



**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 that 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 which aims to ensure that all children enjoying their learning and achieve 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

## 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?

Staff continually carry out assessments that are used to identify children that need intervention. 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 Friday Family Time and appointments can be made at any mutually convenient time for more formal and in depth discussions. Parents are also able to express concerns at parent consultation appointments.

## **2. Support for children with special educational needs/ disability**

### **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, self-responsibility (Diamond Power), support for others (Ruby) and perseverance and prepared to have a go (Emerald). 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 in many ways including; by task support, equipment 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, writing frames, 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 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 purchase behaviour, emotional and nurture assistant support and we currently have a play therapist who works with us one day each week. If a child has an “exceptional need,” then the SENCO would present a case for Exceptional Needs Funding via the cluster or borough moderation process.

**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?**

<b>Type/Title of Intervention</b>	<input checked="" type="checkbox"/> One to one	<input checked="" type="checkbox"/> Small Group
Teaching Assistant Support within the classroom	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Learning Support Assistant within the classroom	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Teaching Assistant Work outside the classroom including- auditory and working memory activities, Code X , 5 Minute Boxes, Sound Linkage, Phonics’ Programmes,	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Literacy Groups		<input checked="" type="checkbox"/>
Play therapy	<input checked="" type="checkbox"/>	
Behaviour and Emotional Support	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Nurture	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Speech and Language Therapy programmes provided by the child’s therapist	<input checked="" type="checkbox"/>	
Occupational Therapy programmes	<input checked="" type="checkbox"/>	
Physiotherapy programmes provided by the child’s occupational therapist	<input checked="" type="checkbox"/>	

Early Literacy support ( ELS)		<input checked="" type="checkbox"/>
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## **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 and recommended by external agencies. We do have a toilet which meets disability requirements, a posture cushion, pencil grips and adapted cutlery.

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

When children are assessed using the year one phonics screening check and KS1 SATs the assessments 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 through observation, data collection and assessment to ensure that they all make progress at their level of working. Concerns may be discussed with external agencies who can support in the monitoring process and additional tests may be carried out.

### **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 drafting new targets they are discussed with parents/ carers before being finalised.

### **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. We also have "Family Time," each Friday morning before school where there is an opportunity to speak informally to the class teacher or book an appointment, and parent consultations each term.

### **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, or to share information.

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

Our children do well because we work in partnership with parents and carers through our "Partnership in Learning Policy". 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. Our topics are posted on the website termly and

you can see your child's work and the feedback that they are receiving each Friday during family time.

### **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?**

We do have events /meetings just before pick up times or after school which can help you support your children at home. We also have Family lunches which are enjoyed by the children and their parents.

### **3.7 How are the pupils' opinions of the support captured?**

We talk to the children about their progress in an age appropriate way and using a green and pink marking system. 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." We have a play therapist, nurture assistants and a behaviour teacher consultant who supports the children as needed. We use 'gem power' to teach aspects of emotional intelligence such as perseverance. The children are given opportunities that further develop their emotional and social development for example school council, theme days, involvement in charity days and through reflection as part of assemblies.

### **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 support from a Learning Support Assistant. In more extreme cases external support may be sought from agencies such as Foundry College, Learning Support Services, Behaviour Support Services, Educational Psychologist service or Children and Adolescent Mental Health Service.

### **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. We 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 such as EpiPen 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. Where medication requires further staff training this is undertaken. In essence staff administer medication following written permission to do so from parents along with written instructions that include frequency and dose.

#### **4.5 How does the school provide help with personal care where this is needed, e.g. 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, e.g. specialist support teachers,**

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
- 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 SENCO, who, if appropriate, would advise you on the best possible route to access these services. Many can also be accessed by parent referral or GP referral.

### **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

### **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 referral from your GP or the school. 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 or specific training to meet the needs of a child. These can be

arranged for all staff and carried out in school. LSAs 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 Woodley and North SEND network meetings termly.

### **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?**

Our staff have experience of working with children with SEND and also with their families. Our SENCO has achieved the National Award for SENCOs.

### **6.4 Do teaching assistants have any specific qualifications in SEND?**

Some of our teaching assistants have access to nurture group training. Some have been trained in sound linkage programmes to help with reading and writing. Teaching assistants have also attended training on autism.

## **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 is 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. The trip leader communicates with the venue and transport company to ensure that the needs of each child can be met.

### **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 and as necessary thereafter. 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 and external services where necessary.

## **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.

### **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. Discussions take place between settings and any professionals/ services who could support and offer advice as part of the transition. We also talk with the parent/ carer(s) and work closely with them as part of the children's transition. We offer additional visits to the school and an opportunity is offered to take photos to make a book which can be used at home to prepare children for entry. Where there is significant or exceptional need our SENCO visits a child in their current setting and may make an application for exceptional needs funding to aid transition. In the case of physical need external advisors (e.g. OT) visit to suggest alterations that are needed and these are implemented following consultation with WBC.

#### **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. Aside from changes in personnel, the children remain with the same teacher in Years 1 and 2. Children have interaction with all staff and are known to staff. Transition days take place to give pupils a taster before they move from Foundation Stage to Year One.

#### **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 head teacher from the Junior School, come to visit the children and we share good practice and strategies that we have found to be effective. Joint applications can be made through the Exceptional Needs cluster process to aid transition.

#### **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?**

All school files move with the child to the new school.

### **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?**

Your first appointment would be with your class teacher to discuss any concerns you may have. He/ she would give you advice on where to go next. Sometimes parents/ carers contact the SENCO as the first point of contact.

**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 and we are happy to provide information about external support that is available.

**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 provide guidance on how 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 they would contact a member of staff or the SENCO. We also have an annual questionnaire for all parents/ carers. Parents can also speak to the class teacher during family time each week or at parent consultations. Appointments can be made with the class teacher, SENCO or head teacher at mutually convenient times.