

Wildmoor Heath School's Local Offer

Schools are asked to give their responses to the following questions for publication in the Authority's Local Offer. This information will help parents, carers and young people to understand how you manage Special Educational Needs and Disabilities (SEND) in your school.

Please give a very brief description of your school, eg. size, location, ethos, any mission statements etc.

Located in Crowthorne, Wildmoor Heath is a smaller-than-average primary school with 181 pupils in Year R to Year 6 and 24 pupils in the Nursery class. The nursery is only open for the morning session. Provision for Nursery and Reception children is located in the Foundation Stage Unit (FSU). The school was last inspected on 10-11th July 2013 and was graded 'Requires Improvement to be Good'.

The proportion of pupils identified with special educational needs and/or disabilities is currently 8% (lower than national).

Mission Statement:

Our school is a caring and supportive learning community, in which every individual feels valued and respected by all, and is encouraged to be the best they can be in their social and academic development.

Our Values:

Respect – Everyone - Achieve Your Best – Courage - Helpful & Caring – Individuality - Never Give Up - Go for it! - REACHING for our BEST

1. Identification of Special Educational Needs and Disabilities (SEND)

1.1 How does the school identify children/young people with special educational needs and disabilities?

- Reviews of performance and pupil progress take place every half - term. The Headteacher/Team Leader meets with teachers each half - term to review and analyse the progress of all children. Emphasis is placed on Quality First Teaching and addressing children's needs through differentiation within the classroom and day-to-day assessment. We observe the progress that all children make and note any child who seems to be having difficulty with their learning.
- Those children who have not made the expected progress or who are working below national expectations are targeted for additional support. Early identification of difficulties and appropriate intervention is planned and carried out and this may include extra adult support or specific intervention programmes (e.g. 1:1 daily reading).
- If a child is still not making satisfactory progress, despite differentiated learning opportunities and additional support, the class teacher consults the SENCO. This may result in the child being placed on the Special Educational Needs (SEN) register and a referral to outside professional agencies (e.g. Educational Psychology, the Teaching and Advisory Support Service or Speech and Language Therapy).
- Pupil progress is recorded on a web-based tracking system bought into by the school called School Pupil Tracker. Progress by individual SEN pupils and various groups of SEN pupils can be monitored and analysed by School Pupil Tracker.

1.2 What should I do if I think my child has SEND?

- Talk initially to your child's class teacher sharing your concerns and agree relevant actions with them. Plan to meet again at an agreed later date to discuss any progress that has been made. If there has been little improvement then the class teacher will refer you on to the SENCO.

2. Support for children with special educational needs

2.1 If my child is identified as having SEND, who will oversee and plan their education programme?

- The class teacher, with the support of the SENCO, will plan your child's educational programme through the use of Individual Education Plans (IEPs). IEP targets will consider your child's individual needs and will focus on supporting your child through small personalised steps.

2.2 How will I be informed / consulted about the ways in which my child is being supported?

- Parents of children on the SEN register are invited to IEP review meetings with their child's teacher (and sometimes the SENCO) at least three times a year. These are in addition to the parent consultation meetings held each term.
- At review meetings with the class teacher, your child's IEP will be shared with you. You will be able to contribute to the setting of new targets and the planning of the support programme.
- If your child has an Education, Health Care Plan (EHCP) or Statement a review will be held annually to look at the progress made against your child's identified targets. All of the professionals involved with your child's care will be invited to attend this meeting.
- External agencies involved will send a copy of reports or assessments to you. In some cases, the professionals involved will arrange to meet you to discuss what has been written. The SENCO is also available to talk through reports if this is not the case.
- Other forms of communication, e.g. home links books, are also considered if appropriate.
- In addition, we have an 'open door' policy and encourage parents to talk to their child's teacher in the first instance if they have any concerns or questions about their child's support or progress. Appointments can also be made to see the SENCO.

