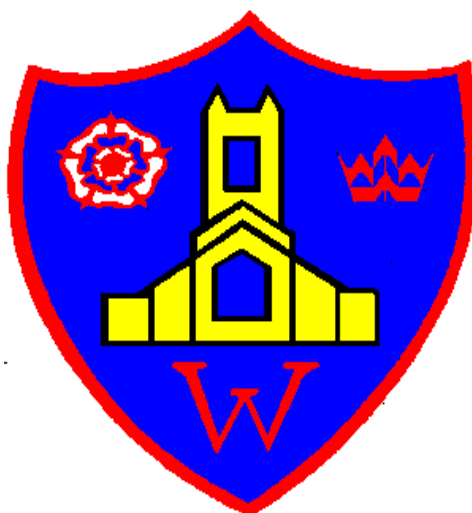


Walmsley CE School

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Supporting your Child at School Our School Offer

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Policy Written By	Mrs L Bailey SENDCo
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Responsible Committee	Teaching & Learning

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Mission Statement

As a school we pledge to:

...be a happy school where pupils are encouraged and challenged to reach their full academic and social potential in a creative, friendly and safe Christian environment

...work as a partnership with pupils, their families, staff and the wider community to provide an environment of honesty, responsibility and integrity

...give ownership of the opportunities presented to the school family, thus enabling them to reflect on their time at Walmsley with pride.

Introduction

We believe that the key to success is happiness, a love of learning and a school where children feel supported, respected and safe. Every child is precious and it is a privilege to play a part in their development – their overall well-being is of paramount importance and at the centre of what we do at Walmsley. We expect every child to fulfil their potential and celebrate everyone's uniqueness and the gifts and talents they have. We aim to provide each child with the skills, knowledge, resilience, enthusiasm and life skills which will equip them to lead a successful and happy life.

We hope you find the following information helpful in understanding the types of support we provide for our children at Walmsley, and how and when these can be accessed.

How Walmsley School approaches the teaching of children with Special Educational Needs and/or a Disability (SEND)

All children in school receive quality first teaching; this means that a range of teaching and learning styles and appropriate learning objectives are set for all children with a curriculum matched to their needs. We categorise this support as Wave 1. Some children may present with difficulties in accessing learning, and may need provision that is additional to and different from the whole class adaptive teaching approach, in order for them to access the learning and make progress. This may mean they have a Special Educational Need or Disability (SEND) which are categorised into four areas according to the 'Code of Practice'.

- Cognition and Learning (CL)
- Speech, language and communication (SLCN)
- Social, emotional and mental health (SEMH)
- Sensory and Physical (SPN)

All our classes are supported by Teaching Assistants and children with SEND may be offered small group support or additional 1:1 time with an adult to complete activities or programmes when necessary to work towards individual targets.

Children who are experiencing the above difficulties and struggling to make progress may be placed on the school SEND register, and their extra support recorded on an IEP (Individual Educational Plan) to outline the targets they are working towards, and the strategies teachers are using to help the child achieve them. This level of support is categorised as Wave 2.

How does school assess whether a child has a special educational need or that intervention is necessary?

A whole school approach is used in addressing SEND policy and practice. Teachers identify any difficulties pupils may have through precise and careful observation, assessment and monitoring. In collaboration with the school SEND Co-ordinator (Mrs Bailey), teachers are responsible for the early identification of pupils with SEND, who would benefit from additional or different support.

The SENDCo has regular meetings with teaching staff to keep updated on needs and progress of pupils with SEND. School have many assessment tools (such as language, grammar or visual perception, etc) which may be used to provide an indicator of a child's level of difficulty, and results may suggest the need for some specific intervention. Please see our 'waves of intervention' chart for our staged approach to supporting children in the above four areas of SEND.

How does school evaluate the effectiveness of provision made for children with SEND?

