

# The Willows Primary School

## Local Offer

2020 - 2021

The Willows Primary School & Nursery is a school based in the south of Newbury, on the edge of Greenham Common. There are approximately 420 children attending the school, the majority of whom come from the immediate local catchment area. The great majority of pupils are White British. The percentage of pupils for whom English is an additional language is above average for West Berkshire. The proportion of children known to be eligible for free school meals is in-line with the National average, although high for West Berkshire. The proportion of pupils with SEND is higher than the National average. This group includes a number of children with Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) and specific speech and language needs.

In September 2018, the school was pleased to appoint a new Headteacher, Miss MacArthur, to work alongside staff and the governing body and the school is rapidly improving under the new leadership. The Willows has now become the school of choice for the area, with the emphasis placed on being a successful learner at every level. There is currently provision for children from 2 years old upwards with 2 classes per year group from Reception to Y6.

## Identification of Special Educational Needs and Disabilities (SEND)

### 1.1: How does the school identify children/young people with special educational needs and disabilities?

There are a number of ways in which a child might be identified as having SEND. The class teacher or parents may raise concerns regarding a child's progress, behaviour or attitude to learning. Assessment and tracking data may also identify children who are not making expected progress which can alert staff to a potential underlying special educational need.

### 1.2: What should I do if I think my child has SEND?

Your initial point of contact is usually your child's class teacher, or you can arrange to meet with our SENCO. Typically meetings can be arranged through contacting the school office or by speaking to the class teacher at the end of the school day. If this is not possible a note in your child's reading record will be picked up in class and someone will contact you to discuss your concerns.

## Support for children with special educational needs

### 2.1: If my child is identified as having SEND, who will oversee and plan their education programme?

Your child's class teacher is responsible for planning and monitoring the education programmes of all children in their class, including those with SEND. They are supported by the school SENCO to ensure that provision is the best that it can be. If a child needs support in addition to what is already planned for the class, your child's teacher will also be responsible for planning suitably differentiated or supported learning opportunities. This may be done in consultation with, and where appropriate will follow, guidance given by other agencies. Sometimes these programmes will be formally reviewed through a support and achievement plan (SAP) or an educational, health and care plan (EHCP).

### 2.2: How will I be informed / consulted about the ways in which my child is being supported?

If your child has been identified as having SEND a Support and Achievement Plan (SAP) will be written outlining your child's needs and how school and home can support continued progress and success. Alongside identified needs, outcomes for the coming term are set in consultation with you and your child. The outcomes are reviewed termly, with you, taking into account both yours and your child's views. Parent/teacher consultations take place termly, in conjunction with these meetings. Occasionally we will seek support from other agencies to ensure that provision for your child is correct and your permission is sought before assessments or support is taken. You will also be informed of any additional interventions your child takes part in.

### **2.3: How will the school balance my child's need for support with developing their independence?**

The Teaching Assistants (TAs) who work with individual children are aware of the need to encourage children with SEND to be an active member of the class and to be able to work independently in a range of environments. The TAs are skilled at recognising when it is appropriate to work on a one to one basis with a child and when the child can be supported at a distance.

### **2.4: How will the school match / differentiate the curriculum for my child's needs?**

Through whole school tracking procedures we follow the progress that all the children are making. From this information we are able to target the areas of the core curriculum where a child would need support. The curriculum can be differentiated in a range of ways, for example through additional adult support, simplified activities, use of visual prompts or use of concrete resources.

### **2.5: What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?**

At The Willows, we have a wide range of SEND needs and we have close links with a number of external agencies to support our children including from: Autism Spectrum Disorder (ASD) Advisory Service, Educational Psychologists (Ed Psych), Speech and Language Therapists (SaLT), Cognition and Learning Team (CaLT), Child and Adolescent Mental Health Team (CAMHs), Pre School Teacher Counsellors (PSTC), Sensory Consortium Service (SCS), Specialist Inclusion Support Service (SISS) and the Behaviour Support Team (BST). We consult these services for advice on different teaching strategies when needed.