2.3 How will the school balance my child's need for support with developing their independence?

- We will review termly how the interventions and support your child receives impacts on their progress. It is important to us that your child develops their independence and that they are as prepared as possible for the next phase in their education.
- Most support will take place within the classroom and we avoid withdrawing children from class activities as much as possible.
- We will support your child in a range of ways including adult led group work, 1:1 support, in-class resources and peer support. They will also be expected to work independently both within a group and on their own.
- 'Quality first teaching' is the main way we foster independence in all children. We model skills and use good examples, learning objectives and success criteria so that children know what success looks like. Talking partners and self and peer marking are also used to foster independence, while 'Brain, Board, Buddy, Boss' helps children get unstuck without adult intervention.
- We encourage all of our children to participate in activities outside of the classroom, for example sporting events and musical productions.

2.4 How will the school match / differentiate the curriculum for my child's needs?

- Each teacher differentiates their class' curriculum to meet the needs of the children they teach with the aim of developing the appropriate knowledge, skills and attitudes.
- On-going assessment informs planning so that learning objectives and tasks are well matched to each child's needs and provide suitable support and challenge. Children may be supported by an adult or work collaboratively with their peers; they may be given an adapted task or additional equipment or resources; they may be given more time. Sometimes they will work independently.
- Children on the SEND register may also receive support through specific programmes such as daily 1:1 reading, extra phonics, Power of 2 (maths) or social skills groups.
- We also buy in external support from agencies such as Speech and Language Therapy (SALT) and Teaching and Support Service (TASS) who further help to advise how to differentiate the learning for your child.

2.5 What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?

- Every child is unique and has different needs, even with similar diagnoses. The teaching strategies we use are tailored to the child's needs and may change during the child's school life; therefore the teaching strategies used vary to support each individual child. Where necessary, additional resources can be used to help support your child through a school day, e.g. radio hearing aids, visual timetables, document cameras. Teachers and Teaching Assistants are advised and receive training from specialist services such as ASSC and the Sensory Consortium.

2.6 What additional staffing does the school provide from its own budget for children with SEND?

- The school employs a full-time Level 2 Teaching Assistant in each class. This ensures that there is capacity for SEND support in every class (including releasing the teacher to support children with SEN).
- In addition, we have two additional Level 2 Teaching Assistants. One of these supports a named child, while the other provides early intervention support in EYFS and Year 1. Our Family Support Advisor (FSA) is also trained to deliver specific social skills, behaviour and speaking and listening support.
- The Deputy Headteacher is the SENCO and has non-contact time for 2.5 days each week.

2.7 What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one basis or in small groups?

Type/Title of Intervention	<input checked="" type="checkbox"/> One to one	<input checked="" type="checkbox"/> Small group
Teaching & Support Service (TASS)	YES	YES
Speech & Language Therapy (SaLT)	YES	YES
Social Skills / Behaviour	YES	YES
Speaking & Listening	YES	YES
1:1 Daily Reading	YES	NO
Phonics Recovery (Read Write Inc) / Extra Phonics	YES	YES
Toe by Toe (Phonics / reading)	YES	NO
Power of 2 (Maths)	YES	NO
Language and Literacy (LAL)	YES	YES

2.8 What resources and equipment does the school provide for children with SEND?

- The school has the resources and equipment found in a mainstream school.
- The school seeks advice for individual children with SEND from other professionals and external agencies (e.g. Sensory Consortium for visual or hearing impairments) and if appropriate, buys or borrows specialist equipment to meet a child's needs.
- Resources such as coloured overlays for reading, 'move 'n' sit' cushions, ergonomic pens and reading / writing slopes are available if your child is assessed as needing these.
- Parts of the school have limited access to pupils with physical disabilities due to staircases. Ramps give access to parts of the school and toilets which are accessible to wheelchairs.

2.9 What special arrangements can be made for my child when taking examinations?

- Advice is taken from the Department for Education's 'Access and Reporting Arrangements' for the Phonics Screening Check and end of Keystage 1 and 2 tests and tasks.
- Special arrangements may include extra time or breaks, the use of a reader or amanuensis, large print or special equipment.

