

# The Local Offer from Wylde Green

The Local Offer was first introduced in the Green Paper (March 2011) as *a local offer of all services available to support disabled children and children with SEN and their families. The Local Offer provides parents/carers with information about how to access services in their area, and what they can expect from those services.*

With regard to Education, it will let parents/ carers and young people know how school will support them, and what they can expect across the local settings.

There are 14 questions, *devised in consultation with parents/carers and other agencies*, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

**Below are Wylde Green Primary School's current responses to these questions.**

*At Wylde Green Primary School we are constantly looking at how we can improve the provision for our pupils. To this end the information in these responses will be regularly reviewed and updated as necessary.*

## **1. How will you know if my child needs extra help?**

We know when pupils need help if:

- ❖ concerns are raised by parents/carers, teachers, or the pupil's previous school/ setting
- ❖ there is lack of progress
- ❖ Pupils don't perform well during testing
- ❖ there is a change in the pupil's behaviour
- ❖ a pupil asks for help

## **2. What should I do if I think my child may have special educational needs?**

- ❖ If you have concerns then contact your child's teacher or Mrs Smith Assistant Head Teacher/ SENCO.

### **3. How will I know how you are supporting my child?**

- ❖ Each pupil will be given a set of individual targets currently called an IEP (Individual Education Plan). This will be written in a meeting together with parents/ carers (wherever possible), class teacher, Mrs Smith and Teaching Assistant. It will be differentiated accordingly to suit the pupil's individual needs and will set individual targets. A copy of the targets will be given to parents/ carers. This may include additional general support by the teacher or teaching assistant in class or use of particular resources (e.g. a 'to do list' or triangular pencil).
- ❖ We will also create a Single Page Profile for each child celebrating their strengths and interests and their needs and strategies to support them. These are given to all adults working with the child.
- ❖ If a pupil has needs related to more specific areas of their education or social skills, then they may be placed in a small focus group. This will be run by the teacher or teaching assistant with the support of Mrs Smith. The length of time of the intervention will be for six weeks in the first instance. Interventions are reviewed every six weeks by all involved to assess their effectiveness and plan for the future.
- ❖ Pupil Progress Meetings are held half termly. This is a meeting where the class teacher meets with the Head Teacher, Deputy Head Teacher and SENCO/ Assistant Head Teacher to discuss the progress of the pupils in their class. This meeting is designed to share successes, highlight any potential difficulties and plan further support.
- ❖ Occasionally a pupil may need more expert support from an outside agency such as an Educational Psychologist, School Nurse, Speech Therapist, Paediatrician etc. Referral forms are completed with parents/carers and forwarded to the most appropriate agency. After assessment, and if needed a programme of support is provided to the school and parents/carers.

### **4. How will the curriculum be matched to my child's needs?**

- ❖ Teachers plan according to children's needs, differentiating work to closely match children's ability and learning styles. When a pupil has been identified with special needs their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.
- ❖ At times a teaching assistant may be allocated to work with the pupil in a 1-1 or in a small focus group to target more specific needs.
- ❖ Where needed specialist equipment may be given to the pupil to help them with their work

### **5. How will I know my child is doing?**

- ❖ You will be able to discuss your child's progress at Parents Evenings.
- ❖ Class teachers are regularly at the class room door (Reception and KS1) or on the playground (KS2) at the end of the day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENCO by visiting the school office.
- ❖ Individual reviews are held with parents/ carers each term. The children's individual targets are written in these meetings and given to parents/ carers and staff.
- ❖ Children's successes are constantly celebrated in school using a variety of means; stickers, postcards home, extra playtimes, privilege passes, Head Teachers Award, invitation to Mrs O'Toole's Tea Party as well as a whole host of rewards set up by class teachers.

## **6. How will you help me to support my child's learning?**

- ❖ Teachers suggest ways of supporting all children's learning throughout the year in a variety of ways: informal chats, homework, online activities, parent/ carer workshops and at parents evenings.
- ❖ Mrs Smith may meet with you to discuss how to work with school to support your child. This would normally follow on from when a child has been assessed or discussed at their termly review.
- ❖ Mrs Plant (Learning Mentor) may meet with you discuss strategies to use if you are experiencing difficulties with a child's behaviour/emotional needs.
- ❖ Outside agencies or the Educational Psychologist may suggest advice or programmes of study that can be used at home.
- ❖ All pupils in school now have access to on-line learning e.g. Bug Club and Mathletics and teachers may suggest working from here

**\* Hearing your child read every day and practising spellings is a great way to help**

## **7. What support will there be for my child's overall well-being?**

The school offers a wide variety of pastoral support for pupils who are encountering emotional, social and behavioural difficulties.

These include:

- ❖ Members of staff such as the class teacher, teaching assistants and Learning Mentor are readily available for pupils who wish to discuss issues and concerns.
- ❖ The Learning Mentor runs a variety of groups and 1:1 sessions targeting social skills, self-esteem, emotional wellbeing and anger management.
- ❖ Pupils who find lunchtimes a struggle are able to join our lunch club run by our teaching assistants.

Pupils with medical needs

- ❖ If a pupil has a medical need then a detailed Care Plan can be compiled by Mrs Smith in consultation with parents/carers and health professionals. These are discussed with all staff who are involved with the pupil.
- ❖ Where necessary and in agreement with parents/carers medicines are administered in school where a signed medical form is in place.

