

SEN provision for Children and Young People at Scott Wilkie Primary School

As part of the Children and Families Act 2013, Local Authorities are required to publish a '**Local Offer**' which sets out support that is available for children and young people with SEN in the local area.

Newham's Local Offer is available on the Newham Website and tells parents how to access services in their area and what to expect from these services.

Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with SEN.

The document enclosed form the School offer for Scott Wilkie Primary School. It describes the arrangements we make that are 'additional and 'different 'for pupils with SEN. This information has been produced together with parents, carers and our children and young people and will be reviewed annually.

The diagram on the next page illustrates the schools graduated response to children's needs. It shows the standard offer of teaching, learning and care for ALL pupils, the additional provision which may be needed by some pupils and the specialist provision available to the few children with significant or complex needs.

The SEND Information Report outlines further details.

ALL pupils will access:

High quality teaching and learning

- o *An interesting and differentiated creative and culturally inclusive curriculum*
- o Differentiated curriculum
- o *Reasonable adjustments to the environment and equipment for pupils with disabilities*
- o Assessment for learning
- o Personalised target setting
- o *After-school clubs and educational visits*
- o A nurturing environment

Some pupils with additional SEN needs will

Access:

Differentiated curriculum

- o *Interventions additional to, or different from, those provided as part of the school's usual differentiated curriculum.*
- o Targeted interventions and support matched to need
- o *Access to additional adult support for group-work and/or specific tasks e.g. support within the classroom, intervention groups, speech and language groups, Literacy Intervention groups or 1:1, social groups, behavioural support, booster groups etc.)*
- o *Support from a Learning support teacher, Learning mentor, speech and language therapist or school counsellor*

A few pupils with complex or significant needs will access:

Interventions additional to, or different from, those provided as part of the school's usual differentiated curriculum.

- o Individualised target setting
- o Access to specialist services and therapists
- o *Access to specialist programmes from advisory teachers and therapists e.g. speech and language programmes, literacy /dyslexia*



Special Educational Needs

Introduction

At Scott Wilkie Primary School, we aim to enable all children, including those with Special Educational Needs to enjoy a well-balanced and broad curriculum. We pride ourselves in supporting pupils to develop their confidence, independence and positive self-esteem in a secure and caring environment.

Our Special Educational Needs and Disability Co-ordinator (SENCO) is Mrs Joanne Edwards

The Local Offer at Scott Wilkie Primary School

We welcome all children whatever their abilities and needs. We believe all pupils should have access to a broad, balanced curriculum that is differentiated and personalised in order to maximize learning. Our practice is in line with the SEN Code of Practice 2014.

How does the school know if my child needs extra help?

At Scott Wilkie Primary School, we know children need extra help if:

- Limited progress is being made (as identified through assessment procedures)
- Concerns are raised by parents or carers, a teacher or the child
- There is a change in the pupil's behaviour or progress

How can I let the school know if I am concerned about my child?

If you have concerns about your child, you should speak to the class teacher in the first instance. If you are not happy that the concerns are being managed, and that your child is still not making progress, you should speak to the SENCO.

How does the school support my child?

Every child is unique, with talents, strengths and areas for development. Every child will, at some point, require additional support and guidance to make sense of the learning - that's what school is all about! At Scott Wilkie Primary School, we support children in many ways, as detailed below.

Universal: Quality First Teaching

Each pupil is entitled to Quality First Teaching as planned by the class teacher. We also call this Wave One teaching. This support is tailored to individual needs within the classroom. It may include additional support by the teacher or Teaching Assistant in class

Quality First Teaching also involves:

- Having high expectations for your child and all pupils within the class.
- An approach that builds upon skills and knowledge the child already has to move them forward.
- Using different teaching styles, such as practical learning and outdoor learning.
- Specific strategies suggested by the SENCO and outside agencies.

Small Group Work

Pupils may have access to small group work. This support is available to any child within school. These groups may be run by the Class Teacher or Teaching Assistant. These groups may work on English and Maths skills, or have a focus on friendship or social skills.

Targeted: Specific Small Group Work - Wave 2 Provision

Specific 'Wave 2' groups run for children where we have identified barriers to learning that Quality First Teaching may not be able to meet. These groups are run with support and advice from the SENCo and delivered by Teaching Assistants. In order for your child to access a specific group, they must be identified on the SEN register by the SENCo.

