

Our Local SEND Offer at Willow Bank Infant School

Updated January 2022 by D Killick



Our Local SEND Offer at

Willow Bank Infant School

This guide will help inform you of the support that we are able to provide for children with SEND (Special Educational Needs and Disability)

Introduction to Willow Bank Infant School

- Willow Bank Infants is a small school of 180 children, located in a residential area on the outskirts of Reading, but is part of Wokingham Authority.
- We are the only infant school in Woodley and our children and their families become part of the “Willow Bank Family.”
- We take from a wide range of pre- Schools and nurseries in Woodley and workplace Nurseries which are further afield.
- Our aim is to provide a safe and caring environment in which we nurture, support and value all children as individuals.
- We are a fully inclusive school with all children enjoying their learning and achieving well
- Our curriculum includes a rich variety of activities which contributes to the children’s academic achievement and personal development.
- There is a strong partnership between parents and the school
- The values which underpin our curriculum are: a love of learning; memorable experiences that inspire; care and respect; inclusivity; high expectations; independence and responsibility.
- Our “gem power” encourages children to be independent, take self-responsibility, persevere, support and care for others

“It isn’t anyone of us that makes our school successful. It’s all of us working together”

What is the Local Offer?

- The Local Offer was first introduced in the Green Paper (March 2011) as a *local offer of all services available to support disabled children and children with special educational needs (SEN) and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.*

Children and Families Bill 2014

The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and support strong families. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with Special Educational Needs and Disability (SEND), so that services consistently support the best outcomes for them. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents/ carers greater control and choice in decisions and ensuring needs are properly met.

- *Statements and assessments will be replaced* with a new birth- to-25 "Education, Health and Care Plan," extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need
- There will be improved cooperation between all the services that support children and families, local and health authorities to work together.
- It requires local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

A Glossary of Terms that be may used

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
ASS	Additional SEN Support (Plan)
BESD	Behavioural Emotional & Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EP	Educational Psychologist
EWO	Educational Welfare Officer
FSM	Free School Meals
HI	Hearing Impairment
KS1	Key Stage One (Years 1 and 2)
LAC	Looked After Child
LA	Local Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PSP	Pastoral Support Programme
SaLT	Speech & Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENCO	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty
VI	Visual Impairment

Local Offer 2022

1: Identification of Special Educational Needs and Disabilities (SEND)

1.1: How does the school identify children/young people with special educational needs and disabilities?

Our identification would be part of the assessments that all staff continually carry out. During the course of these assessments there may be evidence about a child over time, who despite receiving differentiated learning opportunities:

- * makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- * shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- * presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- * has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- * has communication and / or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The class teacher and Special Educational Needs Coordinator (SENCO) would then discuss a child, their progress and possible courses of action

1.2: What should I do if I think my child has SEND?

If any parent or carer has any concerns they would initially talk to the child's class teacher and/ or the SENCO (special educational needs coordinator).

There are opportunities to talk informally during the morning and afternoon at drop off and pick up times. Appointments can be made at any mutually convenient time for more formal and in depth discussions.

2: Support for children with special educational needs

2.1: If my child is identified as having SEND, who will oversee and plan their education programme?

From the moment of identification, whether it is upon entry into school or during the time a child spends with us, the class teacher, the SENCO and any external agencies will be planning the appropriate education programme to meet the individual needs of your child.

2.2: How will I be informed / consulted about the ways in which my child is being supported?

Parents and carers will be kept fully informed through discussion and the sharing of any paperwork about the support that their child is receiving.

The home school partnership is very strong at Willow Bank Infant School and this is important for the progress of all children.

We have parents/ carers' evenings, annual reports and annual reviews.

2.3: How will the school balance my child's need for support with developing their independence?

Some children with SEND may need individual support, but we also ensure that they do not become fully dependent on an adult. There may be more than one support assistant in place and we have high expectations for all children to be independent and show self-responsibility

This is supported by our "Gem Power" system that we use in school. This develops:

- * Independence and self- responsibility (Diamond Power)
- * Support for others and kindness (Ruby Power)
- * Resilience and being a brave learner (Emerald Power)
- * Focus, concentration and perseverance (Sapphire Power)
- * Responsibility and the ability to make good choices (Amethyst Power)

There may be small group support, visual timetables or support to help recall the learning points.

