

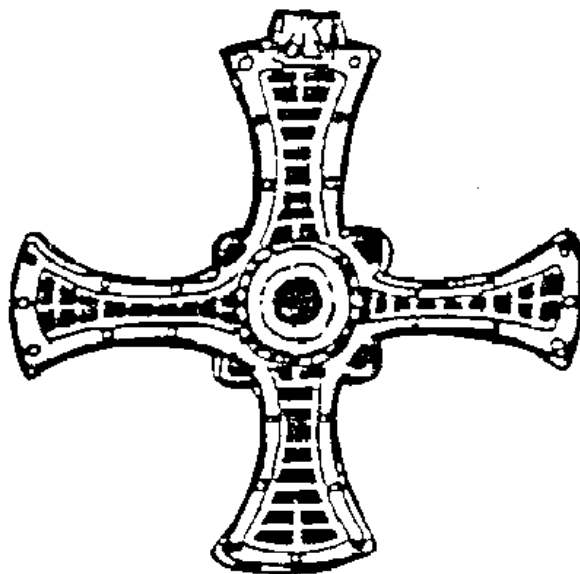
# WHITLEY MEMORIAL FIRST SCHOOL OFFER

Support for your child at  
Whitley Memorial Church of England First School

**"To provide a stimulating environment for  
learning, where each child's work is  
valued"**

Our school motto encapsulates the aim of our school, to provide encouragement and opportunities for everyone to discover and use the gifts and talents they have been given. We seek to enable all to flourish and achieve their full potential. We appreciate that you know your child best and that you may feel that they need some additional help or support for some or all of their time at school.

This booklet is to inform you of the types of support available at Whitley Memorial CofE First School. We hope that it will help you to understand who will help you if you are worried and how any additional support can be accessed.



## **What is the Local Offer?**

The Local Offer is essentially the provision available for young people with SEND. This requirement is laid out by the Children's and Families Bill 2014 and the SEN Code of Practice 2014.

The Local Authority will produce a Local Offer for Northumberland and all schools will produce one for their establishment.

The Local Authority Local Offer has two key purposes:

- \* To provide clear, comprehensive and accessible information about the support and opportunities that are available
- \* To make provision more responsive to local need and aspirations by directly involving young people with SEND, parents and carers and service providers in its development and review.

## **What does it mean if my child has a Special Educational Need?**

Approximately one in five children will have a Special Educational Need at some time during their school life. Children with SEN have learning difficulties and/or physical disabilities which make it harder for them to learn than most children of the same age. These children may need extra support of different help, for example, modified tasks, extra time to complete work or breaks during assessment periods.

This means that a child may have difficulty with:

- \* Some or all of the work in class
- \* Reading, talking, writing or mathematics
- \* Understanding information
- \* Expressing themselves
- \* Understanding others
- \* Sensory perception or physical mobility
- \* Organising themselves
- \* Managing their behaviour
- \* Making friends or relating to other children and adults

## **Teaching and Learning in our School**

All children in our school receive quality first teaching. This means that a range of differentiated teaching and learning styles are used and that appropriate learning objectives are set for all children, alongside a curriculum which is matched to their needs. All our classes are mixed ability grouped by age.

Our classes are supported by teaching assistants and pupils are offered additional one to one, small group work or intervention programmes where we feel a child needs this.

We know that some children need support during playtimes and lunchtimes, so a range of play-resources and card-strategies are used to support their needs. We offer a range of extra curricular activities which are fully inclusive and available to all.

At Whitley Memorial, the progress and attainment of all children is reviewed every half term by the Senior Leadership Team. At these times, provision and resources in school will be adjusted to meet any identified needs. You will be informed about your child's general progress and targets through the termly Parent's Evenings and your child's Annual Report in the Summer Term.

If a child continues to have difficulty following an intervention or has a high level of difficulty when they join us, they may be considered to have Special Educational Needs (SEND) and placed on the Additional Needs SEND register. Parents will be informed of this initially by the class teacher.

## **SEN Stages and Terminology**

The Children's and Families Bill 2014 and the SEN Code of Practice 2014 gives guidance to schools in meeting the needs of children. The Code of Practice sets out how help should be given to children in a step-by-step approach. You will be consulted at all stages of this graduated approach and school staff will inform you of the additional work which is done to support your child on a termly basis.

