



# LEIGHSWOOD

## SCHOOL

### SEND Local Offer

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## Leighswood School Local Offer

### Pupils with Special Educational Needs and Disability

Leighswood Aims:

At Leighswood School we believe that all children should have their needs met and all should be given equal access to the curriculum. Our aim is to provide excellent provision for those children with SEN and/or disabilities whatever those needs may be, so that they can progress and reach their full potential.

At Leighswood we offer you:

- ☺ A friendly and experienced staff who will always listen to your concerns. You can speak personally to your child's class teacher or the SENCO (Mrs Robinson) about your child.
- ☺ A caring environment—we believe that academic and social and emotional aspects of learning go hand in hand.
- ☺ A staff who believe in providing the pupils with a high quality education tailored to meet the needs of all children.
- ☺ A teaching staff and teaching assistants trained to meet the needs of the pupils.
- ☺ Access to other specialist services e.g.
  - Speech and Language
  - Health and Family Support
  - Occupational Therapy
  - Educational Psychology
  - Specialist community public health practitioner
  - Hearing and vision impaired service
  - CAMHS
  - Integrated Behaviour Support
  - The Shepwell Centre
  - Rushall Inclusion Service
  - OWL Behaviour Support
- ☺ Dedicated SEN Teaching Assistants who have specialist professional development and experience.
- ☺ The ability to cater for a wide range of special education needs and disabilities e.g. autism, dyslexia, speech and language, physical disabilities, visual and hearing impairments, behavioural difficulties and social and emotional difficulties.

## **How we identify and assess special needs.**

We know that some children will have an identified special need or disability before they join our school, others will be identified as having a SEN by their class teacher. Early identification is important and some children are identified as having Special Educational Needs when they are in Early Years. Early Years practitioners do this by working closely with parents, making home visits, liaising with child care agencies and regularly discussing children's experiences and needs. We work closely with other professionals and families so that we are fully informed of the needs of the pupils. This enables us to do the best we can for every child, and break down barriers to learning. In the classroom we cater for all children using a variety of teaching and learning styles to enable us to meet their needs.

## **How do we identify children with Special Educational Needs?**

As a parent you may have concerns about your child's progress, or the school staff may have concerns about targets not being achieved, and a lack of progress being made. In this case we will: ☺ Discuss with you your child's needs – this is an information-sharing process.

- ☺ Analyse the progress your child has made.
- ☺ Observe your child's learning characteristics and identify barriers to learning.
- ☺ Modify our provision to address the specific needs of your child.
- ☺ Use assessments to enable us to pinpoint any specific difficulties—this monitoring and evaluation is broken down into small pieces to ensure that your child is happy with the process: In EYFS, assessment against ages and stages of development; in Years 1-6, assessments include the Hodder reading test, RWI phonics checks, spelling tests, Maths CLIC tests and termly assessments in Maths, reading, writing, grammar and spelling.
- ☺ Implement a range of personalised teaching and learning interventions. Provide personalised interventions, a differentiated curriculum and access to specialised one to one teaching with a dedicated member of staff. The length of time an intervention lasts varies according to need.
- ☺ Inform you of the next steps we need to take and ensure that both you and your child are fully informed and involved at each stage of the process. The views of the pupils are of the utmost importance, and we believe in 'no decision about you, without you'. Pupil discussions will take place with the class teacher, SEN TA and SENCO and will always be recorded.

The impact of the SEN teaching within school is evaluated, (through progress tracking and a record of specific targets for your child being met), by the class

teacher, support staff and the SENCO. If the intervention has worked— wonderful! If not, we discuss what else can be done and put into place a new plan of action.

If early intervention has had little or no impact then it may be necessary to place your child on the school's special needs register. This will involve further in school support and specific programmes of work. This also enables us to call on other agencies to support the work we do with your child. These agencies can offer help, advice and assessments to make learning targets even more specific to your child's needs.

If after a period of time we feel that your child is not making as much progress as we would have liked, we may, in collaboration with the educational psychologist, apply for additional support in school. We will always work with parents throughout the whole of this process and Walsall parent Partnership will be able to offer impartial advice and support. If you require any additional information regarding Special Educational Needs /Disability please contact Walsall Information, Advice and Support Service (SEND) on 01922 650330 or by email at [iasssend@walsall.gov.uk](mailto:iasssend@walsall.gov.uk) or [parentpartnership@walsall.gov.uk](mailto:parentpartnership@walsall.gov.uk))

**We use a variety of teaching of teaching and learning interventions to provide additional support for the SEN pupils in our school – a few examples are:**

- One to one teaching
- Small group work
- Differentiated and modified curriculum
- Withdrawal groups
- Visual timetables
- Booster lessons
- Action plans
- RWI phonics
- Precision teaching
- In class support
- Anger management
- Wishes and feelings
- Emotional support and mentoring
- A nurture unit, offering pastoral support including specialised support for managing behaviour and developing effective social relationships
- Specialist resources to support the learning of the pupils e.g. word games, writing slopes, toe by toe, iPads, reading schemes, phonics schemes, a wide variety of maths resources, Colourful Semantics and workstations.