2.4: How will the school match / differentiate the curriculum for my child's needs?

All teachers differentiate work for the children across the curriculum and it can be by task or by questioning. Support is put in place to meet children's needs, so that they all have the opportunity to access the curriculum. Some of the strategies we use include, visual timetables, word banks, standing desks, writing frames, scaffolding and modelling, reward systems, IT support.

2.5: What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?

There are so many different strategies that we put in place to meet the needs of every child e.g., visual timetable, precision teaching, enlarged work, correct positioning in class, daily practice.

Our policy is that discussion would take place with the class teacher/ SENCO as to what we feel should be put in place. Children with learning difficulties would not all have the same

difficulties, so it is important to meet the individual needs of a child. This may require additional support from external agencies.

2.6: What additional staffing does the school provide from its own budget for children with SEND?

Our teaching assistants provide support in every class throughout the school and additional learning support assistants maybe appointed as required.

We provide nurture assistant, Occupational Therapy (specifically motor skills), Speech Therapy (sounds and information carrying words), behaviour and learning support.

If a child has an “exceptional need,” then the SENCO would present a case for additional cluster funding.

2.7: What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one basis or in small groups?

Type/Title	One to One	Small Group
Teaching Assistant support within the classroom	x	x
Learning Support Assistant within the classroom	x	
Teaching Assistant work outside the classroom including – auditory and working memory activities, 5 Minute Boxes, 1:1 Phonics tutoring.	x	
Literacy Groups		x
Behaviour, Resilience, Well Being & Emotional Support	x	x
Nurture		x
Speech and Language Therapy programmes provided by the child’s therapist	x	
Occupational Therapy	x	
Physiotherapy programmes provided by the child’s therapist	x	

2.8: What resources and equipment does the school provide for children with SEND?

We have many resources in school to support children with SEND. We also purchase those that are appropriate, recommended by external agencies.

We do have a toilet which meets Disability Requirements, posture cushions, pencil grips and adapted cutlery.

2.9: What special arrangements can be made for my child when taking examinations?

We do not have exams in school, but the children do the KS1 SATs and assessments and these can be modified according to DfE Regulations

3: My child's progress

3.1: How will the school monitor my child's progress and how will I be involved in this?

The progress of all children is closely monitored and we want to make sure that they all make progress at their level of working. If we have concerns as a result of our monitoring, then we like to meet the parents/ carer. If a parent/ carer has concerns, we would hope that they would approach their class teacher or SENCO.

3.2: When my child's progress is being reviewed, how will new targets be set and how will I be involved?

Children with SEND may have specific targets, which are reviewed termly. The class teacher discusses progress and children's needs with the SENCO and then after formulating new targets they are discussed with parents/ carers.

3.3: In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?

As stated in our Parents' Handbook we are very happy for parents to make a mutually convenient appointment. There are also multiple informal opportunities to speak with the class teacher or headteacher throughout the week.

3.4: What arrangements does the school have for regular home to school contact?

A home /school liaison book can be provided or we are happy to be emailed, phoned or to arrange a mutually convenient meeting

3.5: How can I help support my child's learning?

Our children do well because we work in partnership with parents and carers. The children are therefore well supported at home. We will always work with you so that you are able to see how to support your children.

3.6: Does the school offer any help for parents / carers to enable them to support their child's learning, e.g. training or learning events?

Parents are welcome to contact the school for specific guidance on supporting their children at home. Where needed, the school will signpost parents to outside agencies to access additional support.

3.7: How will my child's views be sought about the help they are getting and the progress they are making?

We talk to the children about their progress, but it is age appropriate.

3.8: What accredited and non-accredited courses do you offer for young people with SEND?

Not applicable

3.9: How does the school assess the overall effectiveness of its SEN provision and how can parents / carers and young people take part in this evaluation?

