

Ashton West End Primary Academy

Special Educational Needs and Disabilities-Our Local Offer Information Report for parents.

Teaching and Learning

How will the staff at Ashton West End support my child?

We believe it is imperative that all children receive quality first teaching to ensure that they have the very best start to their education. Class teachers throughout school plan lessons according to the specific needs of all children in their class. Lessons offer challenge and the appropriate support for each child to learn. Adapted plans and resources for individual children is the first step in responding to children who may have special educational needs. For example, a child may record their work in a different way using ICT. This type of teaching is called differentiation and will enable your child to access a broad, balanced and relevant curriculum. Differentiation is evident through the children's tasks, appropriate resources, questioning techniques and the support that is given. We put in place strategies and resources to promote independent learning. Teachers use different teaching and learning styles to meet the diverse needs of the children. Intervention strategies will also be used to support your child individually and in groups. This support can take place within the classroom environment or out of class working on specific targets with a teacher or teaching assistant. We also enlist the support of our bilingual assistants as appropriate. Our learning mentor supports children who may have difficulties with feelings, making friends, social skills and other issues in an empathetic and caring way. The class teacher will take responsibility for the daily provision for your child and will be supported by the SENCO as required.

Teaching and support staff bring different areas of expertise to our school and this expertise is drawn upon according to the needs of the children. We provide phonic intervention groups and also catch up phonic sessions for children in Year 2 and where needed in KS2. Children take part in lunchtime focus and accelerated learning groups to support their specific needs. Our reading buddy scheme builds children's self-esteem and develops reading skills. Children enjoy taking part in differentiated mathematical challenges throughout the school. Children with a sensory need are supported by the Sensory Support team on a regular basis. We ensure that reasonable adjustments are in place for children with a disability.

We invite external agencies into our school as the need arises. This ensures that children with differing needs are able to continue to facilitate access to the curriculum. The agencies include C.L.A.S.S (Language and Communication) and SALT (Speech and Language). The Educational Psychologist observes and assesses children and makes

recommendations to staff and parents. We work alongside different professionals and the family to complete a Common assessment Framework (CAF) and we implement the actions according to a timescale. This service supports the child and their family.

Staff receive ongoing support and professional development as required. This includes attending training courses in line with speech and language targets. Teachers also receive support and advice from the Sensory support team. The team will also provide support for any new equipment that is implemented. The SENCO attends SEN network meetings which provide up to date information on current issues and new initiatives. She provides feedback to staff at staff meetings and through INSET training. Our staff seek consultation and advice from other professionals as appropriate. The Head teacher also plays an advisory and supportive role to the SENCO and staff. Teaching assistants attend review meetings as appropriate and discuss needs of the children and future interventions with class teachers and the SENCO.

During SATs and testing we make adjustments according to the individual needs of the child. These adjustments include providing a smaller distraction free room, using a reader, providing rest breaks and working with a known adult.

Accessibility-We have ramps at all the entrances and two disabled toilets.

Annual Reviews

We hold termly review meetings for children on the SEN register and parents are invited. We use the four plus one person centred planning tool as a focus at the meeting. At the meetings we discuss: what we have tried, what we have learned, what we are pleased about, what we are concerned about and what we need to do next. Discussion with parents regarding these matters and an involvement with families in planning, decision making and identifying outcomes for children is our focus. We have replaced IEPs with Person Centred Plans. A copy of the completed plan is then given to parents. Children who have more complex needs may have an Education, Health Care Plan in place (EHCP). Tameside local authority are involved in this process.

If a teacher feels that a medical problem is affecting a child's education, then we would hold a meeting with the parents and put in place appropriate strategies and maybe seek further advice from other professionals, for example, the school nurse or the Sensory support team. We ask for parental permission when involving different professionals.

The Broad Areas of Need are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional and mental health
4. Sensory and /or physical needs.

We support the children by using a graduated approach. The four stages of this cycle are:

- Assess
- Plan
- Do
- Review.

Keeping Children Safe

Risk assessments are undertaken when trips and visits are planned. Outdoor provision is risk assessed. Risk assessments are reviewed and updated regularly. Classroom risk assessments are displayed in class and shared by all. Staff who undertake risk assessments include the Head teacher, class teachers, TAs, kitchen staff and the caretaker etc.

- Start and end of the day-A TA stands at the door in the morning to greet the children and provide support for children with specific needs. Teacher's handover younger children to parents by calling out their names as they are standing in line. As the need arises, special provision for children with specific needs is put in place.
- Supervision at lunchtimes and break times-Midday assistants/class teachers on duty will take responsibility with extra support in place where appropriate. Class teachers will inform the appropriate lunchtime staff of the specific needs of individual children. Playtime buddies will also be on duty to support and play with the children.
- Safety outside the class- Appropriate staff ratio is put in place and where appropriate 1:1 provision. Where a child has a special need, appropriate strategies will be put in place to meet the needs of that child.
- Our school bullying policy can be found on the website.