Your child's class teacher will make sure that tasks set are appropriate and accessible for your child. Class teachers are available to you at the end of the school day, during termly parents consultation meetings and can always be contacted by phone if you would like to arrange a time to meet. They will work with your child to identify their strengths, needs and extra help which they require. If they need extra or different support than most children of a similar age, they may be placed on the register at:

### **'Additional SEN Support'**

This may involve

- \* Extra help from a teaching assistant in class
- \* Small group or individual support outside of the class
- \* Alternative resources, for example a sloping board to write with, ICT access or visual prompts
- \* Clearly differentiated work
- \* Specific Transition opportunities prior to transfer from Early Years to Key Stage 1, and from Year 4 into Middle School

We have a highly experienced team of staff who may be involved in helping your child:

- \* Teaching Assistants, who support children in all classes, providing a range of different interventions which we have identified would support your child.
- \* The SENCO, Mrs Townsend, who coordinates and monitors the provision and progress of SEND children in school.
- \* Our School Governors work with the SENCO in monitoring the provision of SEN within school. Mrs Thompson is the governor responsible for SEND

To ensure that our staff have the skills and knowledge to support children with SEND there is a programme of ongoing training both within school and external to school.

Staff are trained to deliver a wide variety of different programmes to ensure pupils receive the necessary support and the correct intervention.

## **How else may my child be supported?**

If your child continues to have difficulty even with this extra support, we will, in consultation with you, seek further professional advice. This is part of a multi-agency approach which sometimes includes completing the Early Health Education Assessment (EHA) to support the family as well as the pupil. During this meeting, we would discuss the needs of the individual child/family and plan together using information and guidance from parents/carers, school and other agencies.

### **Professionals who might attend this meeting include:**

- \* **Our School Nurse** who works closely with some children and advise and assess any medical needs.
- \* **An Educational Psychologist** may work with your child. If so, any assessments and advice will be shared.
- \* **Behaviour Support Professionals** may share information and strategies during these meetings.
- \* **Speech and Language Therapists**
- \* **Members of staff** from feeder nurseries and the SENCO from the feeder Middle schools may attend to support successful transitions.
- \* **Specialist Teachers in ASD,**
- \* **Occupational Health Therapists**
- \* **Physiotherapist,**
- \* **Hearing Impaired Teachers**
- \* **Visual Impairment Teachers**
- \* **Health Professionals**
- \* **Educational Professionals**
- \* **Specialist Teachers** within the **Local Inclusion Support Team (LIST)**
- \* Guidance from **Children and Young Peoples Service (CYPS)**
- \* colleagues within the **Northumberland Health and Well-being** team.

If a care plan is required this would be completed together and reviewed annually as a minimum.

## Statements of SEN

If your child's needs are complex or severe we may suggest that we submit a Referral for Statutory Assessment for an Education Health and Social Care Plan (EHC) to the Local Authority. This referral will detail your child's SEND and the personalised help that your child has received and continues to need in order to make progress.

An Education Health and Social Care Plan usually means that the Local Authority will provide extra resources to help your child. These could include money, staff time, special equipment and possible attendance at a school with specialist resourced support. This additional support will be reviewed annually, or sooner if required, and the review would include parents/carers, teacher, SENCO, pupil and professionals involved with supporting your child.

*For children who already have a Statement of SEN, the transfer of Statements into EHC Plans will be a gradual process, with children who are at points of transition between schools being given highest priority. Other transfers to EHC Plans will happen during the Annual Review Meetings.*



## **Our school site**

Our school site has full wheel chair access and accessible disabled toilet. There are no steps within the building.

## **Our School Policies**

Our policies are available online on the school web site or via the office for Inclusion statement, SEND, EAL and Gifted and Talented Safeguarding, Behaviour Management and Equality and Diversity

At Whitley Memorial First School, we very much value the support and feedback from all of our children, parents, staff and governors. We have an active school council and a challenging Governing Body which includes a number of parent representatives.

We actively encourage parents to support us with their child's learning. If you would like to make an appointment to discuss your child further, please contact the school office on 01670 822994. You are also very welcome to make an appointment with Mrs Townsend, our school Special Educational Needs Co-ordinator (SENCO). Appointments can be made through the school office.

Further information can be found on the school's website regarding policies and school events.