## **8. What specialist services and expertise are available at or accessed by the school?**

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- ❖ Communication And Autism Team
- ❖ Child Protection Advisors
- ❖ Educational Psychologist
- ❖ Behaviour Support Service
- ❖ CAMHS (Child & Adolescent Mental Health Service)
- ❖ Children's Centres/ Family Support Teams
- ❖ Pupil Support Service

- ❖ Social Services
- ❖ Speech & Language/Occupational Therapy
- ❖ Paediatricians
- ❖ School Nursing Team
- ❖ CAF Team

We work with a fantastic private Educational Psychologist called Dr Anita Soni who is able to work individually and with groups of children who need additional support/assessment. She has a wealth of experience that we use in a variety of exciting ways.

## **9. What training are the staff supporting children and young people with SEND having?**

All staff at Wylde Green have weekly training on a variety of subjects.

Our recent training has included :

- ❖ The new Special Needs Code Of Practice
- ❖ Supporting children with gross and fine motor skills
- ❖ Precision Teaching
- ❖ Ongoing training on how to support children with medical needs

\*Mrs Smith and Mr Lynn are our Lead Practitioners for Autism

\* Mrs Ward runs our groups for children with English as an additional language

## **10. How will my child be included in activities outside the classroom including school trips?**

Activities and school trips are available to all.

- ❖ Risk assessments are carried out and procedures are put in place to enable all children to participate.
- ❖ If a risk assessment suggests that that an intensive level of 1:1 support is required this will be provided in the first instance by school staff but a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.

## **11. How accessible is the school environment?**

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- ❖ push button entry to school.
- ❖ disabled toilets with changing bed and shower.
- ❖ double doors in some parts of the building.
- ❖ single storey building allowing wheel chair access to all rooms
- ❖ disabled parking facilities

## **12. How will you prepare and support my child when joining Your school or transferring to a new school?**

At Wylde Green we understand what a stressful time moving schools can be.

Therefore a variety of strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- ❖ On entry:-

- A planned programme of visits in the summer term for pupils starting in September including “Play and Stay” visits with parents/carers and a visit to their new class (without parent/ carer).
- Parent/carers are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns with the school.

### **Transition to juniors**

Although not officially leaving the school children moving from year 2 to year 3 do move to the junior end of the school and this can be unsettling for some children. We therefore prepare children for this change by:

- Opportunities for year 2 children to visit the junior classrooms throughout the year (e.g. Use of the ICT suite, afterschool book fairs).
- Attending assembly and playtime on the junior site once a week in the summer term.
- A variety of opportunities to meet their new teacher
- A whole day visit to new class.
- Information sharing sessions between year 2 and year 3 teachers.
- Support from the Learning Mentor (Mrs Plant) including a circle time for children to raise questions and share worries, additional visits, invitations to lunch club and 1-1 support to deal with concerns if necessary.

- Transition booklets showing key staff, places and routines

\*Class teachers are always willing to talk to parents/carers prior to a child moving to their class.

\*Bespoke packages of support are available for children with additional needs including children on the autism spectrum

#### ❖ **Secondary transition.**

- Mrs Plant works with children anxious about the move. This provides them with the opportunity to discuss any concerns they may have.
- Secondary school staff visit pupils prior to them joining their new school.
- Mrs Smith meets the SENCos from the secondary schools to pass on information regarding SEN pupils.
- Children attend a transition day particular to the school they are going to.
- Opportunities to work with local secondary schools are actively encouraged so that children are familiar with them.
- Additional visits and support are available for vulnerable children including strategies such as All About me books, passports, Happy Moments Books, Social Stories, Photo books as well as practising routines
- Pass on appropriate paperwork including SEN information or Child Protection information where needed

#### ❖ **Mid-year transition**

- Currently we give all children a tour of the school with their parent/carers.
- Introduce children to their new teacher and show them where they will put their coats etc.
- Give out an induction pack and complete necessary forms
- Agree the start date. In certain circumstances such as the child not having attended school before specific arrangements may be agreed.
- Contact the previous school for the child’s records. Where there are concerns the SENCo will be contacted by phone.

### **13. How is the decision made about how much support my child will receive?**

- ❖ The Assistant Head teacher responsible for SEN will agree the level of support needed with the child's class teacher, TA and any other outside agencies needed. This may take the form of extra individual or small group support in class or in other focus groups tailored to the pupils needs.
- ❖ During their school life, if further concerns are raised about a pupil's lack of progress or well-being then other interventions will be arranged.
- ❖ Parents/carers will be notified if their child is receiving 1-1 or small group support outside of the classroom.

### **14. How will I be involved in discussions about and planning for my child's education?**

All parents are encouraged to contribute to their child's education.

This may be through:

- ❖ discussions with the class teacher
- ❖ during parents evenings
- ❖ during discussions with Mrs Smith or other professionals
- ❖ parents are encouraged to attend SEN reviews termly and give their views on support and target setting

### **Who can I contact for further information?**

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact one of the following:

- ❖ Your child's class teacher
- ❖ Mrs Smith Assistant Head teacher / SENCO
- ❖ Mr Hamilton-Martin (Deputy Head Teacher)
- ❖ Mrs O'Toole (Head Teacher)

Appointments can be made with any of these people through the school Office. Tele: 0121 373 2691

**I hope we have answered any queries you may have but do not hesitate to contact the school if you have further questions.**

**Mrs Smith – SENCo/Assistant Head Teacher**