil themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.
- All medicine administration procedures adhere to RBWM policy and Department of Education (DfE) guidelines included within *Supporting Pupils at Schools with Medical Conditions* (DfE) 2014 and identified in the school Supporting Pupils with Medical Conditions/Needs Policy.

5. Preparation for new and next steps

a. How will you help and prepare my child to join your school?

A number of strategies are in place to enable effective pupils' transition, which includes:

- A planned transition programme is delivered in the Summer Term to support transfer for pupils starting school in September.
- Parent/Carers are invited to a meeting at the school and are provided with the necessary information to support them in enabling their child to settle into the school routine.
- The Inclusion Coordinator meets with all new parents of pupils who are known to have SEND to allow requirements to be raised and solutions to any perceived challenges to be located prior to entry.
- The Inclusion Co-ordinator will contact the previous setting to ascertain information regarding the child's needs to ensure a smooth transition and continuity of support.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and communicate any requirements.

b. How will you prepare my child young people to join their next year group/school/college/ stage of education or life?

- The transition programme in place for pupils provides a number of opportunities for parents and pupils to meet staff in the new school.
- The annual review in Year 5 for pupils with a Statement of Educational Needs or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged if appropriate.
- For pupils transferring to local schools, the Inclusion Co-ordinators of both schools may meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- The Inclusion Co-ordinator will contact the new setting to provide information regarding the child's needs to ensure a smooth transition and continuity of support.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

6. Accessibility and specialist equipment

a. How accessible is the school environment?

(A link to the School's Accessibility Plan can be found in section 8b)

- **Is your school wheelchair accessible?**
The school is partially accessible to wheelchair users. There are no automatic doors, but corridors and doorways are accessible. There is a small step down to the KS1 classrooms.
- **Have adaptations been made to the auditory and visual environment?**
No.
- **What changing & toilet facilities does the school have for children and young people with SEND?**
There is one Disabled Toilet. We do not have any changing facilities.
- **Do you have disabled car parking for parents?**
There is one Disabled Parking space located in the staff car park for the use of families with blue badges.

b. What if my child needs specialist equipment or facilities?

In order to give every child with Special Educational Needs access to a broad and balanced curriculum, the school has established a procedure for identifying and providing human and material resources to support individual special needs requirements. We will make every effort to provide the equipment and resources your child needs. If we do not receive additional funds through your child's statement/EHC, we will investigate other possible sources of funding i.e. local trusts or charities.

c. How will my child/young person be included in activities outside the classroom including physical activities, school clubs and school trips?

We aim for all children to be included on school day trips and residential stays. We will provide the necessary adaptations, having consulted with you, 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.

7. Training for staff, specialist services and further support

a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?

The Inclusion Coordinator holds the National Award for Special Needs Co-ordination.
Many of our teachers and teaching assistants have had training in delivering Read, Write, Inc. and some other reading, spelling, phonics and multi-sensory programmes.

Many of our teaching assistants have had training in delivering intervention and catch up programmes.

We have several members of staff who have had training in delivering Speech & Language programmes planned by a Speech & Language Therapist.

We have a teacher who holds a Dyslexia Qualification.

We have SEN awareness training /meetings.

All staff have epilepsy awareness training.

All staff have Epi pen training

A number of staff have training on how to assist children with Attachment Disorder or ADHD

As part of our Continuous Professional Development (CPD) we always ensure staff are kept up to date with their knowledge, understanding and skills and will invest in training staff to meet the needs of all children if new needs have been identified.

b. What other agencies do you involve to meet the needs of my child/young person and how can I access support from these agencies?

We regularly seek advice and involvement from a range of other agencies to help meet the needs of the children. Following discussion with parents, and with permission obtained, we may make referrals to one of the following:

1. Specialists in other schools e.g. special schools
2. Special Educational Needs Support Service
3. Behaviour Support Service
4. Autism Outreach Team – SHINE
5. Sensory Consortium - Hearing Impairment Team and Visual Impairment team
6. Educational Psychologist Support - EPS
7. Educational Welfare Officers - EWO
8. Physical and Disability Support Service
9. Social Care
10. School Nursing Team
11. Child and Adult Mental Health Service - CAMHS
12. Speech and Language Therapy – SALT
13. Occupational Therapy - OT
14. Exceptional Needs Outreach Team
15. Early Help Advisory Team
16. Family Friends

c. Who should I contact to find out about other support for parents/carers and families of children and young people with SEND?

You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families

Tel: 01628 683182

Email: IAS@rbwm.gov.uk

Website: <http://ias-rbwm.co.uk/>

Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child/young person: www.rbwm.gov.uk/localoffer

8. Policies

a. Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?

