



Walhampton

Learning Support and Special Educational Needs and Disability (SEND) Policy

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References:

- A. Special Educational Needs and Disability Regulations 2014
- B. Special Educational Needs Code of Practice 2014
- C. Statutory guidance on Supporting Pupils with Medical Conditions 2014
- D. Teacher Standards 2012

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1. Statement of Intent

The Learning Support Department works towards ensuring that each child is given opportunities to enable them to fulfil their individual potential. We believe all pupils have the right to a broad and balanced curriculum and appropriate differentiation will enable all children to succeed at their own level.

We aim to provide the children with the skills, understanding and confidence to enable them to transition from Walhampton successfully.

We are committed to equal opportunities and show due regard in our work, policy and procedures to the Special Educational Needs and Disability Regulations 2014 and the Equality Act 2010.

2. Definition of Learning Support and Special Educational Needs and Disability (SEND)

SEN provision is defined as the support available for those children that have a significantly greater difficulty in learning than the majority of children of the same age. These children are on the school SEN register.

Learning Support is for those children who require extra support to maintain and improve their academic attainment. This support may be subject or skills based and these children are on the school Learning Support register.

Children have a **learning difficulty** if they have a greater difficulty in learning than their peers. They may have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in the school.

Some children who have SEN may have a **disability** under the Equality act 2010 which is “a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.”

Children must **not** be regarded as having a learning difficulty solely because the language, or form of language of their home, is different from the language in which they will be taught.

The school will have regard to the **Special Educational Needs Code of Practice (2014) and the Disability Discrimination Act (2001)** when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

3. Guiding Principles

- a. To apply a whole school policy to meeting each child's individual needs following the guidelines of *The Code of Practice for SEN and Disabilities* (DfE & DoH 2014), *The Children and Families Act 2014* and *The SEN and Disabilities Act 2001*.
- b. To identify, as early as possible, any child who may have SEN.
- c. To ensure that all children, whether or not they have SEN, have access to a broad, balanced and relevant curriculum which is appropriately differentiated in order to meet the individual needs of the child.
- d. To provide different levels of intervention, using the **graduated approach** to match the child's level of need and ensure that children with learning difficulties are supported as fully as possible by subject teachers, tutors and learning support staff in accessing the curriculum.
- e. To ensure early identification, assessment and provision for any child who may require special educational needs provision.

- f. To help every child realise his or her full potential and optimize their well-being and mental health, providing pastoral care and support when needed.
- g. To strive for close cooperation between parents, pupils and teaching staff in the whole process of identification, assessment and delivery of provision for children with SEND .

4. Responsibility for the Co-ordination of SEND provision

Key individuals:

- Governor with responsibility for SEND: TBC
- Head: Titus Mills, succeeded by Jonny Timms from 1st January 2021
- Head of Learning Support (SENCo): Allison Eaton
- Learning Support Co-ordinator for Pre Prep: Janie Wilson
- Class Teachers/Tutors: All staff
- Teaching Assistants and Learning Support Assistants
- Learning Support teachers: Allison Eaton and Janie Wilson

5. Co-ordination of provision for pupils who have SEND and/or require learning support

The Head of Learning Support and Learning Support Co-ordinator for Pre Prep's responsibilities include:

- a. Manage the learning support team and lead strategies and directives for action for SEN within the team and in the wider school, including the Pre-Prep Department
- b. Work closely with the learning support co-ordinator for Pre Prep, who will liaise with Head of Pre Prep on a regular basis
- c. Allocate pupils to members of the LSU department and coordinate other provision for children with SEN (i.e. motor skills, typing; handwriting; reading groups, Catch Up numeracy programme etc)
- d. Advise the Head on the educational needs of children entering the school and observe and assess the children on trial days. Liaise with previous school and SENCO, when necessary
- e. Maintain Individual Learning Plans for pupils with identified Special Educational Needs, or those receiving LS, and update personal records, registers and databases when needed.
Transfer SEN documentation when necessary onto new schools
- f. Organise and offer advice to staff when formal external assessments are required
- g. Coordinate any relevant therapy sessions, such as Speech and Language therapy. Liaise with external agencies when necessary.
- h. Arrange and implement screening for dyslexia on a year by year basis for Years 2 and 6
- i. Carry out preliminary testing when a child has been referred. Liaise with parents on testing results and give appropriate feedback both in meetings with parents and with teaching staff.

