

SEN Local Offer at Westminster Community Primary School – January, 2018	
School Name and Address	Westminster Community Primary School John Street, Ellesmere Port, CH65 2ED
Telephone	01513382224
Website address	www.westminsterprimary.cheshire.sch.uk
Name and Job Title of people responsible for this SEN Local Offer document	Mrs Sarah Davenport (SENDSCO) sarah.davenport@westminsterprimary.cheshire.sch.uk Ms Sue Finch (Headteacher) head@westminsterprimary.cheshire.sch.uk

1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

The progress of all children is tracked termly and this enables us to assess how much progress each child is making throughout the year. We also discuss each of our pupils at pupil progress meetings to ensure we have an accurate picture of the full needs of each child. All staff liaise with the SENDCO if they think a child might benefit from additional support.

If you think your child might need extra support then you should raise your concerns with the SENDCO (Sarah Davenport) or your child's class teacher.

2. How will school staff support my child?

A plan of support will be put in place and parents/carers will be informed. This plan will be reviewed termly and you will be invited to be part of this review. Your child also contributes to their review in a way that is suited to their needs and abilities. The Governing Body at Westminster oversees pupil progress and receives a termly report from the SENDCO, this allows them to monitor and evaluate the provision for children with SEN.

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

We believe that all children at our school should have access to all elements of the curriculum we provide. We make arrangements for all children to be included in a way which suits their needs. This may include arranging for extra staff on trips, a different mode of transport or a specific plan for an individual child. We listen to what professionals, parents/carers and children say.

4. How will both you and I know how my child is doing and how will you help me to support my child's learning? How are parents involved in school life?

How can I be involved?

You will be invited to formal reviews and have a chance to offer your views prior to the meeting. Our staff members work closely together to ensure we understand the needs of each child and

this helps us to have a consistent approach throughout the school and is also valuable if a key member of staff is absent.

We have an open-door policy -this means that you are welcome to drop in and see us in the morning before the school day starts at 8:45 or by appointment after the school day is completed at 3:15. You will find that there are members of staff 'meeting and greeting' as you and your child enter school each morning and any of these members of staff can help you arrange to speak with the class teacher or make an appointment. Our SENDCO works on a Monday and Tuesday and Wednesday in our school so these appointments may need to be made in advance. All staff that work with your child can talk to you about the progress that is being made and class teachers, the SENDCO and the Headteacher will be able to talk to you in detail about progress over time and whether this is appropriate for you child.

Our children have regular reading and spelling assessments and formal reading, writing and maths assessments annually. For children with specific needs our SENDCO carries out assessments termly when needed to ensure we measure small steps progress and can report accurately about developments.

We offer opportunities throughout the year for parents/carers to be involved in school life, this includes: parents' evenings, special assemblies, family lunches, sports events. Our families tell us that they value this aspect of our provision and we are proud of the links we build with the help of our families.

Some parents/carers choose to volunteer in school as Passion for Learning Volunteers or with listening to children read. You would need to have a discussion with the Head Teacher about how you would like to be involved and you would also need to have a DBS check.

4b) What support will there be for my child's/young person's overall wellbeing?

There are two Learning Mentors in our school who assist with ensuring our approach to attendance and well-being is effective. We want all of our children in school each day on time, accessing learning and being safe and happy. We have a clear anti-bullying policy which you can download from our website, but in summary we ask that you report any incidents in a timely manner and then we follow this up over a period of time and then report back to you. We want you to know that we take your child's happiness and safety seriously and are robust in implementing our safeguarding procedures. We have a good staffing ratio at playtimes and lunchtimes and all children are taught that they can come inside and talk to a member of staff on duty if they are worried or concerned. Our staff are all trained to follow this up and ensure any incidents of falling out, emotional upset or bullying are dealt with properly. In November each year each child is spoken to by a member of staff as part of our pupil voice work. We ask their children how they are getting on with their learning, how safe they feel etc. Any issues arising from this survey are followed up straight away.

5. What specialism services, experience, training and support are available at or accessed by the school? What training are the staff supporting children and young people with SEND had or are having?

We have a member of staff who delivers individual and small group speech and language work throughout our school. She works alongside the Speech and Language therapist who visits our

school fortnightly to assess children and draw up specific plans for them to follow. We will tell you what your child is doing in their speech and language work and you will meet the therapist and our Teaching Assistant.

