



Lowe's Wong Infant School **SEND Local Offer**

1. What kinds of special educational needs does the school make provision for?

At Lowe's Wong Infant School we aim to provide opportunities for all children to take part in all aspects of school life, whatever educational needs they may have. Children may have additional needs in many areas, these include:

- Communication and Interaction (for example those children who have Speech and Language difficulties or are on the Autism Spectrum)
- Specific, moderate or severe learning difficulties (for example dyspraxia or dyslexia)
- Physical difficulties, or problems with sight or hearing
- Social, emotional, behavioural or mental health difficulties (such as attachment disorder, ADHD or depression)

At our school we aim to adapt our provision to be able to cater for the needs of all of these pupils.

2. How does the school know if pupils need extra help, and what should I do if I think that my child may have special educational needs?

We monitor the progress of all children carefully. If a child is not making progress the teacher would discuss this with the child and their parents or carers, and try to identify what help is needed. It may also be useful to get advice from other professionals, for example Specialist Teachers, Speech Therapists or someone from Social Care. Some children may already have a special need identified before they start at our school. In those circumstances we would liaise closely with parents and carers, and any professionals involved, to plan the necessary support for that child.

If parents or carers think that their child has a special need they should talk to their child's teacher, or to the school SENDCo, so that their child's needs can be identified and provided for. If parents and carers have a concern about a health issue, or physical condition, they may also like to seek advice from their GP, or other health professionals.

3. a) How does the school evaluate the effectiveness of its provision for pupils with special educational needs?

The School SENDCo holds termly staff meetings to discuss the provision for children with SEND, and evaluate the effectiveness of our provision. Education Plans, Behaviour Plans and Provision Maps are reviewed each term by the teaching staff, in consultation with the child and their parents or carers.

The Governors of the School look closely at the achievement of children with special needs, to ensure that they continue to make progress. Mrs Sara Priestley is the named Governor for Special Needs.

b) How will both the school and I know how my child is doing, and how will the school help me to support their learning?

The class teacher will meet with parents and carers to draw up an Education Plan, or a Behaviour Plan for the child. This Plan will set targets for the child to work towards, and identify who will help them achieve these targets. Plans are reviewed every term so that the child's progress can be

closely monitored. In addition to this there will be the usual in-class assessment activities which will show how the child is progressing in all areas of the curriculum.

Parents and carers are invited to the termly meetings so that the teachers can let them know how to support their child's learning at home. In addition to this, the school run workshops for parents and carers each year, telling them how they can help their child with Maths and Literacy. There are also Parents' Evenings each term to allow parents and carers to discuss their child's general progress.

c) What is the school's approach to teaching pupils with special educational needs?

At Lowe's Wong Infant School we believe all children should be included in all aspects of the curriculum and school life. Where additional staff and resources are necessary a Provision Map will be drawn up to enable the child to participate fully in all activities.

d) How will the curriculum and learning be matched to my child's needs?

Staff will differentiate curriculum activities so that each child is working at the correct level. Teachers and teaching assistants will use assessment information to decide on the 'next steps' for each child and plan activities to allow them to achieve that. Wherever possible children work in class or in small groups so that they can learn and play collaboratively.

e) How are decisions made about the type and amount of support my child will receive?

The SENDCo discusses the level of support needed with the class teacher and any professionals involved with the child. The views of the child, and their parents and carers are also taken into account. The SENDCo is responsible for deploying the SEND Teaching Assistants. Staff discuss the children on the SEND Register each term, and deploy resources accordingly. If a child's needs are more complex, additional funds can be requested from the Minster Family of Schools. The SENDCos from all nine schools in the Minster Family meet termly to discuss the needs of these children, and make sure they are receiving the correct level of support. Children who have extremely complex needs may need an Education, Health and Care Plan which can be used to determine the type of support needed. For children with very complex needs it may be necessary to apply for high level funding from the Local Authority.

f) How will my child be included in activities outside the classroom, including school trips?

At Lowe's Wong Infant School we believe all children should be included in all activities including extra-curricular clubs, field visits and activities outside of the classroom. The class teacher will liaise with the SENDCo, the child, their parents or carers, and any other relevant professionals to work out the provision necessary to allow the child to take part in those activities.

g) What support will there be for my child's overall well-being?

The well-being of all pupils at our school is extremely important to us. We take into account the feelings of the children, and their parents and carers at all times. We celebrate children's success in a variety of ways, such as Special Assembly, Superhero Awards, stickers and letters or texts home. We also encourage children to share their successes from home, such as swimming certificates, martial arts trophies and dance exam awards. PHSE lessons, Nurture Groups, and activities such as 'Culture Box', 'Show & Tell' and 'Spencer Bear's Diary' all aim to raise children's self-esteem and allow them the opportunity to let us know of any worries or concerns they may have. We also work with a range of outside agencies who can offer specialist support or counselling if required.

