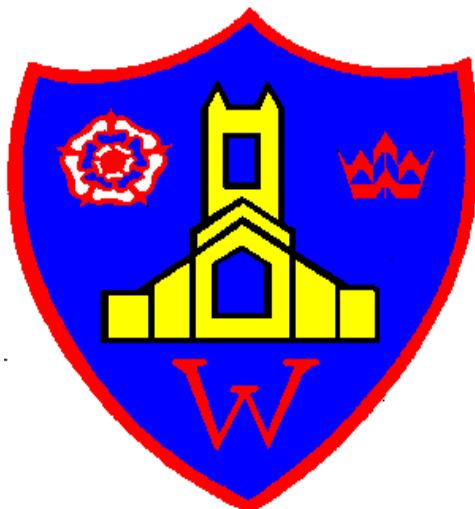


# **Walmsley CE School**

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## **Supporting your Child at School Our School Offer**

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Policy Written By	Miss K Browning SENDCo
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Responsible Committee	Teaching & Learning

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## **Mission Statement**

As a school we pledge to:

*...be a happy school where pupils are encouraged and challenged to reach their full academic and social potential in a creative, friendly and safe Christian environment*

*...work as a partnership with pupils, their families, staff and the wider community to provide an environment of honesty, responsibility and integrity*

*...give ownership of the opportunities presented to the school family, thus enabling them to reflect on their time at Walmsley with pride.*

## **Introduction**

We believe that the key to success is happiness, a love of learning and a school where children feel supported, respected and safe. Every child is precious and it is a privilege to play a part in their development – their overall well-being is of paramount importance and at the centre of what we do at Walmsley. We expect every child to fulfil their potential and celebrate everyone's uniqueness and the gifts and talents they have. We aim to provide each child with the skills, knowledge, resilience, enthusiasm and life skills which will equip them to lead a successful and happy life.

We hope you find the following information helpful in understanding the types of support we provide for our children at Walmsley, and how and when these can be accessed.

## **How Walmsley School approaches the teaching of children with Special Educational Needs and/or a Disability (SEND)**

All children in school receive quality first teaching; this means that a range of teaching and learning styles and appropriate learning objectives are set for all children with a curriculum matched to their needs. Some children may present with difficulties in accessing learning, and may need provision that is additional to and different from the whole class differentiated teaching approach, in order for them to access the learning and make progress. This may mean they have a Special Educational Need or Disability (SEND) which are categorised into four areas according to the 'Code of Practice'.

- Cognition and Learning
- Communication and Interaction
- Social, Mental and Emotional Health
- Sensory and Physical

All our classes are supported by Teaching Assistants and children with SEND may be offered small group support or additional 1:1 time with an adult to complete activities or programmes when necessary to work towards individual targets.

Children who are experiencing the above difficulties and struggling to make progress may be placed on the school SEN list, and their extra support recorded on an IPM (Individual Provision Map) to outline the targets they are working towards, and the strategies teachers are using to help the child achieve them.

## **How does school assess whether a child has a special educational need or that intervention is necessary?**

A whole school approach is used in addressing SEND policy and practice. Teachers identify any difficulties pupils may have through precise and careful observation, assessment and monitoring. In collaboration with the school SEND Co-ordinator (Miss Browning), teachers are responsible for the early identification of pupils with SEND, who would benefit from additional or different support.

The SENDCo has regular meetings with teaching staff to keep updated on needs and progress of pupils with SEND. School have many assessment tools (such as language, grammar or visual perception, etc) which may be used to provide an indicator of a child's level of difficulty, and results may suggest the need for some specific intervention. Please see our 'Waves of Intervention Map' for our staged approach to supporting children in the above four areas of SEND.

## **How does school evaluate the effectiveness of provision made for children with SEND?**

- School follows a 'Plan, Do, Review' cycle when supporting children with SEND.
- Progress and attainment of all children is reviewed and monitored every term by the Senior Leadership Team.
- Intervention group support / programmes are monitored and adapted by class teachers regularly and the impact on progress is measured.
- Teachers continually evaluate learning within lessons.
- Teachers work collaboratively at Walmsley School, and with colleagues from other schools within our cluster, to moderate judgements made about attainment and progress.
- SEND provision follows a graduated and staged approach. When extra support is having the desired impact on a child's attainment and progress, this support may then be withdrawn, sometimes leading to the child being removed from the school SEN list.
- If a child is still struggling despite early intervention of teachers and support in class, it may be necessary to seek support from other agencies which will be fully discussed with parents if deemed necessary. The SENDCo may join the class teacher in discussing this with parents.
- Children already at Walmsley School, who currently have a statement of SEN from the Local Education Authority to support their complex needs, will have an annual review meeting to discuss progress towards their objectives.