Depending on a child's needs, these are some of the tools that we use:

- Task strips
- Social Stories
- Challenge packs
- Numicon
- Radio Aids
- Enlarged texts
- Coloured overlays/paper
- Sensory integration/movement breaks
- Fine motor skills

## **2.6: What additional staffing does the school provide from its own budget for children with SEND?**

Currently we have a number of children who require additional 1:1 support. Each 1:1 is partly funded by the school. Every class has at least one TA who can support intervention groups as well as small group work in class. We also have TAs who are trained to offer specific support through delivery of targeted interventions including Star reading, FFT literacy intervention and ECAT speech and language intervention. We also have 4 Emotional Literacy Support Assistants (ELSAs) who work part time with individuals to support children who are dealing with bereavement, conflict in the family, social skills issues and other mental health related issues, as the need arises. Of these ELSA's, 2 are also Pastoral School Support Workers (PSW) who work with both the children and their families to support positive learning and family outcomes.

## **2.8: What resources and equipment does the school provide for children with SEND?**

We are able to respond to the personal needs of your child and can either borrow or purchase specialist equipment following advice from outside agencies. Within school we have a range of resources such as Numicon to support number work and the expertise to write social stories to help children understand potentially anxiety provoking situations. We are also able to call on external expertise such as the Educational Psychologist or the Specialist Inclusion Support Service to advise on appropriate resources. We have a range of equipment available to pupils with SEND, such as:

- Writing slopes
- Weighted lap pads
- Alpha Smarts (Small personal computers)
- Wobble cushions
- Wedge cushions
- Ergonomic pencil grips
- Coloured overlays/exercise books
- Ear defenders
- A wide range of sensory equipment including a sensory room

## **2.9: What special arrangements can be made for my child when taking examinations?**

If appropriate the school can apply for extra time for children sitting Key Stage 2 national tests, modified tests can be ordered for children with a visual impairment, some children may also have access to a reader or a scribe.

# My child's progress

## **3.1: How will the school monitor my child's progress and how will I be involved in this?**

Assessment at The Willows takes place constantly. Teachers assess learning and understanding during and after each lesson, tailoring their teaching and the direction of lessons based on what they see and hear. Teachers measure progress and learning at the end of lessons, through marking, as well as at the end of units of work and the end of each term, through more formal recorded assessments.

Statutory assessment includes, the Foundation Stage Profile in Reception, Phonics Screening in Year 1, the multiplication check in Year 4 and SATs at the end of Key Stage 1 and 2 (Year 2 & 6). In addition to this, in the Early Years Foundation Stage, Every Child A Talker (ECAT) monitoring happens each term to highlight any delayed speech & language issues.

Teachers meet with the senior leadership team to discuss pupil progress and to ensure that timely intervention is put in place where required. The SENCO reviews progress made by children on the SEN Register to see if interventions are still needed or make adjustments to these.

Parents are invited in for parent consultation meetings in the Autumn and Spring term where children's progress and attainment is a focus. A report is written at the end of each year highlighting learning, progress and next steps for children. Parents are invited to discuss these with the class teacher in the summer term.

### **3.2: When my child's progress is being reviewed, how will new targets be set and how will I be involved?**

Following on from the termly data collection, pupil progress meetings are held in school. Teachers meet with the Headteacher, deputy and the SENCO (if appropriate) to look at progress and attainment. As a result of these meetings targets may be set or adjusted and in certain circumstances, interventions may be planned to support children to close gaps.

For children who are on a SAP (Support and Achievement Plan) or an EHCP (Education, Health and Care Plan), meetings are set with parents and children to review targets and set new goals, if required. Some outcomes may remain similar, depending on the child's needs. Both the child and parents can make a comment about their outcomes and sign their agreement to the next steps. Discussion will also take place about how school/home can work together in supporting the child.

### **3.3: In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?**

If you would like to meet with staff in addition to the meeting times referred to, you can ring the school office to make an appointment after school.

### **3.4: What arrangements does the school have for regular home to school contact?**

Parents are always welcome to make an appointment to see their child's Class Teacher or SENCO if they have any concerns. We have an open door policy and quick handover information can be given by parents or school at the beginning and end of the school day. Often a child's teacher or TA will accompany the child out at the end of school to hand over any key information. Not every child requires a home/school diary but we can set one up if it is felt useful for both sides.

### **3.5: How can I help support my child's learning?**

Keeping in regular contact with teachers and school staff is crucial to ensuring good learning. Passing on important information which could affect your child's day is useful. Encouraging your child to read regularly to you at home, complete homework and ensuring that they regularly attend school will support your child with their learning. In addition, encouraging their interest in topics covered at school can increase your child's confidence.