Specialist: Individual Support – Wave 3 Provision

Where children show a particular difficulty or are making limited progress, the school may support your child with a Wave 3 intervention. This intervention is run with support and advice from professional outside agencies and delivered by Teaching Assistants under the guidance of the SENCO. In order for your child to access specialist support, permission must be obtained from parents. The type of the intervention programme is dependent on child's ability and age. The SENCO is responsible for organising this provision.

Pupils who require a high level of additional support to access learning may receive Higher Level Funding provided by the Local Authority (As identified by the SENCO).

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

Class Teachers plan lessons according to specific needs within their class. Activities are differentiated to enable children to access the curriculum at their level. Teaching Assistants can adapt planning and be allocated to work with pupils, either 1:1 or in small groups. Children may have access to specialist equipment and resources to support their access to the curriculum.

How will I know how my child is doing?

Your child's progress is continually monitored by their teacher and is discussed each half term with the SENCO, Deputy Headteacher and Headteacher in a pupil progress meeting. All pupils have their progress and individual target sheets shared through Parent/Teacher Consultations. Pupils who receive High Needs Funding will have an annual review where progress is shared. All children receive an annual report from their Class Teacher during the summer term. Outside of these reporting arrangements, parents are welcome to come and talk through progress concerns with their child's teacher or the SENCO by making an appointment.

How will I be involved in discussions about planning for my child's education?

Parents are encouraged to contribute to their child's education, this may be through:

- Informal discussions with the class teacher.
- Parent/Teacher Consultations (where targets are shared and discussed).

- Meetings with the SENCO or other professionals.
- Annual Reviews (for children with High Needs Funding).

How will the school help me to support my child at home?

Your child's teacher is available, by appointment, to discuss your child's progress and to share information about what is working well at home and school so similar strategies can be used. The SENCo is also available to discuss strategies and offer support during parent consultations or by appointment. The school can also signpost parents to external help (from outside agencies) if this is required.

What support is available for my child's overall well-being?

Scott Wilkie Primary School offers a wide variety of pastoral support for all pupils, including those who are encountering emotional, behavioural or social difficulties. Children may need pastoral support in the short term or over a longer period as appropriate to their individual needs. We can offer:

- Friendship groups.
- Social skills groups.
- Learning Mentor support.
- School counsellor support.
- Behaviour support strategies.
- Signposting to relevant agencies.
- Playtime buddies.

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

Available in school:

- Counselling
- Mentoring
- Outreach services from Local Authority

Accessed by the school:

- Educational Psychology Service
- NHS Speech and Language Therapy
- School Nurse
- Occupational Therapy
- Physiotherapy
- Local Authority Services, such as Specialist Teacher advisers for, Autism, Physical Difficulties, Visual impairments, Hearing impairments, Behavioural difficulties

How are the staff in school working with children with SEND and what training do they have?

The SENCO supports the class teachers in planning and resourcing for children with SEND. As part of the performance management cycle, every staff member has opportunities to improve practice, teaching and learning of all pupils, including those with SEND. This may include whole school training, individual courses and e-learning opportunities. The SENCO plans training opportunities for support staff and with the whole school and regularly meet for update and advice sessions following outreach support. Training and development is linked with the school development and SEN development plans. Individual staff may also access advice and support from outside agencies who are working with specific children.

How will my child be included in activities outside of the classroom, including school trips?

At Scott Wilkie Primary School, activities and trips are available to all pupils. Risk assessments are carried out and procedures are put in place to enable all children to participate. If an intensive level of support is required for an individual pupil, we may ask a parent or carer to accompany their child during an activity or alternative provision may be arranged.

How will the school prepare and support my child when joining Scott Wilkie Primary School or transferring on to a new class or school?

We recognise that transitions can be difficult for children with SEN and we take steps to ensure that any transition is as smooth as possible. If your child is joining Scott Wilkie Primary School, the SENCO will endeavour to visit or make links with school/agencies involved with your child before they start school.

When moving between classes at Scott Wilkie, information is passed between class teachers in advance of joining the new class. Where children would be helped by a social story/transition book to support them in understanding moving on then it will be made and shared within school; a copy will also be sent home for the child to look at during the summer holidays.

Before moving to secondary school, the SENCO will attend the primary transition event to discuss specific needs of the child with secondary school staff. Some children may have extra transition visits with the secondary school and in some cases secondary staff may visit your child here at Scott Wilkie Primary School.

Who I can contact for further information?

Appointment can be made via the school office with Our SENCO Mrs Joanne Edwards, The Assistant Headteacher for your child's year group, the Head of School, Mrs Quayaum, the Executive Headteacher, Ms Keri Edge and The SEN Governors, Mrs Bola Awoyemi and Mrs Shirley Magwenzi.