Health including emotional health and well being

- Parents are welcome to come into school to administer prescribed medicines, prior to discussion with staff. Arrangements for individual circumstances can be discussed with the Head teacher.
- A care plan- We provide a review meeting and invite parents in to discuss the plan. When the plan has been drawn up, parents are asked if they agree with the actions and whether or not they meet their child's needs. The plan will be amended accordingly and then signed by the parents/ guardians. Relevant staff will attend the meeting and copies of the plan will be given to staff who will implement it.
- First aid is administered when required by First aiders. In the case of more serious incidents, the ambulance and paramedics will be called. Parents will be informed.

- Staff are trained as necessary to deal with the needs of individual children.
- The health or therapy services, children will be able to access on school premises include dental and eye checks for the younger children. Speech therapists sometimes assess children in school and issue individual plans to be implemented by the staff. If required we can make referrals to the school nurse.

Communication with Parents

- Ensuring parents know “Who’s who”. Parents are introduced to the staff at the Nursery and Reception intake meetings. They will also meet them at Parents Evening. Teachers’ names and photographs are displayed in the entrance hall. Staff names are also displayed in the handbook and the website. Each class teacher introduces themselves on the school website. Bilingual assistants and the EMAG teacher also introduce the staff to parents as appropriate. Parents are informed at induction meetings and in the handbook of who they can contact if they have concerns about their child.
- If parents want to discuss issues with teachers, they can make an appointment. In most cases, minor issues can be dealt with at the beginning or at the end of the day.
- Keeping parents updated with their child’s progress- Parents receive two half yearly reports and we hold Parents Evenings three times a year. Discussions within term time might be held if any learning issues occur. Parents are invited to VIP meetings where they can discuss progress and next steps in the Foundation Stage. Parents are also informed of SATs, tests, phonics and profile scores. The SENCO and teachers will discuss progress with parents whose children are on the SEN register, at termly review meetings.
- Parents can give feedback regarding reports by completing the appropriate section on the report booklet. They can also discuss any feedback with the head teacher or the deputy head teacher and teaching staff.
- We also communicate information via our school website and in our newsletters.

Working together

- We ask parents to read and sign a home/school contact when their child enters the school.
- Children are given opportunities to have their say at our school through the school council. We also ask the children questions about the curriculum we deliver. We listen and respect their views and act up on them.

- Parent's evenings and review meetings provide opportunities for parents to have their say. If you have any questions, you can come in and talk to us.
- **Opportunities for parents to get involved in the life of the school**-Parents are represented on the governing body. We hold curriculum events including Science workshops. We encourage parents to support their child with their homework and hear them read. In the Foundation Stage we encourage a partnership through the home/school books and VIP meetings. Parents are welcome to volunteer in school in a variety of ways. Parents are welcome to attend class assemblies and other events as advertised.

Help and Support for the family

- The SENCO and class teachers support parents with SEN paperwork as required. The school staff can offer assistance with completing paperwork. The office staff support parents with completing induction paperwork. Bilingual staff will assist with translating if required.
- Curriculum news is sent to parents termly. News letters are sent home frequently. Information can also be found on our school website. VIP sessions are held for parents in the Foundation Stage. Other meetings are held for specific purposes, for example, advice and feedback from the Educational psychologist. Advice about school issues is provided by the head teacher and the staff. The office staff also provide different types of information.
- If a parent has a concern regarding their child's progress or they feel their children might have an additional need then they are advised to make an appointment to speak to the class teacher and/or the SENCo.
- The class teacher is regularly available to discuss your child's progress or any concerns that you may have. Information can be shared about what is working well at home and school so similar strategies can be used.
- The SENCo is available to meet with you to discuss your child's progress and any worries or concerns that you might have. She will also provide updates on referrals or provide feedback from professionals who have worked with your child.
- An additional home/school communication book may be used to support contact with parents on a daily basis for the best interests of the child. This would be agreed by the parent, the teacher and the SENCo.

Transition to High School

- Teachers from high schools come into school and discuss the individual needs of the children with the Year 6 teachers. The SENCO will also pass on the Person Centred Plans and discuss the needs of individual children on the SEND register. The Year six pupils visit and spend time at their new school. Appropriate paperwork is always sent to the child's new school including SEN paper work.

Transition In school

- The child's next class teacher will hold discussions with their present teacher. Appropriate Information will be passed on to your child's next teacher including your child's targets and person centred planning.
- Where appropriate transition meetings will take place between teachers, the SENCo and the child's parents or guardians.
- All children will visit their new class and meet their new teacher on transition day.

Extra Curricular Activities

- The lunchtime and after school activities we offer are computer club, gardening club, recorder club, samba, choir, maths computer club and a variety of sports clubs. All children are given the opportunity to join the clubs. There are clubs to meet the different needs of the children.

This local offer will be reviewed annually to reflect the changing needs of the children who join and are developing in our school.

For further information please contact the Head teacher or Mrs Jones the SENCO. The SEND governor is Miss Pizuti.

Reviewed November 2017

Thank you.