### **3.6: Does the school offer any help for parents / carers to enable them to support their child's learning, e.g. training or learning events?**

During the academic year, Learning Workshops are held for parents/carers so that they can increase their own knowledge of different methods used within teaching and learning in school, thus enabling them to support their child's learning at home. The school runs evening meetings to explain ways that maths is taught and how you can support your child in learning to read. We also run information

evenings on the teaching of phonics. Foundation Stage offer Stay and Play sessions for parents to familiarise themselves with the classrooms and structure and to have a chance to interact with their children at school. In addition we run Positive Parenting courses delivered by our Pastoral Support Workers including Anger in the Family, BOOST and courses on developing better sleeping habits.

### **3.7: How will my child's views be sought about the help they are getting and the progress they are making?**

Child friendly versions of SAPs and sections of EHCPs are written and discussed with the child (learning passport) so they know what their targets are. These are kept out during lessons and referred to and updated regularly as children make progress against their targets. At EHCP Annual Reviews children write an All About Me booklet which gives them the opportunity to reflect on what they do well and what they need further support with. It also enables them to choose pieces of work to share that they feel proud of. Children are also invited to share their All About Me information at the Annual Review meeting if they would like to.

### **3.8: What accredited and non-accredited courses do you offer for young people with SEND?**

N/A

### **3.9: How does the school assess the overall effectiveness of its SEN provision and how can parents / carers and young people take part in this evaluation?**

As part of the whole school data collection, the progress of children with SEND is carefully monitored by the SENCO and Senior Leadership Team. Headline data is also shared with Governors. The progress is shared with parents at termly Parent/Teacher discussions and as the children progress through school they know how they are achieving in Literacy and Maths and are given the opportunity to challenge themselves.

## **Support for my child's overall well being**

### **4.1: What support is available to promote the emotional and social development of children with SEND?**

We have 4 experienced Emotional Literacy Support Assistants (ELSAs) who work with children on a 1:1 or small group basis covering a wide range of needs including developing children's self-esteem to working on strategies for anger management. Our Pastoral Support team (PSWs) also run Social Skills groups to support children in areas such as developing friendships, managing conflict and promoting self-esteem. As a school we have a staff that are committed to supporting children emotionally and socially as well as academically and this is a core element of our ethos.

### **4.2: What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion**

We have a clear behaviour system that focuses on rewards and sanctions. All children and parents are aware of how the systems are applied and understand the importance of consistency and fairness. All staff are supported and empowered to use the behaviour and rewards system and behaviour is excellent as a result.

If a child finds it difficult to conform to the expected behaviour expectations we ensure parents are aware of our concerns and we will work with the parents and child to provide additional support to ensure that the child can continue to access learning and make positive choices.

### **4.3: What medical support is available in the school for children with SEND?**

Where a child has medical needs, the school will seek advice from the School Community Nurse Service or Physiotherapy Team and staff will receive appropriate training. We have children with diverse medical needs and we ensure that we are appropriately trained and resourced when new medical needs arise.

#### **4.4: How does the school manage the administration of medicines?**

Parents fill in a medication administration form which is kept securely at the main school office. Any medicines are also kept and administered from there. The exception to this is Asthma Inhalers and Epi-Pens, which are kept in the relevant child's class. First Aid boxes are located in several places around the school and a number of staff are First Aid Qualified.

#### **4.5: How does the school provide help with personal care where this is needed, e.g. help with toileting, eating etc?**

As a school we want to ensure that the children in our care are happy and confident in school. Whenever a child has intimate care needs we ensure that we seek the relevant advice and support in order to meet these needs. Our intimate care policy outlines how we ensure safeguarding procedures are met when changing pupils. Where a child has an EHCP we can make referrals to occupational therapy (OT) and we can support children with eating and other physical needs.

## **Specialist services and expertise available at or accessed by the school**

#### **5.1: What SEN support services does the school use, e.g. specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc?**

Should the need arise, we have close links with a number of external agencies: Autism Spectrum Disorder (ASD) Advisory Service, Educational Psychologists (Ed Psych), Speech and Language Therapists (SaLT), Cognition and Learning Team (CaLT), Child and Adolescent Mental Health Team (CAMHs), Pre School Teacher Counsellors (PSTC), Sensory Consortium Service (SCS) and Specialist Inclusion Support Service (SISS). In the past we have accessed specialist teachers for children with hearing and physical impairment.