As part of regular meetings we are able to discuss the effectiveness of the provision through our assessments and observations. We also evaluate regularly any interventions that have been put in place to see if we need to make changes or continue with them.

4: Support for my child's overall well being

4.1: What support is available to promote the emotional and social development of children with SEND?

As a fully inclusive school community the emotional and social development is a priority for all our children. Ofsted commented: "The children are nurtured and supported to reach their full potential in a safe and caring environment."

As stated in previous sections we have nurture assistants who support the children as needed.

4.2: What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?

The ethos of the school encourages children to respond positively in their behaviour. Children who do find it difficult to conform to our expectations would have a plan put in place with a range of support strategies from a Learning Support Assistant.

4.3: What medical support is available in the school for children with SEND?

We have members of staff who are first aiders and paediatric first aiders. The majority of our staff are trained to use EpiPens and other Auto-injectors, as well as to deal with Asthma. We would deal on an individual basis with meeting the medical needs of the children which may need the purchase of additional resources and further staff training. We work with the staff from hospitals as required and nurses may come into train us.

4.4: How does the school manage the administration of medicines?

We have a “Managing Medicines Policy” in school and the administration of medicines will be in line with that policy. Some medication may require further staff training which will be undertaken

4.5: How does the school provide help with personal care where this is needed, eg. help with toileting, eating etc?

This will be organised on an individual basis and would be discussed with parent/ carer as part of a plan.

5: Specialist services and expertise available at or accessed by the school

5.1: What SEN support services does the school use, eg. specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc?

At times it may be necessary to consult with outside agencies to receive more specialised expertise.

These include:

- Learning Support Service
- Educational Psychologists
- CAMHS
- Behaviour Support
- Sensory Consortium for visual or auditory impairment
- Occupational Therapy Service
- Physiotherapy Service
- Parenting and Family Support
- School Nurse
- Addington School
- Hospital Nurses if we need training and more awareness of a condition
- Play therapist for emotional support
- Speech and Language Therapy
- ASSIST

5.2: What should I do if I think my child needs support from one of these services?

You would need to talk to the class teacher and SENCO, who, if appropriate, would advise you on the best possible route to access these services.

5.3: How are speech and language therapy, occupational therapy and physiotherapy services provided?

These services are provided externally and need a referral (see below). Teaching and learning support assistants are able to work with the therapists so that they are able to provide regular support in school.

Small groups do provide Speech and Language support and Occupational Therapy support using published programmes, however, the direction of a qualified SALT or OT will always take precedence.

5.4: What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?

These services can be accessed through the doctor or the school can now make a referral. There is high demand for them, but once we have programmes that we can follow, we are able to carry them out regularly in school

5.5: What arrangements does the school have for liaison with Children's Social Care services?

The school is able to access social care and/or work with them as required

6: Training of school staff in SEND

6.1: What SEND training is provided for teachers in your school?

All staff have the opportunities to receive training. These may be general courses such as Autistic Spectrum Disorder, Precision Teaching, Nurture Assistant training. There may be need for specific training to meet the needs of a child and that would be arranged for all staff and carried out in school.

LSA's may also have the opportunities for training by working with external professionals such as physiotherapists, occupational therapist, speech and language therapists.

Every term the SENCO meets with each teacher to discuss SEND in their class and she attends the Wokingham and Woodley SEND network.

Regular staff meetings are held to ensure that staff training is up to date on relevant issues, such as Attachment Disorders or supporting traumatised children.

6.2: What SEND training is provided for teaching assistants and other staff in your school?

See above

6.3: Do teachers have any specific qualifications in SEND?

The Headteacher has a Masters Degree in Education specialising in SEN (with a focus on Language Difficulties and Challenging Behaviour). Our staff have experience of working with children with SEND and also with their families.

6.4: Do teaching assistants have any specific qualifications in SEND?

See above

7: Activities outside the classroom including school trips

7.1: How do you ensure children with SEND can be included in out of school activities and trips?

