



Westover Green Community School

Bridgwater Somerset TA6 7HB

TEL: 01278 422943



LOCAL OFFER – Special Educational Needs

Type of school:	Mainstream
Specialist provision on site:	Autism and Communication Base

All Somerset schools, whether maintained or academies, have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need being met in a mainstream setting wherever possible, where families want this to happen.

	<p>Teaching and Learning Assistant (TLA)</p> <p>Head of School, Mr Richard Rosslyn.</p> <p>SEN Governor, Ms Kate Gallagher.</p>	<p>(this could be things like targeted work, additional support) and letting the SENCO know as necessary.</p> <ul style="list-style-type: none"> • Using Provision Maps and/or Individual Education Plans (IEPs) when planning for your child's lessons • Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN. <p>A Teaching and Learning Assistant (TLA) may work with your child to support them in class or to carry out specific interventions.</p> <p>He is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEN. He will give responsibility to the class/subject teachers but is still responsible for ensuring that your child's needs are met. • Making sure that the Governing Board is kept up to date about any issues in the school relating to SEN. <p>She is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date SEN policy. • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school. • Making sure that the necessary support is in place for any child who attends the school who has SEN.
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B. HOW COULD MY CHILD GET HELP IN SCHOOL?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority services such as the Learning Support Service, ASD Outreach Team or Educational Psychology Service.
- Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service.

	Types of support provided	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children with SEN in this school?	Class teacher input via excellent targeted classroom teaching – Wave 1.	<p>Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class.</p> <ul style="list-style-type: none"> • Ensuring that all teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning, etc. • Putting in place specific strategies (which may be suggested by the SENCO or outside staff) to support your child to learn. 	All children in school receive this.

	<p>Specific small group work – Wave 2.</p> <p>This group may be</p> <ul style="list-style-type: none"> • Run in the classroom or outside. • Run by a teacher or TLA who has had training to run these groups. 	<ul style="list-style-type: none"> • Your child’s teacher will have carefully checked on your child’s progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. • He/ She will plan group sessions for your child with targets to help your child to make more progress. • A TLA will run these small group sessions using the class teacher’s plans. 	<p>Any child who has specific gaps in their understanding of a subject/area of learning. Some of the children will be at the stage of the SEN Code of Practice called SEN Support, which means they have been identified by the class teacher as needing some extra support in school.</p>
	<p>Individual support – Wave 3</p> <p>Specialist groups run by outside agencies, e.g., Speech and Language Therapy or Occupational Therapy groups and/or individual support for your child.</p> <p>Stage of SEN Code of Practice: SEN Support (including children considered to have High Needs), which means they have been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the</p>	<ul style="list-style-type: none"> • Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing more specialist input instead of or in addition to excellent class room teaching and intervention groups. • You will be asked to come to a meeting to discuss your child’s progress and help plan possible ways forward. • You may be asked to give your permission for the school to refer your child to a specialist professional, e.g., a Speech and Language Therapist or 	<p>Children with specific barriers to learning that cannot be overcome through excellent classroom teaching. These children will be at SEN Support (High Needs) level or may have an Education Health and Care Plan (EHCP).</p>

	<p>school. This may be from:</p> <ul style="list-style-type: none"> • Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) • Outside agencies such as the Speech and Language Therapy (SALT) Service. 	<p>Educational Psychologist. This will help the school and yourself understand your child’s particular needs better and be able to support them better in school.</p> <ul style="list-style-type: none"> • The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> ▪ Making changes to the way your child is supported in class e.g., some individual support or changing some aspects of teaching to support them better ▪ Support to set better targets which will include their specific expertise ▪ A group run by school staff under the guidance of the outside professional e.g., a social skills group or sensory circuit ▪ A group or individual work with outside professional • The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place. 	
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	<p>Specified Individual support for your child if they have a high level of need or complex needs.</p> <p>This is provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual or small group teaching.</p> <p>Usually your child will also need specialist support in school from a professional from outside the school. This may be from a member of the Local Authority central services such as the ASD Team in the Autism and Communication Base.</p>	<ul style="list-style-type: none"> • The school (or you) can request that the Local Authority carry out a statutory assessment of your child’s needs. This is a legal process and you can find more detail about this in the Local Authority Local Offer on the Somerset County Council website at: https://somerset.local-offer.org/ • After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child’s needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child’s needs. If they do not think your child needs this, they will ask the school to continue with the support at High Needs level. • After the reports have all been sent in the Local Authority will decide if your child’s needs are severe, complex and lifelong. If this is the case they will write an 	<p>Children whose learning needs are severe, complex and lifelong. These children may have an Education, Health and Care Plan.</p>
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<p>How will we support your child with identified special needs starting at school?</p>	<ul style="list-style-type: none"> • We will invite you to visit the school with your child to have a look round and meet staff. • If other professionals are involved, a School Entry Plan meeting will be held to discuss your child's needs, share strategies used and ensure provision is put in place before your child starts. • Your child's teacher will visit your child in their pre-school setting. • We may suggest adaptations to the settling in period to help your child settle more easily. 		
<p>How can I let the school know I am concerned about my child's progress in school?</p>	<p>If you have concerns about your child's progress you should speak to your child's class teacher initially. If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO. If you are still not happy that the concerns are being managed and that your child is still not making</p>		

