

The Local Offer for Weelsby Academy

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| <p>Questions referenced to the SEN (Information) Regulations (Clause 65)</p> | |
| <p>DECISIONS ABOUT WHETHER A STUDENT HAS SEN</p> | |
| <p>How does the school know if children need extra help and what should parents do if they think their child may have special educational needs?</p> | <p><i>Identification</i></p> <ul style="list-style-type: none"> • <i>Liaison with previous school/setting</i> • <i>Early Years Foundation Stage Baseline assessments</i> • <i>Parental contact via Appointments and/or open door policy</i> • <i>Half - Termly RAG sheet completed to track data</i> • <i>At least termly pupil progress meetings with class teacher, SENCO and Executive Principal following pupils' individual monitoring of progress (cohorts, groups and some individual children RAG rated against expected progress and ARE)</i> • <i>Provision Mapping related to Assertive Mentoring Targets</i> • <i>Termly planning liaison with Specialist Consultants in Educational Needs</i> • <i>Individual provision Plan (IPP)</i> <p><i>Parental Action</i></p> <ul style="list-style-type: none"> • <i>First point of contact is class teacher via the open door policy</i> • <i>SENCO available if parent feels it necessary</i> • <i>The Executive Principal is available if concerns need to be taken further</i> |

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| <p>How is the decision made about how much individual support pupils will receive?</p> | <p><i>The decision making process</i></p> <ul style="list-style-type: none"> • <i>The Graduated approach is used within school with high quality teaching being the first approach. When a teacher has a concern they will implement classroom strategies to support the pupil and monitor the impact this has. If no progress is made, they will note their concerns and what they have done to try and overcome the barriers and discuss the next step with the SENCO.</i> • <i>Executive Principal / SENCO, with Class teachers review all progress data on a half-termly basis at the Pupil Progress Meetings (or sooner if necessary) for all SEND pupils</i> • <i>The SENCO and Class Teachers, acting on the advice of other professionals as appropriate determines support and Interventions.</i> • <i>The SENCO has a strategic leadership role in supporting class teachers in developing provision for pupils with special educational needs.</i> • <i>Class teachers are responsible for day-to-day provision, and they manage the work of any teaching assistants who work with SEND pupils. The SENCO offers support and guidance as necessary, as do other professionals e.g. paediatricians, Learning and Cognition team, Educational Psychologist, SEN Consultant (Team@work).</i> <p><i>Parents' involvement</i></p> <ul style="list-style-type: none"> • <i>Parents are involved and invited to attend meetings to discuss and agree intervention and support</i> • <i>Advice is given to parents as to how best to support their child at home through meetings and the IPP as well as information published on the website</i> <p><i>Please note</i> <i>Any provision made via an Education, Health and Care Plan will be reviewed 6 monthly for those in Foundation Stage and Annually thereafter (unless significant changes are required in the interim)</i></p> |
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| | <p><i>Whoever needs to be involved with the child is based on the child's individual needs</i></p> |
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| <p>SUPPORT FOR LEARNING AND WELL-BEING</p> | |
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| <p>How does the school support pupils with special educational needs?</p> | <p><i>How the school oversees and plans education programmes for pupils with SEND.</i></p> <ul style="list-style-type: none"> • <i>Initially the school will map out the individual child's needs and then identify an appropriate programme of support</i> <p><i>Who supports pupils with SEND and their roles?</i></p> <ul style="list-style-type: none"> • <i>The Academy utilises specifically trained staff with related expertise as appropriate to work with pupils who may require additional support to access learning due to emotional, social or behavioural difficulties. Often, these pupils are those who have SEND.</i> • <i>The Academy uses trained TAs who work on specialised programmes with identified pupils</i> • <i>The Attendance & Behaviour Officer monitors attendance data carefully, and liaises closely with the Educational Welfare Officers who may support pupils and families who may have difficulties in this area.</i> • <i>Some of the Academy's SEND pupils are currently under the Early Help process, and therefore regular multiagency meetings are held. Relevant professionals and outside agencies are involved, as well the pupil's guardians/parents. Pastoral, social and medical support can be provided through the Early Help process e.g. through agencies such as FFAP, FAST, FRS, and CAMHS.</i> |

