

Special Educational Needs and Disabilities (SEND) Local Offer and School SEND Information Report

Definition of SEND

SEND stands for Special Educational Needs and/or Disabilities. A child has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.
- (Code of Practice, DfE 2014)

What is a local offer?

The purpose of a local offer is to enable parents and carers to see more clearly what services are available for children with SEND in their area and how to access them. The information below forms our local offer and shows how we can provide for children with Special Educational Needs and Disabilities. Our SEND policy can be found in the Policies section of the website.

Our SEND Team

Our SEND team is made up of the following members of staff. You may contact any of them on 01753 524 533, alternatively you can use our [enquiry form](#).

1. Mrs. H Harris- Inclusion Lead and SEND Co-ordinator
2. Mrs. L Patterson- SEND support teacher
3. Mrs. N Habib- SEND support teacher
4. Miss. N Mehat- Head Teacher and SEND Co-ordinator manager

School Ethos

Our school welcomes all pupils and is dedicated to providing equal opportunities to prepare every child to become a successful individual in an ever-evolving world.

The Governors and the school staff, in close consultation with the parents, aim to meet the individual needs of all pupils, including (but not limited to) those who experience physical or sensory impairment; learning or cognition difficulties; speech, language and communication difficulties and social; emotional and mental health difficulties.

We work with an ethos of inclusion, which starts with using person first language, we see and think of the child first before the diagnosis. We continuously reflect on the opportunities we

offer such as becoming a prefect, attending clubs and representing our school within the community to ensure all children have the chance to be included.

We aim to ensure that all pupils have access to and experience success in a broad and balanced curriculum which is appropriately scaffolded. Our staff aim to seek continuous self-improvement to be knowledgeable practitioners and have an empathic understanding of the challenges some of our children may face. Through a collaborative approach of continuously monitoring and assessing we ensure that children's needs are identified and addressed as early as effectively possible. We work in partnership with other specialist professionals to ensure the support we provide is high quality and appropriate.

Identifying and Assessing Special Educational Needs

Any adult can raise concerns over a child's needs, this can include the class teacher, learning support assistant or parents. All concerns should be raised with the SEND team, who will then carry out a review alongside the Senior Leadership Team including observations, parents and pupil voice and academic assessment. In some cases, further professional assessments may be required to determine whether a child is experiencing a barrier to their learning. In these cases, the SENCO will discuss with the parents before making a referral to outside professionals, for example a specialist teacher, speech and language therapist, education psychologist, paediatrician, behaviour support services or other health professionals depending on your child's need.

We will work in close partnership with parents throughout this process, to facilitate and support meetings with outside professionals. We have close links with 'Parent Partnership' a service which is used to support and assist parents in all issues concerning children with Special Educational Needs, and we would initiate contact between them and parents who needed their support.

Teaching and Learning

The school has a strong belief that all pupils respond to a positive learning environment where there are high expectations. We have a view of ability as flexible not fixed. We promote effective learning opportunities for all pupils by setting suitable learning challenges, responding to diverse needs and overcoming barriers to learning.

Within the class the majority of children's needs will be met through quality first teaching, where the class teacher ensures all children are making progress by reducing or removing barriers to learning and achievement. This is done through assessment as well as scaffolded planning, activities, questioning, resources and outcomes.

The class teacher delivers explicit learning which is based on the children's prior knowledge so that all children can take part in the key learning of the lesson. The teacher uses strategies to ensure learning enters the children's long-term memory by revisiting topics and concepts regularly throughout their time at Wexham Court Primary School. Progress is continuously reviewed by the class teacher in every lesson and also formally every term.

If additional support is needed then a collaborative approach with specialist teachers is taken and a support plan will be written and shared with parents termly. Support may only be needed for short period or long term; therefore, it is constantly monitored. Monitoring occurs through observations, pupil and parent questionnaires and formal assessments. Support can include the use of a wide range of resources such as fidgets, pencil grips, ear defenders, a sloping desk or the use of breaks such as sensory circuits. We always try to offer individualised support within the classroom so that children are still learning with their peers, however due to a child's needs it may be appropriate for the support to be 1:1 or in small groups.