- School follows a 'Plan, Do, Review' cycle when supporting children with SEND.
- Progress and attainment of all children is reviewed and monitored every term by the Senior Leadership Team.
- Intervention group support / programmes are monitored and adapted by class teachers regularly and the impact on progress is measured.
- Teachers continually evaluate learning within lessons.
- Teachers work collaboratively at Walmsley School, and with colleagues from other schools within our cluster, to moderate judgements made about attainment and progress.
- SEND provision follows a graduated and staged approach. When extra support has enabled a child to achieve the targets set on an individual education plan, this support may then be withdrawn, sometimes leading to the child being removed from the school SEND register.
- If a child is not meeting their individual targets, despite early intervention of teachers and support in class, it may be necessary to seek support from other agencies which will be fully discussed with parents if deemed necessary. The SENDCo may join the class teacher in discussing this with parents.
- Children already at Walmsley School, who currently have an Education and Health Care Plan from the Local Education Authority to support their complex needs, will have an annual review meeting to discuss progress towards their objectives.

Agencies that support school

- Ladywood Outreach Service (SEND Support School)
- Bloom Wellbeing
- Educational Psychologist

- School Nurse
- Health Professionals, e.g. Speech Therapist, CAMHS Nurse, Paediatrician, Occupational Therapist, etc.
- Visual / Hearing Impairment Teachers

What is an EHC Plan?

From September 2014, children and young people age 0-25 who have significant special needs which are complex or severe, will undergo an Education, Health and Care Assessment (unless parents, carers or the young person themselves opt out of this new system). This will involve agencies working closely together to provide an Education, Health and Care Plan outlining the necessary support and working towards long term outcomes, and better life chances for these young people. In very few cases where a child's needs are complex or severe, school may suggest that we initiate an EHC Plan Assessment with the Local Education Authority. As part of the graduated response process, parents will be fully involved in how school are supporting their child at every step of the way.

How will I know how my child is doing in school?

- In addition to Parents' Evenings, parents of children with SEND are invited to meet with staff to discuss and review progress towards targets on their 'Individual Education Plan', and to talk about how they are doing in terms of their overall wellbeing.
- Teachers encourage communication via the children's home-school diaries.
- At Walmsley we have an 'open door policy' and warmly welcome parents to come into school to speak to staff about any concerns they may have. At busy times of the day, Mr McDonnell and Mrs Murphy (our Office Team) can arrange for staff to contact parents at a better time, or just write a note to arrange a meeting in a child's home school diary.

What should I do if I think my child has a Special Educational Need or Disability?

If you would like to know what provision is in place for your child or you think they may have a Special Educational Need and/or a Disability (SEND), please make your concerns known by speaking to your child's class teacher initially who will raise this concern with the SENDCo in school. This will be discussed with you and school will carry out any necessary checks and assessments to ensure needs are met. We will share our findings with you and agree the next steps for your child.

How does Walmsley School involve children in their education and the decision making process?

Children with SEND are involved in discussing their learning and progress with their class teacher on a termly basis and their involvement and views are listened to and discussed at parents' meetings. Information about how children with SEND are supported with transition between classes, key stages and to Secondary School is included in the 'Waves of Intervention Map' at the end of this document.

Where outside of school can I find more advice and support?

If you want advice from professionals outside school, your local GP is a good first point of contact. There are many agencies that can provide you with support, some of which are listed below:-

Agency	Type of support offered	Contact details
Parent Partnership	Parent Partnership Services (PPS) offer advice and support to parents and carers of children and young people with special educational needs.	01204 848722 www.parentpartnership.org.uk
Pupil and Student Services	Offer support and advice on school admissions.	01204 333143
School Nurse Service	Offer in school support and advice for a child's health and well-being.	01204 463573

For further information about the wide range of support for children with SEND and their families, please refer to the 'Bolton Local Authority Offer', on their website www.bolton.gov.uk .

How should complaints concerning SEN provision be made and how will they be dealt with?

In the first instance, we would encourage all of our parents to bring their concerns/complaints to the attention of the class teacher and/or SENDCo. If this does not lead you to a satisfactory resolution, please refer to our Walmsley School Complaints Policy and Procedures.

We hope this information is helpful, and if you would like to discuss anything more, you are very welcome to make an appointment with our SENDCo, Mrs Bailey.

Further information and a copy of the school SEND policy is posted on the school website www.walmsley.bolton.sch.uk or alternatively a copy can be requested from the school office.

Contact details:

Name: Mrs L Bailey
Role: SEND Co-ordinator
Contact: office@walmsley.bolton.sch.uk
Tel: 01204 332650

The Special Educational Needs Policy and School Offer will be reviewed on an annual basis as part of the schools approach to quality assurance, ensuring that school provision is effective and addresses the needs of pupils.