3. My child's progress

3.1 How will the school monitor my child's progress and how will I be involved in this?

- All children including those with SEND are regularly assessed and their progress carefully monitored. Class teachers discuss progress half-termly with team leaders at pupil progress meetings, and with the SENCO at SEND review meetings.
- You will have the opportunity to discuss your child's progress with their teacher at parent consultation and IEP review meetings.
- If your child has an Education, Health Care Plan (EHCP) or Statement a review will be held annually to look at the progress made against the identified needs of your child. All of the professionals involved with your child's care will be invited to attend this meeting.
- An annual report is issued to all parents in July of each year.

3.2 When my child's progress is being reviewed, how will new targets be set and how will I be involved?

- Your child's IEP will be reviewed at least three times each year, more often where necessary. Existing IEPs will be reviewed and new targets set at IEP review meetings with your child's class teacher.

3.3 In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?

- You will be invited to an IEP review meeting with your child's teacher at least three times per year. Your child's IEP will be reviewed and you will be involved with setting new targets.
- If your child has an Education, Health Care Plan (EHCP) or Statement a review will be held annually to look at the progress made against the identified needs of your child. All of the professionals involved with your child's care will be invited to attend this meeting.
- If you would like to discuss your child's progress further, please see your child's class teacher or make an appointment to see the SENCO.

3.4 What arrangements does the school have for regular home to school contact?

- Strategies for regular contact can be set up, where appropriate, in a variety of ways. For example through an informal 'catch-up', 'home link' book, weekly phone call, e-mail or behaviour report cards.

3.5 How can I help support my child's learning?

- We encourage all parents to be involved in their child's learning by reading regularly with them at home using their target card and by supporting their children with homework.
- Parents are given copies of their child's IEP which include additional advice.
- There are many useful links on the school's website which you may use to support your child's learning further: <http://www.wildmoorheath.org.uk/OurSchool/Curriculum/>
- If you want to be involved further with your child's education please discuss this with your child's teacher.

3.6 Does the school offer any help for parents / carers to enable them to support their child's learning, eg. training or learning events?

- There are weekly coffee mornings. These sometimes have a specific SEN focus. You will receive invitations and information about these from the school and can find further details on the school's website.
- The school runs a series of parent workshops each year on reading, writing, maths and assessment.
- The Family Support Advisor is also available to support parents. We facilitate meetings between specialist support services and parents when necessary.

3.7 How will my child's views be sought about the help they are getting and the progress they are making?

- Wildmoor Heath's classroom ethos expects and promotes the concept that pupils evaluate their learning and targets.
- If your child has an Education, Health Care Plan (EHCP) or Statement your child's views will be sought prior to their Annual Review through a child report.
- The school also asks SEND children to complete a questionnaire to seek their views on their progress and the support they are receiving at school. In addition, the SENCO meets with 'pupil voice' groups to find out more about children's experiences.

3.8 How does the school assess the overall effectiveness of its SEN provision and how can parents / carers and young people take part in this evaluation?

- The overall effectiveness of SEN provision across the school is assessed in a variety of ways. The SENCO regularly meets with teachers to discuss the progress of children on the SEND register.
- Termly progress meetings and SEN-Liaison meetings also look at the effectiveness of SEN provision. IEPs are compared to actual outcomes at the end of each term and look at the progress each child is making towards their targets, their targets are then reviewed and updated. You will have an opportunity to contribute to your child's IEP during termly parent-consultation meetings.
- The SENCO also reports to the Governing body where SEN provision is evaluated.
- If your child has an Education, Health Care Plan (EHCP) or Statement a review will be held annually to look at the progress made against the identified needs of your child. This will also look at the effectiveness of your child's SEN provision.
- Parents are consulted through SEN and intervention questionnaires which are sent out to parents of children with SEN and who are receiving interventions. Parents/carers are also encouraged to attend half-termly SEN coffee mornings where they can meet with the SENCO and other members of staff to discuss SEN provision.