The interventions we offer are:

- Fresh start phonics;
- Lego therapy;
- ELSA;
- Speech and language;
- NELI;
- Bucket time;
- Sensory circuits;
- Mental health support team;
- School nurse
- Occupational health support.

Involving parents/carers

It is imperative to us that parents are involved in every step of a child's education. We work alongside parents and give them our continued support and advice. We understand that some children 'mask' their behaviours at school therefore it is important to work with parents to gain a full picture of the child and their needs. We welcome information on what works best at home and what does not. Equally, we share strategies that are working well at school, so they can be consolidated in the home environment.

Each term during parent meetings class teachers will discuss the children's progress in all areas of the curriculum. Children's SEND Support Plans will also be reviewed and targets set in partnership with parents termly. In addition to this, parents and the key professionals involved will meet annually to review children who have a Statement or an Education, Health and Care Plan (EHCP). If parents wish to speak to a member of the SEND team at any other time, we are always available.

It is also important to us that children have a chance to share their thoughts and feelings and their views are listened to. Therefore, during also stages of target setting, parent meetings and annual reviews we also complete a pupil voice activity.

Extra activities

The school community strives to minimise the barriers which may exclude children from equal access to, participation in and outcomes of schooling based on any special education need. We recognise that every child is unique and brings with them a wide range of skills and abilities. The whole school community works together to create a safe and happy environment in which its members are able to develop a moral code which encourages all to make a positive contribution to society. We will make all reasonable adjustments to facilitate as far as possible all children's needs in order for them to fully participate in all school trips, activities and roles amongst their peers.

We complete risk assessments before the children attend any school trips or activities to ensure the environment and provision is suitable for all pupils. We adapt all our clubs to ensure they are inclusive and encourage and prepare all pupils for leadership roles across the school such as prefect, school councillor, eco warrior and peer mentor.

Training for teachers

Where teachers require assistance and support within our school it is the SENCo's role to support them in planning for children with SEND. The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as Autistic Spectrum Disorder and Speech and Language difficulties. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Autistic Spectrum Disorder Outreach service, Speech and Language Therapy Services, Sensory Consortium and Occupational Therapy.

Members of our SEND team have the following qualifications:

- Attention Autism;
- Sensory Circuits;
- Lego therapy;
- ELSA therapy;
- National award for SEND coordinator.

Transitions

Prior to a child starting Nursery or Reception we will arrange for a home visit, where the new teacher and teaching assistant will visit the child in their familiar surroundings to introduce themselves. This opportunity is used to gather information about the child's like and dislikes and special needs. It is an opportunity for parents to discuss any anxieties and worries they or their child may have. After this a visit is arranged for the family to come for a tour around the setting and meet the team their child will be with.

For children transitioning to the next year group we have an annual 'Meet the Teacher' day when children spend the morning with their new teacher to become familiar with them and

the staff that they will be working with next year. This involves a tour around their environment.

For children who have been identified as needing further targeted support during this transition. The class teacher and SENCO will devise a transition plan in consultation with the parents if appropriate. Visits will be arranged on a regular basis to the new classroom at the end of the Summer term prior to the child starting in September. They will take photos of their new environment and make a scrapbook which they can take home over the summer to familiarise themselves, ready for September. In some cases, the use of 'social stories' is needed to facilitate this change.

This strategy is also used for vulnerable children transferring to Secondary School. The SENCO will liaise closely with the child's transferring school and hold meetings with the SENCO and child's parents to ensure a smooth transition. Transition groups will be set up where necessary to facilitate this time in children's lives.

If a child with special educational needs joins our school mid-year, a meeting will be arranged for the parents with a member of the SEND team. This provides an opportunity for us to get to know the child and their needs so that we can prepare any individualised resources and learning environment before they start. In some cases, it may be appropriate for the child to have a part time timetable to help with the transition.