## **School Resources**

The school SEN budget is allocated each financial year. The money is used to provide additional support and resources dependent upon individual needs. Additional funding can also be applied for, where a child has a higher need for support.

## **How you can help your child at home**

The class teacher/SENCO may suggest ways in which you can support your child at home. Where appropriate, books, activities and games can be sent home. Supporting your child's learning at home will have a positive impact upon their progress.

The school hosts information workshops for parents explaining how we teach aspects of the curriculum e.g. RWI, Maths. We hold EYFS open days for parents to enjoy working alongside their child and to be involved in their learning journey. We also hold termly topic sharing sessions for KS1 and KS2 parents. If you have any questions about how we teach any aspect of the school curriculum, please do not hesitate to ask.

## **Equality of Opportunity**

In addition to these approaches and resources, adaptations are made to the curriculum to ensure that where possible, SEN pupils have equal opportunity and access to all areas of school life – including physical activities and extra-curricular clubs. Risk assessments will be carried out and reasonable adjustments made where necessary. We are an inclusive school and encourage the teaching of SEN pupils as far as possible alongside their peers in differentiated and supported groups, and, we also recognise the need for 1-1 and small group withdrawal.

## **Governors**

The Governing Body ensures that the school complies with its statutory responsibilities. There is a named SEN Governor. Any safeguarding and child protection issues are dealt with by the designated teacher; Mr M Vlahakis, and regular reports to governors are made.

## **Training**

At Leighswood, we keep up to date with new training to enable us to offer help and support of the highest standard to our pupils. All of our staff are trained in a variety of approaches that enable us to adapt to a range of special educational needs. Some examples of training provided for staff and support staff are:

- Autism awareness
- ADHD awareness
- Working memory

- Team teach
- Dyslexia awareness
- Teaching pupils with behavioural and emotional problems
- Behaviour management
- Makaton
- Attachment Awareness

Children with specific medical needs have an Individual Health plan that is devised between specialists, the parents and the school. It highlights what the child's individual needs are and what actions and training the school needs to put in place to ensure that these are met.

### **Complaints**

Any complaints relating to SEN should be made to the SENCO or Class Teacher initially as often issues can be effectively and quickly dealt with. If you are still unhappy that your concern has not been dealt with then a complaint should be made in writing to the Head Teacher. Further information on complaints can be found in the school's complaints policy.

### **Transition**

Transition to a new school setting is difficult for all children but can be especially problematic for children with Special Educational Needs, as can the move from year to year. We are very aware of this at Leighswood and work hard to ensure that the pupils feel safe and secure. At the end of the academic year, staff share information about each individual child with their receiving teacher; discussing their academic, social, emotional and pastoral strengths and needs.

**Early Years** – When children are due to start Child Care or Nursery at Leighswood they are invited to 'Stay and Play' sessions where the child and parent can start to become familiar with the staff, the children and the school environment. Following this each child receives a home visit from their key worker; this is an information sharing session when the parent can share any issues, knowledge and concerns about their child's development and is often a time when any early identification of SEN can be discussed.

When children move into Reception they have several transition visits to meet their new teacher and class rooms. There is also a transition meeting when the development needs of the child is discussed and shared with their new teacher; this conversation includes the child's needs in all areas of learning in EYFS and their characteristics of learning.

Reception into Year 1, transition meetings are held with the child's new teacher to discuss the child's needs in all areas of learning in EYFS and their characteristics of learning. The children have transition visits into their new classrooms with their new teacher.

**Year 2-Year 6**—Pupils have transition sessions where they work in their new classrooms. Pupils in school know all the school staff and they are already confident at interacting with them. A specific transition programme is in place for children moving from Year 2 to Year 3 which enables them to experience Key Stage 2 at different times of day

**Secondary Transfer** – Leighswood is very fortunate in having excellent transition arrangements with Aldridge School and Shire Oak Academy. By the time children leave Year 6, they have visited a Secondary School at least ten times for different activities. In July, children visit Secondary Schools during Induction Days. Children with SEN have the opportunity to visit the schools for extra days if necessary. These days are specifically designed to meet their needs and give the pupils the opportunity to meet the support staff and get to know the school. The class teacher and the SENCO will meet with the secondary school staff to discuss the transition of the pupils.

All SEN paper work is forwarded to the pupils' secondary school ensuring continuity.

### **The School Building**

Reasonable adjustments have been made to the school building to ensure that the majority of areas on the site are accessible to all. Measures to date include a toilet for the disabled and modification to the main entrance to accommodate visitors with ambulatory needs.

### **The Special Educational Needs and Disability Co-ordinator.**

The SENCO is responsible for the day to day operation of the Special Educational Needs policy and the co-ordination of specific provision made to support individual children with Special Educational Needs. The SENCO liaises with staff to set appropriate targets, monitors the pupil progress and plans further interventions where necessary.

At Leighswood the SENCO is Mrs A Robinson.

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The Walsall Council Local Offer can be found online at -  
<https://www.wald.co.uk/kb5/walsall/asch/localoffer.page?localofferchannel=0>