- j. Contribute to the in-service training for staff on SEN needs and strategies

Parents' Responsibility:

- a. To inform the school (pre-entry) of any known problems/previous assessments/medical or psychological conditions their child may have and to send any relevant paperwork in advance of entry.
- b. To inform the school of any difficulties which they may believe their son/daughter is experiencing.
- c. To liaise and cooperate with the pupil and the school in identification and support (e.g. complete the parent questionnaire; arrange for advice from GP/ EP/ OT or specialist teacher).

Teachers' Responsibility:

- a. All teachers are teachers of SEN and must differentiate work accordingly.
- b. To be alert for recurring problems when monitoring children's progress (i.e. letter reversals; spelling difficulties; reading, writing, concentration problems). If SEND has been identified, planning should reflect separate targets for the child and differentiated work should be set accordingly.
- c. If a teacher feels there is a concern then this should be communicated to other staff and raised in staff meeting and/or with the SENCo. A Teacher Questionnaire should be filled in outlining the problems observed and actions taken so far by the teacher and/or department. In the first instance teachers are encouraged to assist the child with his/her difficulties (with advice from Learning Support teachers) before recommending a referral to the LSU. Staff should always inform parents of their concerns before referral to LSU and request that they complete the Family Questionnaire.
- d. To keep informed about the difficulties and strengths of all pupils with particular learning needs by reading and using all information distributed by Learning Support Department (individual pupil passports; individual learning plans; strategies and techniques recommended by the LSU). Teachers should carry out strategies in the classroom which are beneficial to the child's progress (e.g. use sloping surface for writing; seating position in the class; use of topic word bank etc).
- e. To keep records of any concerns about the children and evidence of any extra support given using the In-Class Support form. These records should be passed on to the next class teacher or SENCo and a full handover should be given.

Responsibilities of the Learning Support Team:

- a. Ensure that staff, both teaching and non-teaching, are aware of the school's procedure for identification, assessment and provision for pupils with SEND.
- b. Help classroom teachers to identify, set targets and make provision, through normal classroom differentiation and support, for children with learning difficulties and for any children with an Education, Health and Care Plan (EHC Plan).
- c. Plan and implement interventions following the advice of outside agencies and educational psychologists.
- d. Keep ILPs under review, and evaluate at least biannually, together with pupil, teachers and parents.
- e. Maintain SEND records so that they are readily accessible to staff.
- f. To carry out in-house assessments (initial screening and testing or a full detailed assessment) of a child who has been identified with learning difficulties following classroom interventions by the teacher.
- g. Liaise with parents at all stages and involve them in decision making.
- h. To be available for meetings, at mutually convenient times, and for feedback sessions after assessments with educational psychologists or external agencies.
- i. To liaise with medical and boarding staff when necessary.
- j. To seek, and respond to, the views of the children themselves at all stages.
- k. Ensure that suitable exam and entrance assessment arrangements are made for those children who need them.
- l. To collate relevant background information on the children, from staff and parents, to enable appropriate support.

6. Arrangements for coordinating the Educational Provision for SEND

The Head of Learning Support holds details of all SEN records for individual pupils. All teaching staff can access:

- The school SEND Policy
- Copies of the Learning Support and SEND lists
- Individual Pupil Passports for the children on the learning support and SEN lists
- Individual Learning Plans (ILPs)
- Practical advice and information on different Specific Learning Difficulties (SpLD)

7. Admission Arrangements

- a. Pupils are admitted to the school in accordance with guidelines laid down by Walhampton admissions requirements (see Admissions Policy).
- b. Children entering Walhampton will normally spend a day in the classroom with their year group and be informally assessed by the class teacher or subject teachers. In addition, an assessment interview with reading, spelling, and numeracy will be given by the Head of Learning Support, for all children from Year 3 upwards. Should any child already have identified SEND, relevant reports should be brought to the admission interview, or sent to the school in advance of the visit.
- c. Any child who, at the admission interview, appears to have SEND or require Learning Support, may be referred for further assessments so that the school is able to provide the appropriate intervention on arrival. Discussions with parents and pupils, and other professionals when necessary, are held in order to determine if the school can meet the interests and needs of the child.
- d. Walhampton is a school which prepares children for Common Entrance at 12 and 13 and for the 11+ examinations. As such, it is a school which maintains a strong academic tradition and may not be suitable for children with moderate to severe learning difficulties. Every effort is made to provide necessary resources within the constraints of the school budget.

