

# West Ham Church Primary School

## Local offer for children and young people with SEND.

### Identifying individuals special educational learning needs:

- ✓ We will work with experts from local agencies, who identify children with SEND prior to their starting here, and use the information available from them in our school setting.
- ✓ We will make ourselves available to parents/carers who think their child has SEN concerns and ensure that those concerns are investigated. We will share with parents, the findings and work together to agree on the next steps to help the child.
- ✓ We will use class observations, class assessments and tests, to alert parents/carers of children not making the same expected progress as other children of their age group, if teachers suspect your child has SEN.

### Strategies used to involve the child and their parents/carers in identifying and planning for SEN needs:

- ✓ All decisions about your child will be with parent/carer involvement and consent. Our school policy is that home and school work together for progress.
- ✓ For consistency, and SEN assessment purposes, we will discuss and compare home/school behaviours in order to work together using the same strategies to help the child make progress.
- ✓ Meetings with parents/carers and the child, class teacher and SENCo will be held to review In-School Intervention Plans (IIPs) written by the class teacher.
- ✓ We encourage children to do and complete their homework which will be based on work taught in class and to attempt work that offers a challenge.

### Adapting the SEN curriculum to meet the child's needs

- ✓ Class and group work is differentiated to meet the needs and to challenge all learners.
- ✓ Children's learning in maths and literacy are enhanced by a variety of materials and schemes that are SEN based.
- ✓ Children are nurtured through the provision of social skills activities.

### Adapting our approaches to teaching

- ✓ We recognise specific learning difficulties, such as: dyslexia, Autism, speech and/or language difficulties, behavioural and social and emotional difficulties. We adapt and modify our teaching to meet the needs of those children.
- ✓ Teacher's planning to whole class, group or individuals will reflect the support and approaches necessary for the delivery of

- good lessons.
- ✓ We have teaching and support staff, who are trained to support children with specific learning difficulties or those with medical issues.

#### Collaborating with pupils, parents/carers in setting targets, assessing and reviewing progress

- ✓ Children working towards age specific attainment are closely monitored to ensure they make progress.
- ✓ Teachers use formative assessments to confirm their judgments, using agreed guidelines.
- ✓ Progress is checked through the school's marking and feedback system and ongoing assessments.
- ✓ The school's leadership team meet with teachers frequently to review pupil progress and to identify and implement strategies and interventions. The results of which are discussed and fed back to parents/carers, regularly.

#### Equipment and resources used for extra support

- ✓ Children have their own and/or group workstations, visual timetables and access to sensory room facilities.
- ✓ A variety of iPad Apps for children with, for example, autism, communication difficulties.

#### Collaboration with specialist services

- ✓ Professional support is provided by specialist teachers, who deal with specific learning needs for example, speech, language and communication, hearing impairment, visual impairment, behaviour, moderate and severe learning difficulties, autism.
- ✓ Support is provided (on request) by the local authority agencies and the NHS, for staff training strategies and programmes.
- ✓ Support is provided by speech and language therapy team, after pupils have been referred to them for assessment. They train, advise and provide therapy programmes.
- ✓ Support, assessment and therapy are provided by an occupational therapy team.
- ✓ The child and parents/carers, teaching staff and specialists will meet to review agreed targets set for the child's progress and achievement.

#### Extracurricular activities available for children with SEN

- ✓ The school has a breakfast club, nurture facilities and afterschool clubs, which are available.
- ✓ Risk assessments are always carried out by teachers, prior to educational visits taking place.
- ✓ All children are encouraged to attend educational visits and additional support staff is made available. Venues are chosen which are accessible to all.

### Supporting children during key stage transitions

- ✓ Children are fully supported to ensure smooth transitions between key stages, at both primary and secondary school.
- ✓ Once parents/carers have selected their choice of secondary school for their child, a gathering of all secondary schools is facilitated, where we discuss and provide information to the secondary school that your child will be attending.
- ✓ Reciprocal visits are arranged between our school and secondary school transition co-ordinators.

### Additional funding

- ✓ Funding is available for the needs of all SEN children, including equipment.
- ✓ Pupils identified as having significant needs, will be allocated additional funding; an agreed plan between home, school and the local authority will give parents a say in how this fund will be used.

### Extra support for children

- ✓ Children views are important at our school and we encourage them to work together with staff, until they are satisfied with the decisions made.
- ✓ Children are encouraged to speak with their class teacher, SEN team and learning mentor, who will listen to your concerns and act on them accordingly.

### Extra support for parents/carers

- ✓ Advice on extra support for children can be sought from a number of providers, for example: Child and Family Consultation Services (CFCS), Community Links, Newham Parent Partnership Service, Newham Council school holiday schemes, Discover.

### Advice for parents who are not satisfied with a decision or with what is happening

- ✓ Initially, speak to and explain your concerns to the person responsible, for example, the class teacher or the SENCo.
- ✓ If your concerns have not been addressed satisfactorily, you may speak to the head teacher, however, if you are still dissatisfied, write to the chair of governors, outlining your complaint and why you are still not happy.
- ✓ We will work together to ensure the best possible outcomes for your child.