	<p>progress you should speak to the Head Teacher. If you are still not happy you can speak to the school SEN Governor.</p>	
How will the school let me know if they have any concerns about my child's learning in school?	<ul style="list-style-type: none"> • When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENCO. • At Westover Green School there are termly Parents' Evenings and annual reports to parents. There are also termly Pupil Progress Meetings between the class teacher and Head Teacher/Deputy to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as they could be. • If your child is identified as not making progress the school will set up a meeting to discuss this with you in more detail. The aim of this is: <ul style="list-style-type: none"> ▪ To listen to any concerns you may have too ▪ To plan any additional support your child may receive ▪ To discuss with you any referrals to outside professionals to support your child's learning 	
How is extra support allocated to children and how do they move between the different levels?	<ul style="list-style-type: none"> • The school budget, received from Somerset LA, includes money for supporting children with SEN. • The Executive Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. • The Executive Head Teacher and the SENCO discuss all the information they have about SEN in the school, including <ul style="list-style-type: none"> ▪ the children getting extra support already ▪ the children needing extra support ▪ the children who have been identified as not making as much progress as would be expected. • All resources/training and support are reviewed regularly and changes made as needed. 	

Who are the other people providing services to children with an SEN in this school?	A. Directly funded by the school	<ul style="list-style-type: none"> • Teaching and Learning Assistants • Home School Liaison Worker (HSLW) • Additional Educational Psychology input to provide a higher level of service to the school (if required)
	B. Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> • Autism and Communication Service • Educational Psychology Service • Sensory Service for children with visual or hearing needs • Learning Support Services including:

		<ul style="list-style-type: none"> ▪ Learning Support ▪ Physical Impairment and Medical Support Team ▪ Hearing Support Team ▪ Vision Support Team ▪ Social Emotional and Behaviour Support Services
	C. Provided and paid for by the Health Service but delivered in school	<ul style="list-style-type: none"> • School Nurse • Physiotherapy • Integrated Therapy Service which includes: <ul style="list-style-type: none"> ▪ Occupational Therapy ▪ Speech and Language Therapy
How are the adults in school supported to work with children with SEN and what training do they have?	<ul style="list-style-type: none"> • The SENCO supports the teachers in planning for children with SEN. • The school has a School Development Plan which includes identified training needs for all staff to improve the teaching and learning of children including those with SEN. This may include whole school training on SEN issues such as dyslexia, etc. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g., from the ASD Service, Learning Support, etc. • This school has recently run whole staff training about the use of additional adults in the classroom, meeting the needs of all learners, dyslexia, phonics and literacy. 	
How will the teaching be adapted for my child with learning needs (SEN)?	<ul style="list-style-type: none"> • Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. • Support staff will support with your child's learning in the classroom. • Specific resources and strategies will be used to support your child individually and in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs. 	
How will we measure the progress of your child in school?	<ul style="list-style-type: none"> • Your child's progress is continually monitored by his/her teachers and members of the SLT. • His/her progress is reviewed formally every term and an assessment is made in Reading, Writing and Maths. • If your child is in Y1 or above and is working below age-related expectations, your child will be assessed using 'P levels'. • Your child will complete the national Phonics Screening Test at the end of Y1. SATs are completed at the end of Y2 and Y6. 	

	<ul style="list-style-type: none"> • Children at SEN Support will have a Provision Map or an IEP which will be reviewed every term and the plan for the next term made. • The progress of children with an EHC Plan and children with High Needs SEN Support is formally reviewed at an Annual Review with all adults involved with the child’s education. • The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in. • A range of ways will be used to keep you informed which may include: <ul style="list-style-type: none"> ▪ Home/school book ▪ Letters/certificates sent home ▪ Parents’ Evenings ▪ Additional meetings as required ▪ Reports
<p>What support do we have for you as a parent of child with an SEN?</p>	<ul style="list-style-type: none"> • We would like you to talk to your child’s teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places. • The SENCO is available to meet with you to discuss your child’s progress or any concerns/worries you may have. • All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. • Provision maps/IEPs will be reviewed with your child and any updates will be sent to you. • Homework will be adjusted as needed to your child’s individual needs.
<p>How have we made this school accessible to children with SEN? (including after school clubs, etc.)</p>	<ul style="list-style-type: none"> • We ensure that equipment used is accessible to all children regardless of their needs. • We provide support with homework and reading at lunchtime, before and after school. • Key words and literacy resources are used across the school to support learning.
<p>How will we support your child when they are leaving this school or moving to another Year?</p>	<p>We recognise that ‘moving on’ can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> • If your child is moving to another school: <ul style="list-style-type: none"> ▪ We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. ▪ We will make sure that all records about your child are passed on as soon as possible. • When moving years in school:

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| | <ul style="list-style-type: none">▪ Information about your child will be shared with their new teachers▪ If your child would be helped by a personalised plan for moving to another year, we will put this in place. |
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