8. Specialist SEND provision

Walhampton is committed to whole school inclusion and we support children with a range of SEND. We can provide additional specialist support for literacy and numeracy, and can seek specialist SEN provision and training from external agencies where necessary.

9. Facilities for pupils with SEND

The school complies with relevant accessibility requirements. Please see the Accessibility Plan for more details.

10. Allocation of Resources for Pupils with SEND

Pupils with SEND who have an Education, Health and Care Plan (EHCP) can apply for additional funding from their local authority. The Head of Learning Support, SLT and Governor responsible for SEND would then be responsible for deciding how to allocate these resources.

The Learning Support Department receives an annual budget from the school.

11. Identification and Assessment of Pupils' Needs

Provision for children with SEND is a matter for the school as a whole. In addition to the governing body, the school's Head, the Head of Learning Support and all other members of staff have important day-to-day responsibilities. *All teachers are teachers of children with special educational needs.* Teaching such children is therefore a whole school responsibility.

The school follows a **graduated response** which is usually led by the child's class teacher or tutor in partnership with the Head of Learning Support. This follows the assess → plan → do → review process.

A child's needs may become apparent through:

- admission procedures and previous identification of difficulties
- teaching within the nursery or classroom; observation of problems (inconsistent work pattern; unexpected behaviours; incompleteness of set work)
- tracking procedures (annual or termly reading, writing, spelling, maths tests; and CATS in Prep)
- self-referral to LSU by pupil
- poor test and exam results
- poor effort and attainment grades
- parental concerns;
- further specialist assessments undertaken by the Learning Support team

Teacher questionnaires are completed by the appropriate party and problems discussed in staff or LSU meetings or in discussion with the learning support team. At this initial stage strategies are suggested for the teacher to put in place and an initial screening/observation may take place. The child will be placed on the Register of Concern to which all teachers have access. If no progress is made then further and more detailed testing by the learning support team will take place or in some cases an Educational Psychologist's assessment will be recommended. A full and detailed assessment is carried out when required and the results communicated and discussed with the Head and all relevant members of staff. A meeting is set up with parents to discuss the findings and recommendations for assisting the child. Information and results are added to the pupil's school file and the MIS.

The school uses a number of educational psychologists. When assessments are arranged, the parents and member of the learning support team will attend a feedback session, normally on the day of the assessment. Parents are also able to arrange their own private assessments but are requested to communicate the results and recommendations to the school for further action.

The Learning Support team and subject and class teachers will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- different learning materials or special equipment
- some group or individual support
- extra adult time to devise the planned intervention and to monitor its effectiveness
- some in class support in key subjects
- staff development and /or training to develop more effective strategies

Once a child's rate of progress has been identified as inadequate, despite having appropriate learning experiences, differentiated learning opportunities should be provided. Regular and frequent monitoring of the child's progress by the class teacher will show whether the provision is being effective.

Additional opportunities or alternative approaches to learning through small group support, if available, or some support in class at this stage may also be indicated if progress is still not being made. In the event that this level of intervention does not enable the child to make satisfactory progress, individual support may follow. A full in-house assessment may be undertaken with strategies recommended and individual lessons put in place. Advice and support from external agencies may be sought at this stage.

Where applicable, the local authority will be contacted if an EHCP is considered necessary. This will be considered if the child does not make sufficient progress despite appropriate interventions.

12. Records of SEND

Each teacher will keep records of the interventions they have put in place for a child and will monitor the progress of the child. The LSU will maintain records of individual lessons and will keep the ILPs updated, in conjunction with relevant staff. Class teachers will use the in-class support tracking document to show what interventions have been put in place. An individual tracking sheet is used within the LSU to monitor progress and this is shared with parents when appropriate.

13. Evaluating the Success of provision

ILPs are reviewed at least twice a year and staff, parents and children contribute to this process. The LSU works with the Head of English and maths to evaluate whole school data which outlines the progress children have made.