If a child already has a statement or an EHCP, parents are encouraged to show the Statement or EHCP paperwork to the SENDCo. The school must ensure that it can meet the child's needs based on the paperwork provided and there is space available in the relevant year group, before a place is offered.

Feedback and complaints

We pride ourselves on having an open-door policy, therefore if you have any feedback or concerns please contact one of the SEND team. However, if you feel you would like to make a formal complaint, our complaints policy can be found on the school website.

Policies

The following policies can all be found on the school website.

- [Accessibility plan](#)
- [SEND policy](#)
- [Anti-Bullying policy](#)
- [Safeguarding and child protection policy](#)
- [Behaviour policy](#)

Environment

Our environment is suited for all disabilities and has the following facilities:

- Disabled parking bays at the front of the school;
- Widened doors to allow wheelchair access;
- Disabled toilet;
- A range of learning resources.

We are aware that some children can have sensory sensitivities and therefore we adapt our environment to reflect the needs of our children.

External agencies

At Wexham Court we work with a range of specialists to ensure the correct high-quality provision is in place for all our pupils. Some of these agencies include:

- Educational Psychologist;
- Speech and Language therapist;
- Mental Health support team;
- Occupational therapist;
- Sensory Consortium;
- SEBDOS;
- Specialist teachers from Slough SEND team.

Resources for parents/carers

<https://www.sloughsendiass.org.uk/>

SENDIASS is a website which provides confidential, impartial, individualised support and advice to parents/carers on the steps to take in areas of their child's Education Health and social care.

<https://www.autism.org.uk/>

The National Autistic Society provides support for parents/carers who have children with autism and offers advice on how to support them.

<https://www.gems4health.com/>

GEMs provides Autism and ADHD services in East Berkshire.

<https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/localoffer.page?directorychannel=5>

The Slough local offers outlines the support Slough local authority provides for parents/carers with children special educational needs.

<http://www.bdadyslexia.org.uk/>

The British Dyslexia Association provides information and advice for supporting people who have dyslexia.

<http://www.earfoundation.org.uk/>

The Ear Foundation is a UK charity which provides support for people who are deaf and their families.

<http://www.ndcs.org.uk/>

The National Deaf Children's Society is the only UK charity solely dedicated to providing support, information and advice for deaf children and young people, their families and professionals working with them.

<https://www.family-action.org.uk/what-we-do/children-families/send/send-info/>

Family Action helps share information on SEND needs to parents and carers.

<https://www.ipsea.org.uk/>

IPSEA is a useful website which provides free legal advice based on special educational support.

https://councilfordisabledchildren.org.uk/resources/all-resources/filter?resource_tag%5B36%5D=36

The council for disabled children provides information, support and advice on a whole range of topics related for special educational needs and disabilities.

<https://singinghands.co.uk/>

Singing Hands is a website which helps development children's communication through Makaton signs and singing.

<https://cpsport.org/?summary=all>

Cerebral Palsy Sport helps development the physical and emotional wellbeing of people with Cerebral Palsy through sport.

<https://www.specialolympics.org/>

The Special Olympics website provides sporting activities and opportunities to people with special educational needs.

<https://cypf.berkshirehealthcare.nhs.uk/our-services/children-and-adolescent-mental-health-services-camhs/>

CAHMS is a service which provides information and advice around mental health in young children.

Parent Partnership

Parent Partnership offers support services for parents with children with special educational needs and disabilities.

Parent Partnership Slough
St Martin's Place
51 Bath Road
Slough
SL1 3UF
Tel: 01753 787 693 (Mon and Fri)

Parentpartnership@slough.gov.uk

Occupation health, physiotherapy, and Paediatricians

The Children's Centre, Fir Tree House, Upton Hospital
01753 635095

Wexham Road Children's Centre Early Years' Service

Wexham Road Slough
Berkshire
SL2 5JW
01753 533543
wexhamroad.childrenscentre@slough.gov.uk