4. Support for my child's overall well being

4.1 What support is available to promote the emotional and social development of children with SEND?

- In addition to regular 'PSHE' lessons and the school's 'Phoenix Award', our Family Support Advisor (FSA) work with children who have social, emotional and behavioural needs through social skills groups and / or 1:1 'Building Learning Power' sessions. She also works with families where children display challenging behaviour, have anxiety or attendance problems.
- Lunchtime support staff are focused on developing social skills, while peer mediators and pupil play leaders are on hand to solve minor conflicts and facilitate games.

4.2 What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?

- The school's behaviour policy is ADHD and ASD friendly and is based on high expectations, positive reinforcement and clear and consistent boundaries and sanctions. Children are praised and recognised for desired behaviour, not rewarded with stickers or prizes. Children are helped to make good choices and reminded of the desired behaviour (i.e. given a 'formal verbal warning') before a sanction is given. Adults discuss with the child why the behaviour was undesirable and what they might do next time so that they learn from the experience. Our behaviour policy can be read here: http://www.wildmoorheath.org.uk/docs/policies/Behaviour_Policy_Sept13.pdf
- If a sanction is given, it is logged in the class behaviour folder. The Deputy Headteacher and SENCO use the logs to identify children experiencing particular difficulty with their behaviour and to set targets and if appropriate, plan an intervention or support.
- Many of our staff are Team Teach (Positive Handling) trained and are able to use effective de-escalation strategies.
- Where necessary an adapted or individual curriculum programme can be provided for children through Pastoral Support Plans (PSPs).

4.3 What medical support is available in the school for children with SEND?

- We have a qualified First Aider on site at all times. Care plans are agreed with the school nurse/ specialist nurses are put into place for children with additional medical needs.

4.4 How does the school manage the administration of medicines?

- We are a very caring school and the staff always acts as a 'reasonable parent' would to make sure that the children's welfare is safeguarded. This extends to administering medicines. Prescribed medicines (e.g. asthma inhalers), needed to enable a child to take a full part in education, will be administered as long as parents complete a medical consent form. Injections, however, will only be administered in emergencies to save life (e.g. an EpiPen for nut allergy). Non-prescribed medication (e.g. off the shelf pain killers) cannot be administered by school staff. Parents may send, with prior agreement, non-prescription medicine into school for their child. This MUST be kept in the office and parents must also complete a medical consent form. We are able to advise and help children take medicines themselves, if they wish to, but we cannot compel or give it to them.

4.5 How does the school provide help with personal care where this is needed, eg. help with toileting, eating etc ?

- As a mainstream school we don't have a changing policy. If a child has personal care needs we would consult with the child's parents/ social services to produce a Personal Care Plan to ensure adequate provision for that child. In agreement with the school and local authority, a Personal Assistant could provide support for your child's needs.

5. Specialist services and expertise available at or accessed by the school

5.1 What SEN support services does the school use, e.g. Specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc ?

- SEND specialists, such as those detailed above, are bought in as required to support the needs of identified children.

5.2 What should I do if I think my child needs support from one of these services?

- As a first point of call, speak to your child's class teacher who will consult with the SENCO.

5.3 How are speech and language therapy, occupational therapy and physiotherapy services provided?

- None of these services are provided directly by the school. If a child required support from these external services, they would be provided as above.
- Where possible the child would access these services at school during the normal school day, however, due to space constraints, this is not always possible.

5.4 What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?

- As a first point of call, speak to your child's class teacher who will consult with the SENCO.

5.5 What arrangements does the school have for liaison with Children's Social Care services?

- The Headteacher, Deputy Headteacher and Family Support Advisor (FSA) constitute the child protection team at the school. There is regular liaison with CSC with regard to children subject to child protection plans or who are in need.

6. Training of school staff in SEND

6.1 What SEND training is provided for all school staff?

- All school staff are aware of the procedures they need to follow when working with SEND children. A variety of appropriate and relevant training is given to meet the needs of all children, including those with SEND. Regular updates in regards to specific SEND – e.g. ASD are revisited on a regular basis with the support of the SENCO.

