



Warnham CE Primary School Local Offer for SEND

At Warnham CEP School we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve these through the removal of barriers to learning and ensuring equal access to all opportunities. We respect that all children:

- have different educational needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

As part of the Children's and Families Bill (2014), schools are required to publish and keep under review information about services they expect to be available for children and young people with Special Educational Needs and Disabilities aged between 0-25 years. This leaflet tells you a bit more about how our school can support your child in order to reach their full potential.

The Local Offer is to improve choice and transparency for families. The Local Offer must include information about the provision the local authority expects to be available for children and young people with special educational needs regardless of whether or not they have Education, Health and Care plans.

This document is developed and written by the school SENCO, Senior Management Team, The Horsham Locality Network, governors and parents.

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Questions from the parent/carer's point of view:	Responses from the school:
<p>1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs? <i>How do you identify children with special educational needs?</i> <i>How will I be able to raise any concerns I may have?</i></p>	<ul style="list-style-type: none"> • Rigorous on-going monitoring and regular assessments that track individual pupil progress and identifies next steps. • Observations and assessments carried out by relevant staff at the school and external agencies where required. We follow the recommended process of “Assess, Plan, Do, Review” to check the effectiveness of our arrangements. • Close communication between the school/pre-school/parents and outside agencies. • Parents should speak to the class teacher in the first instance or the school SENCo. • In all year groups class teachers, teaching assistants and members of the inclusion team work alongside each other and with your child to ensure that planned intervention programmes and support is carried out. • The SENCo and Headteacher monitor the effectiveness of SEND interventions and use this information when planning additional support.
<p>2. How will early years staff at the school support my child? <i>Who will oversee and plan the education programme and who will be working with my child and how often?</i></p>	<ul style="list-style-type: none"> • Your child will be supported by the class teacher and other members of the Early Years team.

<p><i>What will be their roles?</i> <i>Who will explain this to me?</i> <i>How are the school governors involved and what are their responsibilities?</i> <i>How does the school know how effective its arrangements/provision are for children with special educational needs?</i></p>	<ul style="list-style-type: none"> • Your child's education programme will be planned by the class teacher in partnership with the SENCo and in consultation with parents. • Regular meetings with the Early Years team are organised throughout the year. • The school has a designated SEND Governor who is involved with SEND issues and developments across the whole school and who reports termly to the Governing Body on the progress of SEND children. • Early Years also has a link governor who is involved with their learning. • Ongoing assessments ensure the effectiveness of provision.
<p>3. How will the curriculum be matched to my child's needs? <i>What are the school's approaches to differentiation?</i> <i>How will that help my child?</i></p>	<ul style="list-style-type: none"> • Following on-going monitoring and regular assessments all work is appropriately differentiated to match each child's specific needs. • Staff meetings and internal training focus on the curriculum and how to deliver a personalised approach to learning. • Regular meetings to review children's progress ensure that the individual needs of all children are met.
<p>4. How will I know how my child is doing and how will you help me to support my child's learning? <i>In addition to the normal reporting arrangements what opportunities will there be for me to discuss my child's progress with the staff?</i> <i>How does the school know how well my child is doing?</i></p>	<ul style="list-style-type: none"> • Regular meetings set up between parent/class teacher and SENCo. • Termly review of learning plans. • An open door policy where parents can discuss progress/issues/concerns with the class teacher and other staff.

<p><i>How will I know what progress my child should be making?</i></p> <p><i>What opportunities will there be for regular contact about things that have happened at school?</i></p> <p><i>How will you explain to me how my child's learning is planned and how I can help support this outside of the school?</i></p> <p><i>How and when will I be involved in planning my child's education?</i></p> <p><i>Do you offer any parent training or learning events?</i></p>	<ul style="list-style-type: none"> • A range of communication links which may include home/school contact book, class and school newsletters. • Class assemblies and open days. • Parent consultation evenings, interim reports and an annual written report. • A range of information is provided to support parents in helping their children learn e.g.: booklets relating to phonics, reading, writing and number (also on the school website). • Parent information meetings to enable parents to become more directly involved in their children's learning. • Training for parents on supporting children's emotional development and fostering positive behaviours and relationships at home
<p>5. What support will there be for my child's overall well being?</p> <p><i>What is the pastoral, medical and social support available in the school for children with SEND?</i></p> <p><i>How does the school manage the administration of medicines and providing personal care?</i></p> <p><i>What support is there for behaviour, avoiding exclusions and increasing attendance?</i></p> <p><i>How will my child be able to contribute his or her own views?</i></p> <p><i>How will the school support my child to do this?</i></p>	<ul style="list-style-type: none"> • Staff members trained in first aid and safeguarding • Learning Mentor • Experienced Inclusion SENCo who has completed appropriate training. • Trained TA's including those who are trained in Autism, attachment difficulties and Speech and Language Therapy • School has well established policies and practices in relation to managing behaviour, dealing with bullying, encouraging racial acceptance etc.