4. Who is the school's special educational needs co-ordinator (SENDCo) and what are their contact details.

The School's SENDCo is the Headteacher, Mrs Aly Speed. She can be contacted by telephoning the School Office on 01636 812207, or by e-mailing her at head15@loweswong-inf.notts.sch.uk
The e-mail for the School Office is office@loweswong-inf.notts.sch.uk

5. a) What training have staff supporting special educational needs had and what is planned?

Staff have had training in a variety of issues to do with SEND, such as Attachment Disorder, Listening and Attention Groups, Communication and Interaction, Nurture, Fun Fit, MAPA & Manual Handling. Training is planned to allow staff to meet the needs of the pupils in their care. Training on writing funding bids, further training on attachment and specific training to allow us to support a pupil with a physical disability is planned for later this year.

b) What specialist services and expertise are available or accessed by the school?

The school works closely with a variety of specialist support services and health professionals. We are able to access support from professionals from Children's Services, the Educational Psychology Team, School Nursing Team, Trent Villages Children's Centre, the Social, Emotional & Behaviour Team, Speech & Language Therapy, CAHMs, local Health Professionals, Social Care, the EAL Team, Physical Disability Service, Sue's Place, Physiotherapy and Occupational Health. We are also able to work with more specialist services who are involved with particular children. The School is part of the Newark SBAP, and can access specialist support for emotional and behavioural needs through this group.

6. How will equipment and facilities to support pupils with special educational needs be secured? How accessible is the school?

When a child with SEND starts at Lowe's Wong Infant school we will liaise with the professionals already involved in supporting the family over any necessary specialist support and equipment. The needs of many children can be provided for from money already within the school budget. If the child's needs are more complicated then a bid can be made for additional funds from the Family of Schools. Children with very complex needs are funded through the 'High Level needs' panel, and may need an Education, Health and Care Plan. The school is all on one level, but we are working with the Physical Disability Service to improve accessibility even further.

7. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child?

We review the progress of children with special educational needs every term. Parents and carers are invited to those meetings and are encouraged to take an active role in setting the next targets for their children to work towards. If the child has many professionals working with them we will hold regular multi-agency meetings involving all parties, parents and carers have a key role in these meetings. If the child has an Educational, Health and Care Plan then this will be reviewed annually with parents, carers and any other relevant agencies.

There are also parents' evenings every term to discuss a child's general progress, and every child receives an Annual Report towards the end of the Summer Term.

8. What are the arrangements for consulting young people with SEN and involving them in their education?

At the termly review meetings the children are asked for their opinions on what they have achieved and where they need extra support. They are also encouraged to take an active role in choosing some of their new targets and areas for development.

9. What do I do if I have a concern or complaint about the SEN provision made by the school?

Initially parents and carers should speak to their child's class teacher if they have any concerns. If the concerns are more serious, are not dealt with to the satisfaction of parents and carers, or are actually about the class teacher, parents and carers should speak to Mrs Aly Speed (Headteacher & SENDCo). If the concern or complaint is not dealt with at this level parents and carers should refer it to the Board of Governors. Parents and carers may find it useful to refer to the School's Complaints policy.

10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The Special Needs Governor is Mrs Sara Priestley. The Headteacher reports each term to the Governing Body about the provision for children with special needs, and the support we have received from external agencies. The Governors support the staff and the SENDCo to work in a multi-agency way, allowing them non-contact time to attend meetings, liaise with professionals and meet with parents and carers. The SENDCo attends the 'Family Springboard' meeting each term, to ensure that the correct level of support is being provided for each child with Special Needs. The meeting is attended by local authority support services and the SENDCos from the Minster Family of Schools.

11. How does the school seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

The School have good links with both local and national support groups, and are able to pass on their contact details to parents and carers. If more specialist support or services are needed the SENDCo is able to seek advice from the Family of Schools, the Newark SBAP and the Local Authority, and signpost parents and carers accordingly.

12. How will the school prepare my child person to:

i) Join the school?

Before your child joins Lowe's Wong Infant School the SENDCo will meet with you, and the professionals involved with your child to gain a clear understanding of your child's needs. A 'Transition Plan' will be drawn up, outlining visits and activities which will help your child quickly settle in at school.

ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?

In the Summer Term before the children transfer to their chosen Junior School we arrange for them to visit their new school, and work closely with the staff at that school to plan a package of activities aimed at familiarising the children with their new environment.

iii) Prepare for adulthood and independent living?

We start to develop the children's self-help and independence skills, to start them on the journey towards adulthood. We concentrate on developing their social skills and building their self-esteem, preparing them for the next stage of their educational journey.

13. Where can I access further information?

If you would like more information about how Lowe's Wong Infant School can support your child please contact Mrs Aly Speed, Headteacher and SENDCo.

Further information about provision for children in Nottinghamshire can be accessed through Nottinghamshire County Council's website, and parents and carers can get information and support from The Parent Partnership Association.