6.2 Do teachers have any specific qualifications in SEND?

- The Headteacher has a Post Graduate Certificate in Special Educational Needs Coordination and holds the National SENCO Award. The Deputy Headteacher / SENCO is currently undertaking this training.
- Some teachers have undertaken specific training linked to SEND children in their class, e.g. ASD awareness.

6.3 Do teaching assistants have any specific qualifications in SEND?

- Some members of the support staff have undertaken specific training, e.g. ASD Awareness, speech and language support. Some Teaching Assistants have received training on the programmes they deliver, e.g. Power of 2, Toe by Toe.

7. Activities outside the classroom including school trips

7.1 How do you ensure children with SEND can be included in out of school activities and trips?

- This is governed by human rights legislation, the Disabilities Discrimination Act (1995) and the SEN and Disability Act (2001). The underlying principles are that children have a **right to participate**, that educational visits should be **accessible**, either directly or through realistic adaptation or modification, and are **integrated**.
- We make **reasonable** adjustments and provision to ensure that any child can be included on a trip as long as they **do not impinge unduly upon the other trip participants** in terms of cost, enjoyment or educational benefit (i.e. that the integrity of the activity is maintained).
- **We never assume, without basis, that a child's behaviour will be the same on the trip as it is in school.**
- If there are potential inclusion issues, teachers take advice from the Headteacher and / or SENCO.
- We would make a risk assessment for any children with SEND to ensure that we have the appropriate safeguards in place. Discussions with parents/carers will also help us to ensure SEND children can be included in activities and trips.

7.2 How do you involve parents / carers in planning the support required for their child to access activities and trips?

- We value the parent/carers involvement in planning the support required for their children to take part in activities and trips. Parents will be sent letters and asked to return permission slips for their children to attend activities and trips. Where necessary, the class teacher or SENCO will discuss the needs of SEND children with parents/carers to ensure appropriate support is provided for children to participate in activities and trips.

8. Accessibility of the school environment

8.1 How accessible is the building for children with mobility difficulties / wheelchair users?

- The original school building was built in 1863 with extensions added later on. Consequently, parts of the building pre-date the Disability Discrimination Act and were not designed with access in mind.
- The school is built on a number of levels making some areas of the school difficult to access. However we have made substantial efforts to improve access to our site and enable those with mobility difficulties and wheelchair users to access areas of the building. However, they may need to do so from the outside.
- We continuously review this situation and have plans in place to make the adjustments to our building in the future. The school reviews its Health and Safety audit on a regular basis and makes reasonable adjustments as and when deemed necessary.

8.2 Have adaptations / improvements been made to the auditory and visual environment?

- We are able to print work in large print for visually impaired students. If there are any specific needs we will look at modifying the environment at that point in time. The Sensory Consortium regularly visits children with auditory and visual impairments and advises the school on adjustments that can be made to support these children.

8.3 Are there accessible changing and toilet facilities?

- We have one accessible toilet (located outside Year 1). We do not have changing or showering facilities within the school.

8.4 How do you ensure that all the school's facilities can be accessed by children with SEND?

- We assess each individual child's needs and take advice from other professionals as appropriate. For example, classrooms could be swapped around so that a child with mobility issues could more easily access the majority of the school. Other reasonable changes and adaptations would be considered depending on need.

8.5 How does the school communicate with parents / carers who have a disability?

- We would endeavour to communicate in whichever means is accessible to the parent/carer. For example; letter, e-mail or texting hearing impaired parents.
- Parents/carers are also encouraged to attend coffee mornings and workshops.
- If your child has an Education, Health Care Plan (EHCP) or Statement a review will be held annually to look at the progress made against the identified needs of your child.
- The school's FSA (Family Support Advisor) is available to support the parents/carers and families of all children in the school.