### **Agencies that support school**

- Ladywood Outreach Service (SEND Support School)
- Behaviour Support Service
- Educational Psychologist

- School Nurse
- Health Professionals, eg Speech Therapist, CAMHS Nurse, Paediatrician, Occupational Therapist, etc
- Visual / Hearing Impairment Teachers

## **What is an EHC Plan?**

From September 2014, children and young people age 0-25 who have significant special needs which are complex or severe, will undergo an Education, Health and Care Assessment (unless parents, carers or the young person themselves opt out of this new system). This will involve agencies working closely together to provide an Education, Health and Care Plan outlining the necessary support and working towards long term outcomes, and better life chances for these young people. In very few cases where a child's needs are complex or severe, school may suggest that we initiate an EHC Plan Assessment with the Local Education Authority. As part of the graduated response process, parents will be fully involved in how school are supporting their child at every step of the way.

## **How will I know how my child is doing in school?**

- In addition to the Spring Term Parents' Evening, parents of children with SEND are invited to meet with staff in the Autumn and the Summer Term to discuss and review progress towards targets on their 'Individual Provision Map', and to talk about how they are doing in terms of their overall wellbeing.
- Teachers encourage communication via the children's home-school diaries.
- At Walmsley we have an 'open door policy' and warmly welcome parents to come into school to speak to staff about any concerns they may have. At busy times of the day, Miss Ball our School Administrator can arrange for staff to contact parents at a better time, or just write a note to arrange a meeting in a child's home school diary.

## **What should I do if I think my child has a Special Educational Need or Disability?**

If you would like to know what provision is in place for your child or you think they may have a Special Educational Need and/or a Disability (SEND), please make your concerns known by speaking to your child's class teacher initially who will raise this concern with the SENDCo in school. This will be discussed with you and school will carry out any necessary checks and assessments to ensure needs are met. We will share our findings with you and agree the next steps for your child.

## **How does Walmsley School involve children in their education and the decision making process?**

Children with SEND are involved in discussing their learning and progress with their class teacher on a termly basis and their involvement and views are listened to and discussed at parents' meetings. Information about how children with SEND are supported with transition between classes, key stages and to Secondary School is included in the 'Waves of Intervention Map' at the end of this document.

## **Where outside of school can I find more advice and support?**

If you want advice from professionals outside school, your local GP is a good first point of contact. There are many agencies that can provide you with support, some of which are listed below:-

<b>Agency</b>	<b>Type of support offered</b>	<b>Contact details</b>
Parent Partnership	Parent Partnership Services (PPS) offer advice and support to parents and carers of children and young people with special educational needs.	01204 848722 <a href="http://www.parentpartnership.org.uk">www.parentpartnership.org.uk</a>
Pupil and Student Services	Offer support and advice on school admissions.	01204 333143
School Nurse Service	Offer in school support and advice for a child's health and well-being.	01204 463573 01204 463575

For further information about the wide range of support for children with SEND and their families, please refer to the 'Bolton Local Authority Offer', on their website [www.bolton.gov.uk](http://www.bolton.gov.uk).

## **How should complaints concerning SEN provision be made and how will they be dealt with?**

In the first instance, we would encourage all of our parents to bring their concerns/complaints to the attention of the class teacher and/or SENDCo. If this does not lead you to a satisfactory resolution, please refer to our Walmsley school Complaints Policy and Procedures.

We hope this information is helpful, and if you would like to discuss anything more, you are very welcome to make an appointment with our SENCo, Miss Browning.

Further information and a copy of the school SEND policy is posted on the school website [www.walmsley.bolton.sch.uk](http://www.walmsley.bolton.sch.uk) or alternatively a copy can be requested from the school office.

**Contact details:**

Name: Miss Browning

Role: SEND Co-ordinator

Contact: [office@walmsley.bolton.sch.uk](mailto:office@walmsley.bolton.sch.uk)

Tel: 01204 332650

The Special Educational Needs Policy and School Offer will be reviewed on an annual basis as part of the schools approach to quality assurance, ensuring that school provision is effective and addresses the needs of pupils.