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| | <p><i>How information is communicated to parents?</i></p> <ul style="list-style-type: none"> • <i>If parents are concerned regarding issues related to their child's learning and wellbeing then they can speak to the class teacher in the first instance and if necessary contact the SENCO or Principal, depending on need.</i> • <i>Parents evenings are also held at least twice a year with extra time allocated to parents of SEND pupils.</i> • <i>A half-termly drop in is offered for parents to seek advice or discuss concerns in an informal forum.</i> <p><i>Involvement and responsibilities of Educational Advisory Board(EAB)</i></p> <ul style="list-style-type: none"> • <i>EAB Members are informed on a termly basis when they consider reports on the Academy SEND Policy and Action Plan</i> |
| <p>How do the school help parents support their child's learning?</p> | <p><i>How the school explains to parents how their child's learning is planned depends very much on the child's individual needs.</i></p> <ul style="list-style-type: none"> • <i>Generically, meetings are held three times a year with all parents. Additional time is made for pupils identified with SEND.</i> • <i>On an individual basis more bespoke meetings are held with parents, if and when required.</i> • <i>To help parents to support their child's learning outside of school, specific advice is provided as necessary. Pupils are made aware of their progress via conversations with individual members of staff and acknowledgement of achievement of their individual learning targets. Pupils are involved in reviews where appropriate.</i> • <i>Meetings are also arranged with professionals following diagnostic assessments so that parents understand the outcome and know what they can do to help.</i> |

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| <p>What mechanisms are in place for supporting pupils' overall wellbeing?</p> | <p><i>Medical and Emotional needs</i></p> <ul style="list-style-type: none"> • <i>Children are provided with either specific 1:1 support or small group support for emotional needs or may be placed on the SEND Register if there is impact on learning and progress.</i> • <i>Special exam arrangements for identified students are organised for year 6 SATs.</i> • <i>The Academy also maintain pastoral records on CPOMS where teachers, teaching assistants and lunchtime supervisors can comment regularly, when necessary</i> • <i>Pastoral records reviewed and discussed fortnightly by Senior Management Team – or more frequently if appropriate</i> • <i>The Academy keeps medicines in a locked resource and administration of medication is rigorously recorded and monitored by a trained first aider</i> • <i>Parents are asked to complete a consent form as well as providing specific information from the GP prescribing the medication</i> • <i>To support this process school has appointed minimum 3 designated first aiders on the premises</i> • <i>Training is provided and continually updated</i> • <i>The Academy liaises with their designated School Nurse when appropriate</i> • <i>Parents have open access to consultation with the School Nurse</i> • <i>A qualified speech therapist and play therapist has been purchased by the school to support children on a weekly basis</i> |
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- *A nurture provision is available for those children who find being in class full time, challenging. This offers a bespoke social, emotional and mental health provision.*

Cognition and Learning

Some individual pupils may have specifically tailor-made Programmes as required e.g. Beat Dyslexia, EALIP, Write from the Start, Building Blocks, Black Sheep Press Language Programmes, FFT First Writing, Language Link, Numicon, Nessie.

Behaviour

- *The Academy policy for behaviour/discipline and rewards is transparent and made known to all pupils.*
- *Bespoke Programmes are created and implemented when necessary*
- *Fortis Therapy attend the academy 2 afternoons per week to work with children needing individual emotional support.*
- *A nurture provision is available to support the most vulnerable children. This is supported by the educational psychologist and SEMH teacher and is reviewed regularly.*

Attendance

- *A process of first day contact is in place and children are prioritised as necessary.*
- *Daily register trawls are made, home visits take place as required by the EWO and close liaison is maintained with parents via meetings and phone calls.*
- *Attendance panel meetings are held to support parents struggling to get their child to school regularly.*

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| | <p><i>Pupil Views</i></p> <ul style="list-style-type: none"> • <i>The views of pupils are obtained via the school council which has 1 pupil representatives from each class</i> • <i>Children complete a pupil questionnaire termly.</i> • <i>Pupils participate in PSHE lessons where there is opportunity for discussion</i> |
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| <p><i>PROGRESS, PLANNING AND KEEPING PARENTS INFORMED</i></p> | |
| <p>How will parents know how their child is doing?</p> | <ul style="list-style-type: none"> • <i>Parents are kept informed via the annual distribution of reports at the end of the Summer Term</i> • <i>Teacher/Parent meetings are held for all pupils three times a year.</i> • <i>More regular meetings are arranged regarding individual pupils, depending on need</i> • <i>Data is recorded ion a RAG document and SEND children are assessed using PIVATS</i> • <i>If any further interventions are required, separate meetings with parents would be held.</i> • <i>The Academy will report the National Picture of progress</i> • <i>If required, contact is maintained between home and school via a home to school book which can be used for a variety of reasons.</i> |
| <p>How are parents involved in discussions about planning for their child's education?</p> | <p><i>Parents</i></p> <ul style="list-style-type: none"> • <i>Parents are involved as much as possible in planning their child's education.</i> • <i>Parents invited to meet to discuss recommendations, suggested interventions, targets following diagnostic assessments</i> • <i>Parents invited to meet to discuss and be involved in developing their child's Provision Map or Individual Provision Plan (IPP)</i> |