#### **5.2: What should I do if I think my child needs support from one of these services?**

In the first instance discuss it with your child's class teacher who may then refer you to the SENCO. In some cases the SENCO can make the appropriate referral if it is considered suitable, however each service has their own criteria in order for a child to be seen. This will be available to view on their own Local Offer.

#### **5.3: How are speech and language therapy, occupational therapy and physiotherapy services provided?**

As a school we are part of the Every Child A Talker initiative run by West Berkshire Council. We track children's speech and language development throughout the early years. If we identify a speech and language delay we can help to support parents in obtaining an assessment with a speech and language therapist.

Once a child has seen a specific therapist they will be given a therapy plan detailing outcomes. We have TAs who are experienced in delivering such plans. The relevant therapist will often make follow up visits to the child in order to review the plan and discuss progress with the staff and parents. If it is felt appropriate Speech and Language therapists can set up group interventions which are run by TAs and monitored by the Speech and Language Therapist

#### **5.4: What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?**

Discuss it with your child's class teacher who will refer you to the SENCO. If your child has a Statement or EHC plan the SENCO can make referrals for Occupational Therapy through the CYPIT hub, however if your child does not have a Statement or EHC plan your GP will make the referral.

### **5.5: What arrangements does the school have for liaison with Children's Social Care services?**

The Headteacher is the designated safeguarding lead at the school and as such is the main point of contact for any liaison with Children's Social Care service. The deputy head is the deputy safeguarding lead and there are two further staff who have completed designated safeguarding training.

## **Training of school staff in SEND**

### **6.1: What SEND training is provided for teachers in your school?**

If a teacher has a child with a particular need in the class, for example ASD or sensory processing difficulties, it may be possible for them to attend training run by an outside agency. The SENCO keeps up to date with current legislation and strategies for specific needs through conferences and training.

We are able to access a wide range of training offered by the Local Authority, from training in delivering specific interventions such as Precision Teaching, to courses which increase staff's understanding of a particular need such as courses on Autism awareness. Teachers also receive additional and up to date training through staff meetings, INSETs and other continued professional development opportunities.

### **6.2: What SEND training is provided for teaching assistants and other staff in your school?**

Training is provided by the SENCO or other external agencies, such as the Cognition and Learning Team. A regular review of training and discussion takes place between the Headteacher and the SENCO. Teaching Assistants are given appropriate training for the support they are expected to deliver and the needs of the children that they are working with.

### **6.3: Do teachers have any specific qualifications in SEND?**

The SENCO has completed the SENCO accreditation

### **6.4: Do teaching assistants have any specific qualifications in SEND?**

Some Teaching Assistants hold specific qualifications in SEND, such as the Catch Up Reading Programme.

## **Activities outside the classroom including school trips**

### **7.1: How do you ensure children with SEND can be included in out of school activities and trips?**

A full risk assessment is undertaken for each off site activity and any adjustments are made depending on the level of need.

### **7.2: How do you involve parents / carers in planning the support required for their child to access activities and trips?**

Parents are consulted if access for a trip or activity requires a more in-depth risk assessment and planning.

Where necessary, such as for residential visits, planning meetings take place with the leader of the activity and the child's parents or carers.

## Accessibility of the school environment

### **8.1: How accessible is the building for children with mobility difficulties / wheelchair users?**

It is possible to move around the whole school building in a wheel chair. Some doors in school are automatic and all doors are wide enough for wheelchair access. The school has sloped access to outside buildings from the main school. A lift ensures appropriate access to the upper floor of the Parliament building.

### **8.2: Have adaptations / improvements been made to the auditory and visual environment?**

Staff wear Radio Aids for children with hearing aids. When a Teacher is using an Interactive Whiteboard, they are encouraged to have a pale background colour for those children with dyslexic tendencies. In the past we have ensured that class members of children with a visual impairment are made aware of the need to keep chairs in and to give a clear space for moving around.

### **8.3: Are there accessible changing and toilet facilities?**

Yes. There is a disabled toilet and also a shower in the main reception. Toilets have been altered, where necessary, to accommodate for wheelchair access/toilet frames.

### **8.4: How do you ensure that all the school's facilities can be accessed by children with SEND?**

We consider each case on an individual basis and can put in place additional support in order to improve access.