8.6 How does the school communicate with parents / carers whose first language is not English?

- Where possible, the school will ask for translators to be present at meetings with parents. The school accesses names of interpreters from Bracknell Forest Council (BFC). The Local Authority (BFC) also provides a number of education leaflets and advise in various language formats (please visit <http://www.bracknell-forest.gov.uk/languages> for further details). We would endeavour to communicate in whichever means is accessible to the parent/carer, for example e-mailing or texting hearing impaired parents.

9. Preparing my child to join the school or to transfer to a new school or the next stage of education and life

9.1 What preparation will there be for both the school and my child before he or she joins the school?

- For children joining Reception in September, we can arrange a slow/staggered introduction to the school environment. If your child has a designated social worker, they might support your child's integration to the school, for example through social stories or visual timetables. Where possible a transition plan would be put into place for your child.
- For children joining in-year, we can arrange transition visits and we would liaise closely with their previous school to ensure that any support can quickly be established here.
- In both cases, the SENCO would arrange to meet with parents to discuss their child's needs before they started at the school.

9.2 How will my child be prepared to move on to the next stage within school, e.g. class or key stage?

- For children moving from EYFS to KS1 and from KS1 to KS2: Your child will be familiar with the school buildings and staff. The school hold a transition meeting for children to meet their new classes, teachers and teaching assistants before the end of the Summer Term. If appropriate, we arrange additional opportunities for you and your child to meet with your child's new teachers before they move on to the next stage in their educations.
- Transition meetings are held between current and new class teachers to ensure that information and advice is passed on to your child's new teacher. You can also request to meet with your child's new teacher if you feel this will be beneficial.

9.3 How will my child be prepared to move on to his or her next school?

- If your child is moving to a new educational setting, advising the school of this transition as soon as possible will help the school in passing on any information/ advice to your child's new school. The school's SENCO will be able to liaise with the new school/setting's SENCO to ensure a transition plan is in place for your child.
- Children moving to secondary school will have the opportunity to visit their new school prior to September. If appropriate, additional visits can be arranged. The Year 6 teacher and SENCO will liaise with the new school to ensure a transition plan is in place for your child and that they have all the information they need to plan the support needed.
- Other transition activities form part of the Year 6 curriculum for all children during the summer term.

9.4 How will you support a new school to prepare for my child?

- Transition meetings are held between current and new class teachers to ensure that information and advice is passed on to your child's new teacher. Some children also benefit from a 'Transition Passport' which gives them details and photographs of their new setting and teachers in the form of a booklet.
- If your child is moving to a new educational setting, advising the school of this transition as soon as possible will help the school in passing on any information/ advice to your child's new school. The school's SENCO will be able to liaise with the new school/setting's SENCO to ensure a transition plan is in place for your child.

9.5 What information will be provided to my child's new school?

- We pass on your child's 'blue' school file with all educational records, including copies of current and past IEPs, teacher assessments and professional reports.
- The SENCO will provide details of current provision and IEPs.
- We will also pass on your child's current exercise books and if in EYFS, their learning journal.

10. Who can I contact to discuss my child?

10.1 Who would be my first point of contact if I want to discuss something about my child or if I am worried?

- Your child's class teacher will be the first person to discuss any issues you may have. You can ring 01344 772034 or e-mail secretary@wildmoorheath.bracknell-forest.sch.uk to make an appointment. Teachers are also available at the end of most days, either on the gate (Juniors) or at classroom doors (Infants).

10.2 Does the school offer any specific support for parents / carers and families (such as Family Support Workers?)

- We have a Family Support Advisor (FSA) who can be contacted on 01344 772034 or at fsa@wildmoorheath.bracknell-forest.sch.uk

10.3 What arrangements does the school have for feedback from parents, including compliments and complaints?

- A parent voice questionnaire is sent out periodically to gain feedback from parents of those children with SEND. Parent views are also sought at SEN and annual review meetings.
- If you have any concerns, you should raise these with the class teacher or SENCO in the first instance. The Headteacher is always happy to talk to parents either informally or by appointment.
- Our complaints procedure.
http://www.wildmoorheath.org.uk/docs/policies/Complaints_procedureJuly12.pdf