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. At Walhampton this is done by regularly reviewing achievement and effort grades, test results, subject work and exams. Under these circumstances, teachers may need to consult the Head of Learning Support to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour.

14. In Service Training (CPD)

We aim to keep all staff up to date with relevant training and development in relation to the needs of pupils with SEN.

The Learning Support team attends relevant courses and conferences and presents in-house training. External training may also be arranged after discussion with the Head and Senior Leadership Team.

There are also regular meetings during school hours when training or relevant information on learning support matters can be given.

15. Working Partnership with Parents

The Learning Support Department believes that it is vital to have a close working relationship with parents in order to ensure that the child makes optimum progress. Parents are invited in to review the ILPs twice a year. Parents are welcome to make appointments with the LSU team during the school day.

If assessment or referral shows that a child has additional needs then the parent and child are always consulted with regard to future provision and additional costs. If additional needs are highlighted during a trial day then either the Head or Head of Learning Support will discuss this with the parent prior to the child starting at Walhampton.

The provision of support for children within the Early Years Department is set out in Walhampton's Local Offer.

16. Pupil Voice

Children are at the very heart of SEND provision at Walhampton. All staff are aware of the ongoing importance of listening to the views of children and young people whilst providing them with opportunities to participate in the development of their education provision.

The LSU staff review and discuss the Individual Learning Plans with the children twice a year. Children are given the opportunity to add appropriate targets of their choice to the ILP. When planning one-to-one lessons, LSU staff consult with children as to which lessons they will come out of for their individual lessons. Pupil Passports are shared with the children and they are invited to contribute.

17. Links with Other Schools

The Head of Learning Support attends annual meetings for Area 5 and has built up links with these local schools. This enables us to share advice, training and development activities and expertise. The Learning Support team always has careful liaison with senior schools when the children transfer. Members of the team are pro-active in visiting other schools to share good practice.

18. Links with Other Agencies

The school maintains a list of Educational Psychologists to whom parents may take their children for a full assessment. We also have links with other agencies such as speech therapists, occupational therapists and physiotherapists.

In addition the matrons at the school liaise with relevant medical bodies and GPs to ensure the medical needs of children are met and all relevant information passed on to staff.

19. Monitoring and reviewing the SEND policy

The policy will be monitored and reviewed on an annual basis.

20. Complaints

Any complaints from parents of pupils with special educational needs concerning the provision at the school should be made through the procedures set out in the Complaints Policy, a copy of which is available from the school's website.

Appendix 1 In-Class Support Tracking Form

Name of child! Date of birth: Class teacher:		Areas of concern
Targets:		Success Criteria
Date and lesson	Support given - target, differentiation, in-class, 1-1 or group, resources used, duration.	Notes & observations

Appendix 2 Family Questionnaire

Family Questionnaire

The purpose of this questionnaire is to gather information on your child in order to assess how best to support his/her learning needs. Please complete the form to ensure that I have as much information as possible about your child.

All information given on this form will be treated with the strictest confidence.

General Information

Name of person completing the form:

Relationship to the child:

Child's Name		Age:	
Male/Female	Name	Date of Birth:	Occupation/school or college

Father

Mother

Brother (s)

Brother (s) Age

Sister (s)

Sister (s) Age

What languages are spoken at home

1)

2)

3)

If English is not the first language, how long has English been spoken?

Is there anyone in the immediate or extended family who has had problems with speech, language, literacy and numeracy? It is useful to know if other family members have had difficulties in these areas.

Relative	Speaking	Reading	Writing	Spelling	Maths
1					
2					
3					
4					

Were there any complications or unusual features during pregnancy with your child?

Please give details:

Yes/No

Was the duration of the pregnancy full-term? If not, what was the duration? **Yes/No**

Were there any difficulties with your child's birth Please give details? **Yes/No**

Weight at birth?

Were there any difficulties in the early months? Eg. Sucking, feeding Please give details: **Yes/No**

Pregnancy, birth and early development - difficulties during pregnancy, birth or early childhood can have implications on a child's development and learning.

