

What is the Local Offer (SEN Information Report)?

“Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they ‘expect to be available’, local authorities should include provision which they believe will actually be available.”

Wolverhampton Local Authority have their own Local Offer which will be published on the Wolverhampton Council website.

In addition to the Local Authority’s Local Offer, schools are required to publish information on their websites about the implementation of the governing body’s policy for pupils with SEN. This is to be known as the SEN Information Report.

How is Villiers Primary an inclusive school?

We are very proud of our academic success and have a strong emphasis on children acquiring, developing and applying the basic skills in English, Maths, Science & ICT.

We believe in encouraging children to succeed in any way they can so we provide a broad and balanced curriculum complimented by over 30 extra-curricular clubs and extensive community links.

There is a strong focus on music, the performing arts and sport. Our achievements have been nationally recognised in the number of awards, accreditations and quality marks that the school has received. We believe that every child matters and that every child should be given the opportunity to enjoy and achieve in whatever they do or take part in.

How does Villiers Primary School know if my child needs extra help and support?

Children are identified as having SEND through a variety of different ways, including:

- Children performing below age-related expectation
- Concerns raised by parents/carers
- Concerns raised by staff based upon lack of progress, changes in progress or pupil’s behaviour (including social and emotional welfare)
- Health diagnoses made through a paediatrician

When children join us in Nursery or Reception, we complete baseline assessments to provide starting points for the development of an appropriate curriculum for all of the children.

Children who join us from other schools are supported using information obtained from their previous school. We then use this information to ensure they are placed in appropriate interventions if needed.

*If assessments show that a child may have a learning difficulty parents are contacted at the earliest opportunity to discuss concerns and enlist their active help and participation. If additional support is required their child will be placed on the Special Educational Needs and Disability (SEND) register and extra provision is provided.

What should I do if I think my child has Special Educational Needs?

If you have concerns about your child, then you should initially contact your child's class teacher or Mrs Woodward who is our school SENCO:

Contact details: 01902 558993

Individual children are discussed by class based staff and SLT on a termly basis at Pupil Progress meetings. It is often, but not always, in this forum that a decision is made as to whether a child needs to be placed on our SEN register.

How will Villiers Primary support my child in their learning?

For information regarding the curriculum please visit the school website.

www.villiersprimaryschool.co.uk

Lessons are differentiated to ensure all pupils are able to access teaching and learning. In addition to differentiation, teaching assistants within classes support pupils' access to lessons. All children, regardless of their ability, have targets to work towards in most areas of the curriculum. Teachers will plan and mark work according to these targets as they are used as 'success criteria' for pupils, in order to ensure progress is made.

Termly newsletters and Curriculum information are sent out to parents/carers informing them of curriculum topics and news to support learning at home.

Educational visits or visitors to school are planned to further support and enhance teaching and learning.

Our SENCO oversees all support and interventions for any child who requires additional support across the school. She will also monitor the progress these children make in the core areas of the curriculum (Reading, Writing and Maths)

What support will there be for my child's overall wellbeing?

We believe it is of great importance to provide a high standard of pastoral care for all our children. All staff are always ready to respond to any problems and all parents are encouraged to discuss any anxieties that may have with their child's class teacher, a member of SLT, our SENCO, or Head Teacher.

All staff believe that children having high self-esteem is crucial to a child's well-being.

Your child's class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. Other staff including teaching assistants, the Senior Leadership Team, and the Head Teacher are always available for children who wish to discuss any issues or concerns. Miss Cummings and Mrs Bentley are our Pastoral Support Officers and work closely with children throughout the school. At lunchtimes, we also have our lunchtime supervisors and Play Leaders who work hard to look after the children during a key time of the day. In addition to support given by staff, we encourage peer support and a worry box in the school reception area.

As a school, we have a very positive approach to all types of behaviour with a clear behaviour and reward system which is followed by all staff and pupils. Attendance of every child is monitored on a daily basis by the Office staff. Excellent attendance is actively encouraged throughout the school with children being rewarded for attendance above 96% on a termly and annual basis.

How can Villiers Primary School help me to support my child's learning?

Your child's class teacher may suggest ways of how you can support your child's learning. Homework is set half termly, and children are encouraged to read at home on a daily basis.

We hold regular parent information workshops covering all areas of the curriculum. All parents are encouraged to attend these meetings and to work alongside their child when possible.

Mrs Woodward, our SENCO, may also meet with you if your child has SEND to discuss strategies and activities to help you support your child, particularly if an outside agency has completed a report and suggested programmes of support for home and school.

What specialist services are available in the school setting?

Our SENCO, Mrs Woodward, has undertaken the Post Graduate certificate in Special Educational Needs (National Award for Special Educational Needs Co-ordination) She has also been trained in a variety of intervention programmes. She is currently undertaking the Autism Leaders course.

All of our teaching and non-teaching staff access regular training and updates on a variety of school topics, including those relating to SEND.

