

White Meadows Primary School

Special Educational Needs and Disability (SEN+D): Local Offer

At White Meadows Primary School we welcome everyone into our school community. We work as a team to endeavour to make available inclusive provision for all our pupils so that they can access the National Curriculum at an appropriate level, benefit from a broad and balanced curriculum and achieve their full potential. Children with SEN+D attending White Meadows Primary make good progress (see Ofsted report February 2014).

We are committed to narrowing the attainment gap between pupils with a SEN+D and non-SEN+D pupils and we offer a range of personalised learning interventions to support this.

Our Inclusion Manager is Sue Hughes.

Does my child have a Special Educational Need or Disability (SEN+D)?

A pupil has a Special Educational Need or Disability (hereafter noted as SEN+D) if they have a learning difficulty or disability which calls for special educational provision to be made for them and to support them.

Children are assessed on a regular basis beginning in the Early Years setting and continuing until the end of Year 6.

This assessment will take the form of discussions, observations, monitoring, diagnostic and baseline testing and seeking advice from other agencies, for example, the Speech and Language Therapy Service, Child Development Centre, Inclusion Support Team for Learning and Behaviour.

The specific needs identified will then be supported by appropriate interventions.

Monitoring of all children with SEN+D is ongoing and is formalised through review of interventions and progress being made, review of support plans (where issued) and through termly discussions between the class teacher and the Inclusion Manager (known as Progress Catcher Meetings).

If your child is identified as having a SEN+D you will be notified of this by your child's class teacher. A SEN+D register is maintained in school.

If you are concerned about your child's needs, educational, behavioural, emotional or physical, please talk to your child's class teacher or arrange to meet with the Inclusion Manager.

How will White Meadows Primary School support my child?

At White Meadows we use a graduated approach to responding to and meeting the needs of individual pupils.

For the majority of pupil's quality first classroom teaching will fulfil their learning needs. The graduated response to support pupils with a SEN+D includes such strategies as adapting the planning and providing differentiated work to support their learning gap or to develop strategies to overcome a particular need. Others may benefit from small group and/or one to one support interventions.

More complex SEN+D needs may require more intensive and long term support and may lead to the issue of an Education, Health and Care Plan (EHCP) which will be reviewed regularly and monitored by the local education authority (West Sussex). An EHCP will set out clearly what provision the pupil needs to make progress in school.

Support and Interventions Offered

- Breakfast Club
- Daily "meet and greet"
- Lunch time clubs
- After School club
- Differentiated teaching and learning
- Learning Mentors: using strategies such as Art Therapy/Lego Therapy
- Arun Children and Families Trust support
- Each class has a teaching assistant
- Specialist teachers/Support Assistants to support: reading and numeracy (Reading Recovery/Numbers Count, First Class at Number)
- Literacy interventions
- Numeracy Interventions
- Small group support
- Conversation groups targeting specifically EAL (English as an Additional Language) children but also those with a speech and language delay
- Handwriting groups
- Fine and gross motor skill groups
- Jump Ahead (for co-ordination issues)

- Speech and Language groups (including a specialist support assistants): delivering support programmes such as School Start)
- Social skills groups
- One to one support
- Personalised support for those children with a Health Care Plan (HCP) which may include personalised care eg for continence issues

We are also an accredited Autistic Aware Award school

How will White Meadows let me know how my child is progressing?

Regular consultation evenings are arranged to discuss your child's progress and learning with the class teacher.

If your child has a support plan in place, the class teacher should discuss and review this with you on a termly basis.

As a school with a genuine "open door" policy you can always make an appointment to speak to your child's class teacher or the Inclusion Manager to discuss your child's progress, needs or your concerns.

How will White Meadows support my child's overall well-being?

At White Meadows we recognise that for some children, school is not always an easy experience: they can face social and emotional challenges which can impact on their learning. We support these emotionally vulnerable children through:

- Nurture groups
- Learning Mentors (who may work with your child on a daily one to one basis, weekly sessions, meet and greet, nurture group sessions including art and non directive play therapy).

Medication can be given in school as long as the appropriate forms have been completed.

Some children have individualised Health Care Plans (HCP) which will have been co-written with you as the parent and with specialist outside agencies eg Continence Team.

Behavioural expectations in White Meadows are high and all children are treated with respect and are expected to treat others with respect. The Behaviour Policy is consistently applied throughout the school and by all adult members of the schools community.

We welcome any pupil in need and always maintain a secure and supportive working relationship with parents and carers.

White Meadows liaison with other agencies

White Meadows regularly liaises with a range of external agencies and follow the guidance provided where possible: this is key to supporting pupils effectively and appropriate to their needs.

We will always seek your consent before referring your child to an external service.

We liaise with the following agencies (this list is not exclusive):

- Educational Psychology Service
- Speech and Language Therapy Service
- Child Development Centre
- School Nursing Team
- Health Visitors
- Early Years Service
- Children and Young Peoples Planning Forum
- Child and Adolescent Mental Health Service
- Inclusion Support Team
- Sensory Support Service (Vision and Hearing)

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

Our school is fully inclusive and all school activities and visits are accessible by all pupils.

Group and individual risk assessments are devised in consultation with the children and parents as appropriate.

Volunteers are welcomed on the trips (and in school generally) subject to the appropriate checks.

How accessible is the school environment?

White Meadows Primary is wheelchair accessible. We have disabled toilet access and shower facilities.

How can I be involved in school?

White Meadows Primary School encourages and welcomes parental/carer full participation in the life of the school and we aim to work in co-operation with parents/carers and pupils to create and achieve the best outcomes for individual pupils.

The school office would be the first point of contact should you need to discuss any concerns you may have about your child but you can make a direct appointment with your child's class teacher if this is more convenient.

Sue Hughes

Inclusion Manager

November 2016