We plan for visits out of school and have visitors into school where all children are able to participate. We have themed days and weeks which are thoroughly enjoyed by every child. Medication would be taken on visits out of school and risk assessments are carried out for every visit. One to one support may be provided, depending on the level of need.

7.2: How do you involve parents / carers in planning the support required for their child to access activities and trips?

Discussions with parents take place when taking children out of school on their first visit. It helps to alleviate any concerns and ensures that as staff, we are fully prepared. Advice may also be sought from the place to be visited in terms of accessibility and facilities

8: Accessibility of the school environment

8.1: How accessible is the building for children with mobility difficulties / wheelchair users?

We are happy to discuss any individual access requirements.

Facilities we have at present include:

- Toilet adapted for disabled user
- Slopes up to doors
- Doors which allow easy wheelchair access

8.2: Have adaptations / improvements been made to the auditory and visual environment?

There are no current adaptations, but these would be put in as they have done in the past to meet the needs of children. We would take advice from external agencies.

8.3: Are there accessible changing and toilet facilities?

We have an adapted toilet with space for changing.

8.4: How do you ensure that all the school's facilities can be accessed by children with SEND?

Any adaptations that we have made or any for the future would always be discussed with appropriate professionals, e.g. Physiotherapist, Occupational therapist, to ensure full accessibility by children with SEND.

8.5: How does the school communicate with parents / carers who have a disability?

Please see sections 1 or 2. We are a small friendly infant school with staff who are approachable and readily available to communicate with all parents.

8.6: How does the school communicate with parents / carers whose first language is not English?

We would ask for the services of an interpreter if required.

9: Preparing my child to join the school or to transfer to a new school or the next stage of education and life

9.1: What preparation will there be for both the school and my child before he or she joins the school?

Our aim is to ensure a smooth transition into Willow Bank Infant School. There would be discussions with the previous or pre -school and any professionals/ services who could support and offer advice as part of the transition. We would talk with the parent/ carer(s) and would work closely with them as part of the children's transition. We would offer additional visits to the school and an opportunity would be given to take photos to make a book which can be used at home to prepare children for entry.

9.2: How will my child be prepared to move on to the next stage within school, e.g. class or key stage?

As a small school the teachers work closely together so that transition from Foundation Stage to Year 1 is smooth. Each year the children move to a new class and have a new teacher. We plan 2-3 transition days during the summer term so the children can become familiar with their new teacher and classroom.

9.3: How will my child be prepared to move on to his or her next school?

The Junior School will have been kept up to date with information on any children who have SEND as they have progressed through our school. The transition process starts in Year 2 and we have the same process in place it was for entry into school. The staff, including the

headteacher from the Junior School come to visit the children and we share good practice and strategies that we have found to be effective.

9.4: How will you support a new school to prepare for my child?

See above

9.5: What information will be provided to my child's new school?

See above

9.6: How will the school prepare my child for the transition to further education or employment?

Not applicable

10: Who can I contact to discuss my child?

10.1: Who would be my first point of contact if I want to discuss something about my child or if I am worried?

If you have a concern, your first point of contact should be with your child's class teacher. He/ she would give you advice on where to go next. Should you require further support you can contact the SENCO.

10.2: Does the school offer any specific support for parents / carers and families (such as Family Support Workers?)

Part of the "family" ethos of the school comes from the fact that all our staff are there to support families and offer advice. We can make a request for a family worker if necessary.

10.3: What arrangements does the school have for signposting parents / carers to external agencies which can offer support, such as voluntary agencies?

Again the SENCO or member staff will be able to help parents/ carers and guidance to access external agencies.

10.4: What arrangements does the school have for feedback from parents, including compliments and complaints?

We would hope that if a parent or carer is concerned about any aspect of their child's education that they would contact a member of staff or the SENCO. We also have an annual questionnaire for all parents/ carers.

11. Admission Policy

11.1.1: Please provide information on your schools admissions arrangements for children with SEND

We are a Local Authority Maintained school, and therefore follow Wokingham Borough Council's admissions policy.