Waves Of Intervention - SEN Provision Map

Strategies and Interventions Across School			
Area of Need	Wave 1 (Whole Class)	Wave 2 (Small Groups)	Wave 3 (Individual support)
Cognition and Learning	<ul style="list-style-type: none"> • Adapted curriculum planning, activities, delivery and outcome • Visual aids / modelling etc • Visual timetables • Illustrated dictionaries • Use of writing frames • Access to computers • Teacher modelling • TA in class support • Whole school approach to Dyslexia friendly classrooms and Teaching and Learning 	<ul style="list-style-type: none"> • Supersonic Phonics • Listening skills • Turn taking skills • Memory Skills • Multi-sensory spelling practice group • Language for Thinking 	<ul style="list-style-type: none"> • Toe by Toe • Stareway to Spelling • 1:1 tuition • Individual timetables • Independent learning boards • Individual access arrangements for tests and assessments
Communication and Interaction	<ul style="list-style-type: none"> • Adapted curriculum planning (activities, delivery and outcome) • Increased use of visual aids / modelling etc • Visual timetables • Use of symbols • Structured school and class routines • Elklan approaches • Kagan structures 	<ul style="list-style-type: none"> • Time to talk • In class support with focus on supporting speech and language • Listening skills • Language for thinking • Increased use of visual resources 	<ul style="list-style-type: none"> • Speech and Language support • Use of ICT equipment such as talking tins • Individual approach e.g. simplified language, allowance of additional processing time • Individual arrangements for transition between classes, key stages, secondary school. • Individual access arrangements for tests and assessments

Area of Need	Wave 1 (Whole Class)	Wave 2 (Small Groups)	Wave 3 (Individual support)
Social, Mental and Emotional Health	<ul style="list-style-type: none"> • School Christian ethos and focus of Christian values. • PSHE curriculum • Whole school behaviour policy • Whole school / class rules • Class reward systems • Circle Time • Focus on team work – business enterprise etc • Raising money for charities. 	<ul style="list-style-type: none"> • Small group Circle Time • Social Skills group • Individual reward programme • Language for thinking 	<ul style="list-style-type: none"> • Interventions led by Aspire • Home – school programme • Peer mentoring (as appropriate) • Individual arrangements for transition between classes, key stages, secondary school. • Individual reward systems • Individual access arrangements for tests and assessments
Sensory and Physical	<ul style="list-style-type: none"> • Flexible teaching arrangements • Staff aware of implications of physical impairment • Writing slopes • Pencil grips • Use of sound field system 	<ul style="list-style-type: none"> • Brain gym exercises • Theodorescu writing programme • Keyboard skills • Eye can learn (visual processing) • Dyspraxia exercises • Motor Skills practice. 	<ul style="list-style-type: none"> • Support from Sensory service • Physiotherapy programmes • Occupational Therapy programmes • Access to PC • Individual arrangements for transition between classes, key stages, secondary school.



Our Early Help Offer

We are here to help you!

Early Help is a process of interventions that is offered to **all** our pupils to prevent problems developing and it targets support to particular children and families with additional needs.

The purpose of Early Help is to support the well-being of children and families by tackling emerging needs at the earliest opportunity and prevent them from getting worse. This means working with you to identify any support you may need and gain access to additional services that can promote positive outcomes.

Effective Early Help may be delivered at any point in your child's life about any issue which is impacting or could affect their development and well-being, including education and health.

Working Together to Safeguard Children 2018 (a guide to Inter-agency working) identifies that supporting children to achieve positive outcomes is more effective when local agencies work together to:

- Identify children and families who would benefit from Early Help.
- Undertake an assessment with you (known in Bolton as the Early Help Assessment)
- Provide Early Help services to address the assessed needs of a child and their family to improve outcomes.

We will ensure that we:

- Gain your consent and are open and honest, keeping you and your child informed.
- Seek your views and opinions.
- With your consent, work jointly with other professionals and services already working with your family.
- Empower you to gain positive outcomes.
- Allocate a lead person to help co-ordinate any support put in place.
- Consider the age and stage of your child's development to make sure that actions are appropriate and inform our expectations and concerns.