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| <p>How are children able to contribute their views?</p> | <ul style="list-style-type: none">• <i>Parents are welcome to contribute through discussions with class teachers/SENCO at an</i> Commented [LM1]:• <i>When reporting back to parents, their child's progress is compared with the National Picture in terms of expected attainment.</i> <p><i>Children</i></p> <ul style="list-style-type: none">• <i>The class teachers discuss reading, writing and maths targets with the pupils regularly</i>• <i>Pupils will regularly review their IPP</i>• <i>Pupil voice is obtained termly through a questionnaire</i> |
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| PROVISIONS, RESOURCES & SERVICES | |
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| How is learning and development provision matched to individual pupils' needs? | <p><i>Differentiation</i></p> <ul style="list-style-type: none"> • <i>Differentiation is part of all lessons and is considered essential element to 'High Quality Teaching'.</i> • <i>SEND children receive additional support as necessary, for example through deployment of resources and staff.</i> |
| How are the school's resources allocated and matched to pupils' SEN? | <ul style="list-style-type: none"> • <i>The Academy's SEND budget is allocated for resources, staffing, training, individual Specific Needs</i> • <i>Where a pupil needs exceed the ceiling identified in the CoP additional funding will be requested and/ or provided via an EHCP</i> • <i>The Executive Principal has overall responsibility for the SEND budget</i> |
| What specialist services and expertise are available at the school or accessed by the school? | <ul style="list-style-type: none"> • <i>The Academy has 2 Paediatric First Aid member of staff</i> • <i>3 members of staff have First Aid Qualifications</i> • <i>The Academy access support from a Specialist Educational Needs Consultancy, the Local Authority Schools Advisory Service (SAS) and Educational Psychologist (EP), Fortis Therapy, Barnardos Outreach, CDC, SALT</i> • <i>The Academy access other specialist services such as health, therapy and social care as required and through its involvement in Early Help, CIN and Child Protection meetings.</i> |
| How accessible is the school / academy environment? (n.b. every school/academy must have an up to date Accessibility Plan which is reviewed periodically by Governors). | <ul style="list-style-type: none"> • <i>The school building is wheelchair accessible</i> • <i>The school has appropriate disabled changing and toilet facilities.</i> • <i>An Accessibility Plan would be put into place if required as well as a Personal Emergency Evacuation Plan (PEEP)</i> |
| How are pupils included in activities outside the classroom including trips? (n.b. the DDA Reasonable Adjustments legislation expects schools/academies to be anticipatory in respect of school activities and trips) | <ul style="list-style-type: none"> • <i>All pupils with SEND are able to access all of the school's activities The school assists individual pupils on a needs-led basis.</i> |

| STAFF TRAINING | |
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| <p>What training have the staff supporting pupils with SEN had, or what are they expected to have? (n.b under the SEN Code of Practice legislation, schools/academies Need to offer high quality professional development and training to the work force.)</p> | <ul style="list-style-type: none"> • <i>Staff have received training in Specialist Learning Programmes – Phonics, Talk for Writing, Big Read, Positive Handling, PAT, deaf awareness, Speech and language difficulties, Rapid Reading, behaviour and writing positive behaviour plans, numicon.</i> • <i>Staff receive SEND training as required for individual pupils</i> |
| TRANSITIONS | |
| <p>How does the school prepare and support pupils to join the school, transfer to a new school or the next stage of education and life in order to ensure their well-being?</p> | <ul style="list-style-type: none"> • <i>Information passed on to a new school includes the pupil's file and where appropriate SEN/CIN/CP information</i> • <i>To help prepare a pupil for a change in placement, Year 5 pupils are involved in receiving school participation visits.</i> • <i>These are followed by planning in Year 6 and further visits to the receiving Academy.</i> • <i>The school supports transition for moving from Foundation Stage to Key Stage One, Key Stage One to Key Stage Two and this is adapted to suit the needs of individual children</i> • <i>Children meet their new teacher and experience a 'Transition Day' at the end of the summer term.</i> |

FURTHER INFORMATION

Who can parents contact for further information?

- *The first point of contact for a parent if they want to discuss something about their child would be the child's class teacher.*
- *If more advice/ information is required they are welcome to contact the SENCO*
- *Complaints about the school should be directed to the Senior Management Team depending on the nature of the complaint*
- *Complaints about the Executive Principal of Academy should be directed to the Education Advisory Board of the Academy*

***The school welcomes the involvement of Barnados
SENDIASS (01472 355365)***

Key contacts

Family Hub (East Marsh Children's Centre) 01472 326860

Family First Information Service (FFIP) 01472 323250