## Waves Of Intervention - SEN Provision Map

<b>Strategies and Interventions Across School</b>			
<b>Area of Need</b>	<b>Wave 1 (Whole Class)</b>	<b>Wave 2 (Small Groups)</b>	<b>Wave 3 (Individual support)</b>
<b>Cognition and Learning</b>	<ul style="list-style-type: none"> <li>• Differentiated curriculum planning, activities, delivery and outcome</li> <li>• visual aids / modelling etc</li> <li>• Visual timetables</li> <li>• Illustrated dictionaries</li> <li>• Use of writing frames</li> <li>• Access to computers</li> <li>• Teacher modelling</li> <li>• TA in class support</li> <li>• Read, write, inc</li> <li>• Mathletics/spellodrome</li> </ul>	<ul style="list-style-type: none"> <li>• Springboard</li> <li>• Word worms</li> <li>• Rhyme identification</li> <li>• Phonemic segmentation</li> <li>• Listening skills</li> <li>• Brain Gym</li> <li>• Memory Skills</li> <li>• ELS programme</li> <li>• Multi-sensory spelling practice group</li> <li>• Language for Thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Toe by Toe</li> <li>• Sounds Write</li> <li>• Ladywood Outreach</li> <li>• 1:1 tuition</li> <li>• Individual timetables</li> <li>• Ladywood schemes of work linked to pscales</li> <li>• Independent learning boards</li> <li>• Individual access arrangements for tests and assessments</li> </ul>
<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>• Differentiated curriculum planning (activities, delivery and outcome)</li> <li>• Increased use of visual aids / modelling etc</li> <li>• Visual timetables</li> <li>• Use of symbols</li> <li>• Structured school and class routines</li> <li>• Elklan approaches</li> <li>• Kagan structures</li> </ul>	<ul style="list-style-type: none"> <li>• Time to talk</li> <li>• In class support with focus on supporting speech and language</li> <li>• Listening skills</li> <li>• Language for thinking</li> <li>• ICT – Clicker</li> <li>• Increased use of visual resources</li> </ul>	<ul style="list-style-type: none"> <li>• Speech and Language support</li> <li>• Ladywood outreach</li> <li>• ICT – Writing with Symbols</li> <li>• Individual approach e.g. simplified language, allowance of additional processing time</li> <li>• Individual arrangements for transition between classes, key stages, secondary school.</li> <li>• Individual access arrangements for tests and assessments</li> <li>• Blacksheep press materials</li> </ul>



Area of Need	Wave 1 (Whole Class)	Wave 2 (Small Groups)	Wave 3 (Individual support)
<b>Social, Mental and Emotional Health</b>	<ul style="list-style-type: none"> <li>• School Christian ethos and focus of Christian values.</li> <li>• PSHE curriculum</li> <li>• Whole school behaviour policy</li> <li>• Whole school / class rules</li> <li>• Class reward systems</li> <li>• Circle Time</li> <li>• SEALS</li> <li>• Focus on team work – business enterprise etc</li> <li>• Raising money for charities.</li> </ul>	<ul style="list-style-type: none"> <li>• Small group Circle Time</li> <li>• Social Skills group</li> <li>• Individual reward programme</li> <li>• Language for thinking</li> <li>• Funky Monkeys (Kids2gether)</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour Support Service intervention</li> <li>• Home – school programme</li> <li>• Peer mentoring (as appropriate)</li> <li>• Individual arrangements for transition between classes, key stages, secondary school.</li> <li>• Individual reward systems</li> <li>• Individual access arrangements for tests and assessments</li> </ul>
<b>Sensory and Physical</b>	<ul style="list-style-type: none"> <li>• Flexible teaching arrangements</li> <li>• Staff aware of implications of physical impairment</li> <li>• Writing slopes</li> <li>• Pencil grips</li> <li>• Use of sound field system</li> </ul>	<ul style="list-style-type: none"> <li>• Brain gym exercises</li> <li>• Theodorescu writing programme</li> <li>• Keyboard skills</li> <li>• Eye can learn (visual processing)</li> <li>• Dyspraxia exercises</li> <li>• Motor Skills practice.</li> <li>• Funky Monkeys (Kids2gether)</li> </ul>	<ul style="list-style-type: none"> <li>• Support from Sensory service</li> <li>• Physiotherapy programmes</li> <li>• Occupational Therapy programmes</li> <li>• Access to PC</li> <li>• Individual arrangements for transition between classes, key stages, secondary school.</li> </ul>