A number of our staff have had autism training and are skilled at ensuring children have clear routines that they can follow. We work with a range of professionals throughout the year, e.g., educational psychologists, child and adolescent mental health workers, family support workers, counsellors and we ensure we seek and act on advice in order to meet the children's needs. We will involve you in this work when the work is going to be tailored to your child's needs.

Our SENDCO has completed a range of training specific to her role and is also a proactive member of the Education Partnership SEN group that meets termly. This group also enables our staff to access local training and to request specific training.

6. How will my child/young person be included in activities outside the classroom including school trips?

When we plan our trips we discuss the needs of children with SEND and our aim is to ensure all children can be included. We will adapt our plans to allow inclusion where necessary and inform you of any adaptations made. We may need your help with this so will invite you to talk to us before the planning for the trip is completed. We know that you will be a key partner in getting things right for your child. When necessary, Risk Assessments are put into place to ensure all risks are identified and minimised.

7. How accessible is the school environment?

Our school is wheelchair accessible, but we do need to use ramps for some of our rooms. We have supported children with moderate hearing impairments and allowed them to be fully included. A visit from a teacher for the deaf in 2014 described us as being deaf friendly. We have a disabled toilet. We have a range of documents that are translated into Polish and arrange for translations of key documents and letters as needed. We provide introduction letters to our school for parents for whom English is an Additional Language.

If your child requires specific equipment we will work together to decide how to source and fund this. We are very proud of our room which was developed with the help of Penny Moon from A Quiet Place and this provides us with a specific work area for children who need support with their Social, Emotional and Mental Health. We also have a room designated for interventions such as Play and Art Therapy and a space designated for our Learning Mentors to use for their work. Tracy Phillips, one of our Learning Mentors is now a trained ELSA (Emotional Literacy Support Assistant).

8. How will the school prepare and support my child/ young person to join the setting and transfer to a new setting?

We like to meet your child in our school and also to carry out a home visit before they start their time with us. We have meetings with staff from the new school at periods of transition and will arrange for you and your child to have additional visits to the new school as required. We know that effective preparation is a key to your child's success and that both you and your child will need time to ask questions and make sure needs are understood.

Children with SEND have a review in Year 5 which focuses on choice of Secondary School this allows you and your child time to make the right choices. Some children require additional support to make a successful transition and this can then be planned in.

9. Provide examples of interventions, equipment, resources that schools may allocate to match children's/young people's special educational needs?

Our Learning Mentors will run small group or 1:1 work to develop self-esteem and social interaction. We also have trainee therapists who work to deliver Art and Play Therapy in our school each week on a 1:1 basis with individual children. Teaching Assistants provide 1:1 and small group support within classrooms as needed. We have specific programmes in place to support Literacy and Maths (FFT Wave 3, ELS and Talking Maths). Some children have 1:1 Drawing and Talking, Sandplay, Beat Dyslexia or The Power of Two.

10. How is the decision made about what type and how much support my child/young person will receive?

We look at each child's learning profile over time and have put in place a 'Student Passport' to support their specific needs. In the past this was called individual Education Plan or IEP. When this is reviewed the SENDCO, Class Teacher and Support Staff, in conjunction with the pupil and parent/carer, decide whether the plan has been effective. Next steps are decided and put into place. We may seek advice from other agencies when we need to further evaluate our approaches to teaching and learning with your child. We will hold meetings to ensure all agencies involved with the child can voice their opinions about achievements and next steps. We greatly appreciate and value your contribution to this process.

11. Who can I contact for further information?

Your child's Class Teacher and SENDCO will be able to talk to you about your child. You may also wish to talk to Support Staff or the Headteacher. We all want the best for your child at Westminster Community Primary School so please do not hesitate to come and speak to us. You can also find information about SEND on the Local Authority website:

www.cheshirewestandchester.gov.uk

You can access the Local Authority offer via the website too.

You will find a number of policies on our website, including the Complaints procedure should you need it. Please ask the Head Teacher, Sue Finch, or our SEND Governor, Laura Turner, to help you if you need any further advice. Either of these members of staff can arrange for you to have contact with our Chair of Governors, Phillipa Watton.