Developmental milestones

At approximately what age did your child sit up unaided?	
At approximately what age did your child crawl?	
At approximately what age did your child walk?	
If your child did not crawl, how did he/she move around?	
Did your child show dominance with one hand?	Yes/No

If so, which hand?	
At what age?	
Has your child maintained this preference?	Yes/No
Does your child use his/her right side for some activities and left for others e.g. right foot for kicking, left hand for writing?	
	Yes/No

Speech, Language and Communication Development.

At approximately what age did your child begin to say a few meaningful words?	
Was your child's speech understandable outside the family by the age of 3 years? Yes/No	
Has your child ever had speech difficulties, e.g. stammering, lack of clarity with certain sounds etc? Please give details:	
	Yes/No
Was your child's speech/sentence structure immature when starting school? Yes/No	
Does your child have difficulty remembering familiar names and words? Please give details:	
	Yes/No
Has your child had speech, language and communication assessment/therapy? Please give details:	
	Yes/No

Medical history

Please circle/highlight if your child has had any of the following:

Measles

Rubella

Chickenpox

Mumps

High fever episodes

Glandular Fever

Please give details and dates of other illnesses, accidents or visits to hospital:

Please give information regarding any illnesses or conditions that the assessor should be made aware of:

Please circle/highlight if your child has any of the following:

Asthma

Dry skin

Eczema

Light sensitivity

Allergies

Epilepsy

Frequent urination

Migraine

Colour blindness

Excessive thirst

Hay fever

Rheumatoid Arthritis

Please list any medication your child is currently taking:

Is your child on a special diet?

Yes/No

Please give details and reasons:

When was your child's vision last tested? What was the result?

Has your child ever mentioned any issues with text or visual difficulties such as words moving on the page, words blurring? Or other? **Yes/No**

Please give details:

Have you ever consulted a vision expert (optometrist) other than for regular eye tests?

Yes/No

Please give details:

When was your child's hearing last tested? What was the result?

Did your child ever suffer from ear infections, sinus problems or numerous colds?

Yes/No

Have you ever suspected that your child has/had a hearing loss, however slight?

Yes/No

Has your child ever had any hospital treatment for ENT problems, eg tonsils or adenoids removed or grommets inserted? **Yes/No**

Please give details and dates:

Behaviour – please tick if your child has ever had difficulty with:

Colouring/drawing

Hyperactivity

Cutting

Sleeping

Jigsaw puzzles

Nightmares

Lego

Knocking things over

Catching a ball

Being withdrawn

Skipping

Poor sense of direction

Riding a bike

Right and left confusion

Dressing

Concentration

Tying shoes

Sitting still

Climbing stairs

Organisation

Co-ordination

Following verbal instructions

Remembering nursery rhymes

Frustration

Eating

Discipline

Food textures

Learning times tables

Toilet training

Motivation to complete tasks

Bedwetting

Recording/remembering
homework

Tantrums

Completing homework

Please give any extra details:

Is your child ever reluctant to attend school?

Yes/No

Education

Schools attended

Dates

Reason for leaving

Has your child missed a lot of school?
Please give details:

Yes/No

Has your child ever had tuition outside school?

Yes/No

With whom?

How often?

Dates:

Was this on the recommendation of the school?
Please give details:

Yes/No

Has your child had support in school?

Yes/No

With whom?

How often?

Dates: Which year group in school?

Was this support in a particular area of learning?

Does your child have any other therapy? Please give details:

Yes/No

Has your child been assessed by an Educational Psychologist?

Yes/No

Has your child been assessed by any other professional, eg specialist teacher, occupational therapist?

Yes/No

Please give a summary of any assessments:

What are your child's main strengths?

What are your child's main interests/hobbies?

What is your child's favourite activity?

What are your main concerns about your child and his/her learning?

Signature:.....

Date form completed:.....

Thank you very much for taking the time to complete this questionnaire. Your cooperation is very much appreciated.

If you have any questions regarding this questionnaire or have any difficulties filling in the form, please contact the Head of Learning Support, Mrs Allison Eaton.

Please return this form to the class teacher or Mrs Allison Eaton.

Appendix 3 Teacher Questionnaire

School Questionnaire

The purpose of this questionnaire is to gather information on this child in order to assess his/her learning needs in order to create a teaching programme.

All information given will be treated confidentially.