Yes

b. Where can I find other school policies relating to SEND?

The following SEND policies are available on the school website at the following link:

- Safeguarding Policy (Jan 15)
- Pupil Premium Policy (Jan 15)
- Behaviour Policy (Jan 15)
- Gender Equality Scheme (Sep 14)
- Gifted and Talented Policy (Sep 14)
- Racial Equality and Equal Opportunities Policy (Jul 15)

9. Additional Information

a. Do you provide any other resources for children and young people with SEND?

10. Feedback and complaints

a. What do I need to do if I have a concern or complaint about the school and its provision for my child/young person?

We take pride in our Open Door Policy and with staff nearly always available for a quick chat, most concerns are dealt with quickly and efficiently. The first point of contact would be your child's Class Teacher to share your concerns. You could also arrange to meet with the School's Inclusion Coordinator. Isn't the next step a meeting with the Headteacher, before writing to the Governors?

If however, you feel you need to make a formal complaint, it should be made in writing to the Headteacher or the Chair of Governors. A copy of our complaints procedure is available on the school website.

11. Glossary

Terms used in this document	Description/explanation of term
Annual Review	The Review of a Statement of Special Educational Needs (SEN) or Education, Health and Care Plan (EHCP) that a local authority must make within 12 months of making a Statement of SEN/EHC Plan or of the previous review.
Assisting Berkshire Children to Read (ABC to read)	This is a charity which trains volunteers and parents to support children's reading.
Behaviour Support and Well Being Service	Behaviour Support & Wellbeing outreach workers are part of RBWM Psychology, Wellbeing and Schools Support Service. They work with a number of RBWM schools in a variety of ways, supporting staff, children and their families to understand and manage difficult behaviour to improve emotional wellbeing.
BESD	Behavioural, Emotional and Social Difficulties
Child and Adolescent Mental Health Service (CAMHS)	An NHS service who support children and young people with mental health difficulties and their families.
Children and Young People Disability Service (CYPDS)	A Local Authority service supporting children and young people aged 0-25 with special educational needs and disabilities. This includes social care functions, family working, occupational therapy assessments in the home and the statutory assessment and review process for Education, Health and Care Plans
Education, Health and Care (EHC) Plans	An EHC Plan is a legal document that states what support a child or young person with special educational needs aged 0-25 should have. EHC Plans have replaced the Statements of Special Educational Needs.
EHC Needs Assessment	An assessment of the education, health and social care needs of a child or young person carried out the by the Local Authority. This could lead to an

	Education, Health and Care Plan.
Emotional Literacy Support Assistant (ELSA)	Teaching assistants who have received extra training to support the emotional wellbeing of children and young people.
English as an Additional Language	EAL refers to children and young people who do not speak English as their first language
Family Friends	A local charity service who support children and parents who are experiencing difficulties
National SENCO award	A Master's level qualification which is required for all new Special Educational Needs Co-ordinators (SENCOs) from 2009
Occupational Therapy (OT)	A service who support the assessment and intervention of young people with health conditions
Pastoral care/Pastoral support	Support primarily for children and young people's social and emotional wellbeing
Personal Social Health Education (PSHE/PSE)	A whole class curriculum of learning from the government to support children's understanding of personal, social and health issues
Precision Monitoring/ Teaching	Intervention for helping individual children to learn a range of specific skills automatically so that they may become fluent in a skill
Read Write Inc	Intervention to support children with literacy developed by Ruth Miskin Training
Royal Borough of Windsor and Maidenhead (RBWM)	The Local Authority/Council
SALT/ S&L	Speech and language therapy to support children's communication skills
School Support Service (EMTAS and Cognition and Learning)	A Local Authority Service that supports schools to meet the additional needs of all pupils by providing schools with the opportunity to purchase qualified specialist teachers with expertise in Special Educational Needs (SEND), Ethnic Minority and Traveller Achievement and English as an Additional Language (EAL).
SEND	Special Educational Needs and/or Disabilities
Sensory Consortium Service	Berkshire Sensory Consortium Service is a specialist education support service for hearing impairment, visual impairment and multi-sensory impairment.
Shine	An outreach service who support children on the Autism spectrum in mainstream schools
Special Educational Needs Co-ordinator (SENCo) or Inclusion Coordinator	This is the member of staff of a school who has responsibility for co-ordinating special educational needs provision within that school.
Teaching Assistant (TA)	Teaching Assistants (also known as Learning Support Assistants) work alongside school teachers, to help pupils to get the most out of their learning.
Tracking	The collection and monitoring of data by schools to help them to understand and improve pupil progress

Date of last update of this document: February 2016

Date of next review: February 2017