### **8.5: How does the school communicate with parents / carers who have a disability?**

Parents are consulted about which is the best way to contact them and the school follows their preferences. This support ranges from sharing and completing forms alongside parents to providing separate spaces for parents who require a quiet space and interpreter to support during parent's evenings.

### **8.6: How does the school communicate with parents / carers whose first language is not English?**

We ask parents what support they might require and ask the advice of the EMTAS team if appropriate. In the past we have arranged for interpreters to accompany parents to meetings. Sometimes these have been from outside agencies or have been family members.

## Preparing my child to join the school or to transfer to a new school or the next stage of education and life

### **9.1: What preparation will there be for both the school and my child before he or she joins the school?**



Where possible, visits to the child's current setting will be made and a transition meeting held between key staff and parents. Additional visits to The Willows are always welcome in order to aid a smooth transition process. It is possible for the visits to be arranged at different times so that your child can see the school when it is busy and quiet. Where appropriate, a Transition Photo Book will be provided to help children 'see' their new setting/members of staff who will be working with them. Home visits ensure that our youngest children get to know the adults who will be working with them at the Willows, although this is not always possible further up the school.

The SENCo will gather information from parents and the previous setting. This information will be shared with all staff who will be working with your child.

### **9.2: How will my child be prepared to move on to the next stage within school, e.g. class or key stage?**

Your child will be able to visit their new classroom at various times during the day to look at key areas. They will be given the opportunity to go onto the playground if required. Your child will be able to meet their new teacher and any support staff in the new classroom before the beginning of the academic year. They may also receive a transition booklet.

### **9.3: How will my child be prepared to move on to his or her next school?**

Preparing for Secondary School takes place throughout Year 6 for children who are identified as potentially being vulnerable on transition. These transitions are run by the local secondary schools and take place on both an individual and group basis. Most local secondary schools meet with parents, our SENCO and the children at our school to discuss the transition and to offer additional visits.

### **9.4: How will you support a new school to prepare for my child?**

We will pass on all the information that we have including successful strategies. If required a hand over can take place between support staff. We can also meet with the secondary school and discuss any adaptations that we may have made and pass on any useful contacts. Meetings take place between the Year 6 teachers and the head of Year 7 to discuss all children. In addition meetings take place between the Primary and Secondary SENCOs prior to transition and parents and children are often invited to these as well.

### **9.5: What information will be provided to my child's new school?**

Current attainment levels, history of the child's SEND and any SAPs or EHCPs are provided to the new school. Details of how to best support the child, e.g. strategies used or interventions, are also shared.

### **9.6: How will the school prepare my child for the transition to further education or employment?**

We have close links with our local secondary schools. Prior to transition, our Y6 teachers and SENCO will complete transition meetings with the secondary school's own SEN teams. Children are often offered additional transition visits to ensure they are comfortable and confident by the time they finish with us.

## **Who can I contact to discuss my child?**

### **10.1: Who would be my first point of contact if I want to discuss something about my child or if I am worried?**

The child's Class Teacher is usually the first point of contact for any issues or concerns. All parents are welcome to make an appointment to see them for a discussion.

### **10.2: Does the school offer any specific support for parents / carers and families (such as Family Support Workers?)**

The Willows has 2 Pastoral Support Workers (PSW) who will offer specific support to parents/carers and families. They also run parent courses such as BOOST, Anger in the Family and courses on developing better sleeping routines. The PSWs also offer advice and support to parents/carers and families on any matter which concerns them.

### **10.3: What arrangements does the school have for signposting parents / carers to external agencies which can offer support, such as voluntary agencies?**

We have leaflets outside the office offering information on support agencies. The SENCO has a range of specific leaflets and the SENCO emails anything of interest to parents. If a parent is after particular advice the SENCO will endeavour to answer queries and direct parents towards support. The pastoral support workers, SENCO and members of the leadership team can also help to direct parents/carers to specific groups who can help. From time to time the school newsletter and website also includes information on external workshops, support groups etc.

### **10.4: What arrangements does the school have for feedback from parents, including compliments and complaints?**

Compliments are always welcome and are shared with school staff. Parents have opportunities to give regular feedback at Parent/Teacher consultations. We have an open door policy and teaching staff are usually available to speak to parents at the end of a school day

Complaints about the provision or organisation of SEN will be dealt with through the procedures outlined in the whole school complaints policy, which can be found on the school website.