Child's Name:

Age:

Male/Female:

Date of Birth:

School:

Year Group:

Name of Class Teacher/Form Tutor:

Name of person completing this form (if different):

Position within school:

Date form completed:

School telephone/email:

Please give results of the most recent assessments.

	English	Date	Maths	Date
PTM				
PTE				
CAT				

Please give details of other assessments with names of tests, dates and results.

Learning in relation to peers: (please tick)

Above average

Average

Below average

Speaking and
Listening
Reading accuracy

Reading
comprehension

Writing

Spelling

Maths

PE

Art/DT

ICT

Other

Does the child's written work reflect their verbal ability?

Yes/No

Does the child have difficulty with:

Gross motor skills:

Yes/No

Self organisation:

Yes/No

Fine motor skills:

Yes/No

Working independently:

Yes/No

Copying from the board:

Yes/No

Maintaining concentration: **Yes/No**

Following/remembering
instructions: **Yes/No**

Getting started with written work:
Yes/No

Finding the right vocabulary: **Yes/No**

Explaining his/her thoughts:
Yes/No

Sequencing, rhymes, times tables etc:
Yes/No

Getting dressed/doing up shoes:
Yes/No

Does the child have a preferred learning style? Please circle/highlight all that apply:

Visual

Auditory

Kinaesthetic

Verbal

Logical

Social

Solitary

Attitude to work - Please circle/highlight all that apply:

Independent Works with support Competent Enthusiastic Easily distracted Shows limited interest Slow

Behaviour – Please circle/highlight all that apply:

Normal Timid With- Co- Friendly Confident Disorganise Aggressive
drawn operative d

Social relationships - Please circle/highlight all that apply:

Popular Friendly Dominant Submissive Normal Solitary Depend Prefers
ent different
age groups
- older/
younger

Is there an ILP? **Yes/No** Date: Is
support currently being given within the class? **Yes/No**

Who gives this support: What type of support: Frequency of support:

Has this child been discussed/assessed by any external agencies, eg. Educational Psychologist, Learning Support etc.
Please give details:

What is the child's status on the school's SEN register:

Details of any formal assessments carried out and their outcomes:

Please give details of any particular strengths or interests:

Please give details of any particular weakness or dislikes:

Please list your main concerns:

Please add any extra information which you may feel is relevant:

Thank you very much for your assistance in completing this questionnaire.

Appendix 4 Walhampton Local Offer

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) LOCAL OFFER

EARLY YEARS EDUCATION PROVIDER NAME:

Walhampton School

OFSTED UNIQUE REFERENCE NUMBER:

CONFIRMATION THAT 'CO-PRODUCTION' HAS TAKEN PLACE WITH PARENTS, CARERS, STAKEHOLDERS: YES/ NO

LOCAL OFFER SUBMITTED BY:

Name Mrs Claire Holly

Date

Signature

Questions for Educational Settings (From the parent carer's point of view):

1. How does the early years setting know if children need extra help and what should I do if I think my child may have special educational needs or disabilities?

Children are identified as having special educational needs by:

- Concerns or worries raised by a parent about the child's academic, social or behavioural needs which have been identified at home
- Liaison between Nursery, Kindergarten and Reception whereby children with specific needs are discussed as part of the transition process
- Concerns raised by a teacher in terms of behaviour or low self-esteem which affect academic performance and social interactions
- Liaison with external agencies, for example, teacher advisors for visual or physical needs, educational psychologists, speech and language therapists.
- A health diagnosis through doctor or paediatrician.

Parents can raise concerns about their child by:

In the first instance we encourage parents to talk directly to their child's form teacher if there are any concerns about the child's social interactions and/or academic progress. If there was then a need an appointment could be made with the Head of Pre-Prep and/or the Pre-Prep Learning Support Co-ordinator.

We pride ourselves on building positive relationships with parents and strive to do so from the moment your child starts with us. We work hard to ensure that the relationships between the school and parents are open and honest at all times.

2. How will early years setting staff support my child?

If your child has identified special educational needs (SEND) they will have an ILP which will include individual targets. This will be reviewed on a termly basis and shared with you. The targets set for your child will be SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that your child WILL achieve them by the time of the next review.

If your child has complex SEN they may have an Educational, Health, Care Plan (EHCP) or require an Inclusion Partnership Agreement (IPA). These will involve regular meetings with you the parents, school and the relevant outside agencies working with you and your child.