	<ul style="list-style-type: none"> • External support from outside agencies such as Social & Caring Services, Learning Support, CAMHS, Educational Welfare, LBAT, etc. • Children’s views are also sought and included in the decision making process. • Children’s views can also be shared via the School Council and through pupil questionnaires. • All staff trained in Dyslexia Awareness • SEND Governor works closely with the SENCo
<p>6. What specialist services and expertise are available at or accessed by the school? <i>Are there specialist staff working at the school and what are their qualifications?</i> <i>What other services does the school access including health, therapy and social care services?</i></p>	<ul style="list-style-type: none"> • When a specific need is identified specialist services and expertise may be accessed through: Alternative Provision Team Child and Adolescent Mental Health Service Child Development Centre Children and Young People’s Planning Forum Educational Psychology Educational Welfare Ethnic Minority Advisory Team Family Link Worker Learning and Behaviour Advisory Team Occupational Therapy Physiotherapy Primary Mental Health Worker School Nursing Service Sensory Support Social & Caring Services Social Communication Solutions

	<p>Speech & Language Therapy Think Family Traveller support</p> <p>And any other appropriate agencies that may be currently available.</p>
<p>7. What training have the staff supporting children with SEND had or are currently having? <i>What are the current qualifications?</i> <i>What training is planned for the future?</i> <i>What is the level of disability awareness amongst the staff?</i></p>	<ul style="list-style-type: none"> • Experienced SENCo who has completed appropriate training. • Staff are trained in the delivery of a variety of interventions to meet a wide range of individual needs. • Future staff training will be based on the needs of individual children.
<p>8. How will my child be included in activities outside the classroom including school trips? <i>Will my child be able to access all of the activities of the school and how will you assist him or her to do so?</i> <i>How do you involve parents in planning activities and trips?</i></p>	<ul style="list-style-type: none"> • All off-site visits require parental permission and full risk assessments are carried out. • All risk assessments are overseen by the Educational Visits Co-ordinator and approved by the Headteacher. • All residential visits are also approved by the Governors and sent to the Local Authority for approval. • Parents are informed of all off-site and outdoor learning events and their views are actively sought. • Parents may, on occasion, be invited to attend off-site activities.
<p>9. How accessible is the school environment? <i>Is the building fully wheelchair accessible?</i> <i>Have there been improvements in the auditory and visual environment?</i> <i>Are there disabled changing and toilet facilities?</i></p>	<ul style="list-style-type: none"> • Accessible toilet. • All areas of the school are accessible for wheelchair users.

<p><i>How does the school communicate with parents whose first language is not English?</i> <i>How will equipment and facilities needed to support children with SEND be secured?</i></p>	<ul style="list-style-type: none"> • Where necessary the school will engage the support of outside specialist services to support communication with parents whose first language is not English. • The acquisition of specialist equipment and facilities will be negotiated with the Local Authority.
<p>10. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life? <i>What preparation will there be for both the school and my child before he or she joins the school?</i> <i>How will my child be prepared to move on to the next stage?</i> <i>What information will be provided to his or her new school?</i> <i>How will you support a new school to prepare for my child?</i></p>	<ul style="list-style-type: none"> • Pre-school liaison meetings between school, parents, pre-school settings and, if appropriate, outside agencies. • Visits to the school for parents and new pupils. • Carefully planned transition between key stages. • Additional visits to new school for SEND or vulnerable pupils. • Transition meetings held between SENCo, current class teacher and staff at new school.
<p>11. How are the school's resources allocated and matched to children's special educational needs? <i>How is the school's special educational needs budget allocated?</i></p>	<ul style="list-style-type: none"> • Resources, including additional staff, are allocated in accordance with the specific needs of children at the school at any given time • Staff are trained to match the children's Special Educational Needs.
<p>12. How is the decision made about what type and how much support my child will receive? <i>Describe the decision making process.</i> <i>Who will make the decision and on what basis?</i> <i>Who else will be involved?</i></p>	<ul style="list-style-type: none"> • The results of rigorous on-going monitoring and regular assessments as well as observations and assessments carried out by specialist staff and outside agencies will be carefully scrutinised by the class teacher and SENCo.

<p><i>How will parents be involved?</i> <i>How does the school judge whether the support had had an impact?</i></p>	<ul style="list-style-type: none"> • Parents are consulted throughout. • The class teacher and SENCo will then make the decision about what type and how much support a child should receive. • An Individual Learning Plan will then be written and shared with the parents and, if appropriate, the child. • The impact of that support will be monitored through careful evaluation of any SEND interventions and the continued monitoring and assessment of each individual child.
<p>13. How are parents involved in the school? How can I be involved? <i>What is the school's approach to involving parents in decision making and day to day school life including for my own child?</i></p>	<ul style="list-style-type: none"> • Decisions about the day to day organisation and management of the school are made by the Headteacher in consultation with senior staff. • Parental surveys are carried out annually and parents are encouraged to make use of the Ofsted Parentview website. • In specific cases the views of individual parents or groups of parents may also be sought. • Parents are actively encouraged to make use of our 'Open Door' policy. • Parents are encouraged to keep up to date with school events by checking the school website which includes a comprehensive calendar of events to which parents are invited. • All parents automatically become members of the Friends of School and are encouraged to support the

	<p>Friends' Committee and become involved in fundraising and social events.</p> <ul style="list-style-type: none"> • Parent volunteers are actively encouraged. A DBS will be required.
<p>14. Who can I contact for further information? <i>Who would be my first point of contact if I want to discuss something about my child?</i> <i>Who else has a role in my child's education?</i> <i>Who can I talk to if I am worried?</i> <i>Who should I contact if I am considering whether my child should join this school?</i> <i>Who is the SEN Co-Ordinator/Inclusion Leader and how can I contact them?</i> <i>What other support services are there who might help me and provide me with information and advice?</i> <i>Where can I find the local authority's Local Offer?</i></p>	<ul style="list-style-type: none"> • A parent's first point of contact would normally be the class teacher. • Any serious concerns should be raised with either the SENCo, the Headteacher or other member of the Senior Leadership Team. • The SENCo, Learning Mentor and other specialist staff including class teaching assistants may also be involved in your child's education. • When considering a place at this school prospective parents are asked to visit the school to meet with the Headteacher and, if appropriate, the SENCo. • The school website will also contain useful information. • The Parent Partnership Service can be contacted on 0845 075 1008 • The local authority's Local Offer can be found on the West Sussex Local Authority website.

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