Staff are trained in a variety of intervention programmes which include the following:-

- ELKLAN (a Speech and Language programme)
- RWI 1:1 (Read Write Inc One to One programme)
- Cool Kids (Occupational Therapy intervention)
- Cool Characters (Occupational Therapy Intervention)
- Precision Teaching
- Talking Partners (A language Intervention)
- Lexia (A phonics programme)
- Numbers Count (A Maths intervention programme)
- Meemo – (A memory intervention programme)

Which external agencies are accessed by the school?

As a school, we work closely with a variety of external agencies such as:

- CAMHS (Child and Adult Mental Health Service)
- Child Protection Advisors
- Early Years Special Needs Service
- Education Psychologists
- Educational Welfare Officers
- GEM Centre (Paediatricians, Occupational Health)
- Outreach Services e.g. Autism Outreach Service
- School Nurses
- Sensory Inclusion Service to support children with hearing/visual impairments
- Social Workers
- Specialist Teachers
- Speech and Language Therapy
- Compton Hospice outreach
- Tettenhall Wood Outreach

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

All work within each class is pitched at an appropriate level to enable all children to access the curriculum, according to their specific needs. Typically, this might mean that in a lesson there could be a number of different levels of work set for the class, with work being differentiated for specific individuals where necessary. All staff find ways to plan lessons which suit all learning styles to enable children to be actively learning rather than learning in a more passive manner.

Staff adjust/plan work accordingly, dependent on children's knowledge and understanding within individual lessons.

For Phonics children are grouped according to their phonological reading ability rather than by age. Therefore, some groups will have children from a number of different classes working together as they all have similar reading abilities based on their knowledge of phonics. Typically, Phonic groups are much smaller than normal class sizes.

Teaching assistants will be allocated to work with pupils in small groups or on a one-to-one basis to target more specific areas of the curriculum. This can either be within whole-class sessions or in a withdrawal intervention group.

If a child has been identified as having a Special Educational Need, they will be given an SEN Support plan. Targets will be set and reviewed on a regular basis according to their area of need. SEN Support plans will be shared with parents/carers and their views and feedback taken into account.

Specialist equipment, such as pencil grips, chew buddies and sensory toys will be provided for children if it is appropriate to their needs.

How the school's resources are allocated and matched to children's SEND needs?

We ensure that the needs of all children who have Special Educational Needs, are met to the best of the school's ability. The SEN budget is allocated at the beginning of each financial year. The money is used to provide additional support or resources dependent on an individual's needs. Resources may include the deployment of staff depending on individual circumstances. Teaching Assistants are sometimes funded from the SEN budget to deliver intervention programmes designed to meet children's needs.

Who will oversee, plan and work with my child?

Initially, the class teacher and Year group staff, will oversee, plan and work with your child as they are with them on a daily basis. Mrs Woodward our SENCO will work with the class teacher, where appropriate, to discuss and review children's needs and suggest which support would be most appropriate.

The Senior Leadership Team also formally oversees the progress of children on a termly basis, particularly in Reading, Writing and Maths.

How will Villiers Primary School know that my child is making progress and support is having an impact?

At Villiers, we measure children's progress in learning against national expectations and age-related expectations. We track children's progress from their entry to school in Foundation Stage through to Year 6, using a variety of different methods. Class teachers will, on a daily basis, continually assess/evaluate the progress of each child and note down areas where further support may be needed.

Termly pupil progress meetings take place with SLT to discuss which children are not making expected progress and how we, as a school, can further support these children to aid their progression.

If children have a school SEN Support Plan, then their targets will be reviewed and commented upon in regards to the progress made. If, for any reason, a child has not met their target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure that the child does make the necessary progress.

How will I know that my child is making progress?

At Villiers Primary, we have an open-door policy whereby parents/carers can request to see a member of staff. If the school has a concern about any pupil, then we will contact parents, as it is always our priority to establish a partnership.

Parent's Evenings are held termly to formally discuss children's needs and progress. In the Spring and Summer Term a progress report is sent home to parents/carers.

If your child is on the SEND register, they will have a SEN Support Plan which will detail individual targets. This will be discussed on a termly basis. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed. If your child has complex SEND,

they may have an Education, Health and Care Plan (EHCP), which means that a formal meeting will take place to discuss your child's progress with relevant external agencies.

Who can I contact for further information about Villiers Primary School?

If you already have a child at our school, then your first point of contact should be your child's class teacher. You could also arrange to meet Mrs Woodward if you have concerns relating to SEND.

Alternatively, further information on our school can be found on the school website or in our school prospectus.

Who should I contact if I have concerns regarding my child's SEND provision?

- Your child's class teacher
- Mrs Woodward, SENCO
- Mrs Westwood, Head Teacher

GLOSSARY

EHCP – Education, Health and Care Plans are being introduced officially from September 2014 under the new SEN Code of Practice. There is a 'rolling programme' for EHCPs to replace SEN Statements from this date.

SENCO - The Special Educational Needs Co-Ordinator (SENCO) is the person who is responsible for co-ordinating the provision for all children with Special Educational Needs within a school. It is a statutory requirement that every school must have a SENCO.

SEND – Special Educational Needs and/or Disabilities