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

All work within class is pitched at an appropriate level so that all children are able to access the curriculum according to their specific needs.

For physical disabilities the environment is adapted as recommended by risk assessment and reviewed regularly by the Hampshire Inclusion Officer.

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

In Early Years we measure children's progress against national and age related expectations.

Children's form teachers continually assess each child and identify areas where further support is needed.

Children who are not making expected progress are identified during regular meetings held between the Early Years staff and Pre-Prep Learning Support Co-ordinator. As a result of these meetings, different teaching strategies for support or additional intervention programmes may be put into place. The impact of this support will then be reviewed after a set period of time.

We believe your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

There will be opportunities for you to meet with your child's form teacher throughout the year, which could be part of parents' evening, to discuss your child's needs, support and progress.

5. What support will there be for my child's overall well-being?

Walhampton's Early Years department is an inclusive school; we welcome and celebrate diversity and promote equality. All staff believe that high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.

The form teacher has overall responsibility for the pastoral, medical and social care of every child in their form, therefore this would be the parent's first point of contact. If further advice or support is required the form teacher will liaise with the Head of Pre-Prep and/or the Pre-Prep Learning Support Co-ordinator. This may involve working alongside outside agencies such as Health and Social Services and or the Behaviour support team.

6. What specialist services and expertise are available at or accessed by the early years setting?

Within Early Years we work closely with external agencies: GP's, educational psychologist, behaviour support team, speech and language therapists, occupational therapists, physiotherapists, locality teams, social workers, paediatrician and specialist consultants.

7. What training have the staff supporting children with SEN had or are having?

Regular training opportunities are offered to all Early Years staff. The Head of the Early Years department takes responsibility for organising specific training if it is needed before a child joins the setting.

8. How will my child be included in activities outside the early years setting including trips?

All children are included in all parts of the Early Years Curriculum and we aim for all children to be included on school trips. We provide the necessary support to ensure this is successful.

A risk assessment is carried out prior to any off site activity to ensure health and safety is not compromised.

9. How accessible is the early years setting environment? (Indoors and outdoors)

The Pre-Prep department is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school is all on one level. There is one disabled parking bay within the Pre-Prep car park and others located in the Prep car park area. Classrooms are adapted as necessary in order to comply with risk assessments, completed when appropriate.

10. How will the early years setting prepare and support my child to join the early years setting, transfer to a new setting / school?

We believe that your child's education should be a partnership between parents and teachers. Upon joining the Walhampton Early Years department, you and your child will take part in a series of planned induction events.

We liaise closely with staff when receiving and transferring children to different Early Years settings, ensuring all relevant paperwork is passed on and all needs discussed and understood. Our Early Years team will often visit settings to meet children prior to them joining us.

11. How are the early years setting's resources allocated and matched to children's special educational needs?

We ensure that the needs of all children who have SEN are met to the best of the schools ability within funds available.

12. How is the decision made about what type and how much support my

child will receive?

Discussion between parents the child's form teacher, alongside the Pre-Prep Learning Support Co-ordinator about your child's needs and what support would be appropriate. Children with SEN will require different levels of support and specific types of intervention programmes.

Before each transition between the different Early Years age ranges for example Nursery to Kindergarten a meeting will be held with you the child's parents, the form teacher, Pre-Prep

Learning Support Co-ordinator and Head of Pre-Prep to review the support your child needs and how their needs can be best met.

13. How are parents involved in the early years setting? How can I be involved?

Throughout the academic year you will be invited to regular parents' evenings.

If your child has identified special educational needs (SEN) and has an IEP or an Educational Health and Care Plan (EHCP) you will be invited in termly to review your child's targets and progress.

14. Who can I contact for further information?

Your first point of contact will usually be with your child's form teacher, however, you may also arrange a meeting with the Pre-Prep Head, Deputy Head or Pre-Prep Learning Support Co-ordinator.

Support and advice can also be sought from Parent Partnership. Information about the service and support provided by Parent Partnership can be found on their website:

www3.hants.gov.uk/senhome.html

Alternatively support and advice can be sought from IPSEA (Independent Parental Special Education Advice). Information about the service and support they can provide can be found on their website: www.ipsea.org.uk