



## GREAT WALTHAM C of E PRIMARY SCHOOL

### SEND Local Offer

At Great Waltham School we strive to support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey. Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets. This is where the SEND team step in and work alongside class teachers to support children to achieve their full potential.

The following information is aimed to support you as parents to understand the SEN systems at Great Waltham School, to point you in the right direction for finding out more or accessing support for your child.

#### **The SEND Team consists of:**

**Mrs Jo Moore**

Special Educational Needs Co-ordinator

**Mrs Jane Twigg**

Assistant Special Educational Needs Co-ordinator / Learning Mentor

**And a strong, dedicated team of Learning Support Assistants**

The SEND team can be contacted through the School Office at:

**☎: 01245 360395**

**Email: [admin@greatwaltham.essex.sch.uk](mailto:admin@greatwaltham.essex.sch.uk)**

#### **HOW IS SEND SUPPORTED INITIATED AT GREAT WALTHAM SCHOOL?**

<b>Children that already have identified special needs.</b>	<ul style="list-style-type: none"><li>○ We will first invite you to visit the school with your child to have a look around and speak to staff.</li><li>○ If other professionals are involved, a meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts.</li></ul>
<b>Children that have no previous identification of special needs.</b>	<ul style="list-style-type: none"><li>○ When a teacher or a parent/carers has raised concerns about a child, and targeted teaching/interventions have not met the child's needs, the teacher will raise this with the SENDCO.</li><li>○ SENDCO will then arrange a meeting with parent/carers to discuss:<ul style="list-style-type: none"><li>• any concerns you may have</li><li>• any further interventions or referrals to outside professionals to support your child's learning</li><li>• how school and home can work together, to support your child.</li></ul></li></ul>

## WHO CAN I TALK TO ABOUT SEND SUPPORT FOR MY CHILD?

The SEND team has an open door policy to encourage partnership with parents/ carers. Wherever possible meetings are arranged at times which allow parents and carers to attend. We listen to what parents/ carers tell us about their children and use that information to make sure everyone who works with a child understands their needs.

<b>Class Teacher</b>	<p><b>He/ She is responsible for:</b></p> <ul style="list-style-type: none"> <li>Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).</li> <li>Checking on the progress of your child and identifying, planning and delivering any additional help your child may need and discussing amendments with the SENCO as necessary.</li> <li>Implementation of SEND Policy in their classroom.</li> </ul>
<b>The SENDCO</b>	<p><b>He/ She is responsible for:</b></p> <ul style="list-style-type: none"> <li>Coordinating all the support for children with SEN.</li> <li>Monitor progress and adapt support as appropriate.</li> <li>Developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.</li> <li>Co-ordinate with Parents and Carers to ensure you are: <ul style="list-style-type: none"> <li>involved in supporting your child's learning</li> <li>kept informed about the support your child is getting</li> <li>involved in reviewing how they are doing</li> <li>part of planning ahead for them.</li> </ul> </li> <li>Liaising with all the other people who may be coming into school to help support your child's learning e.g. The Speech and Language Therapy Service, The Educational Psychologist.</li> <li>Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.</li> </ul> <p><i>Appointments can be made to speak to the SENCO through the school office or the Assistant SENCO.</i></p>
<b>Head teacher</b>	<p><b>He/ She is responsible for:</b></p> <ul style="list-style-type: none"> <li>The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities.</li> <li>He/ She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.</li> </ul> <p><i>Class teachers and SENDCO are the first contact regarding your child's education but appointments to speak to the head teacher can be made through the school office.</i></p>
<b>SEND Governor</b>	<p><b>He/ She is responsible for:</b></p> <ul style="list-style-type: none"> <li>Making sure that the school has an up to date SEND Policy.</li> <li>Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.</li> <li>Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.</li> </ul>

## WHAT TYPE OF SUPPORT COULD MY CHILD RECEIVE IN SCHOOL?

Children in school will get support that is specific to their individual needs. These interventions may be provided by:

- Class Teacher
- SEND Team
- Staff who will visit the school from the Local Authority central services
- Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service.

Great Waltham School is an inclusive school and may offer the following range of provision to support children with SEND:

INTERVENTION	
<b>We Support Literacy and Numeracy</b>	<ul style="list-style-type: none"> <li>○ Small group support in class through guided teaching.</li> <li>○ Small group support lead by LSA / SENCO for planned catch up programmes.</li> <li>○ 1:1 planned programme of intervention</li> </ul>
<b>We support speech and language development</b>	<ul style="list-style-type: none"> <li>○ Interventions from a Speech and Language Therapist.</li> <li>○ Delivery of a speech and language programme by a specialist LSA.</li> <li>○ Talk partners.</li> <li>○ Pre-learning of vocabulary.</li> <li>○ Use of visual strategies to support language.</li> <li>○ Talk Boost in EYFS and KS1 classes.</li> </ul>
<b>We support children's emotional well being</b>	<ul style="list-style-type: none"> <li>○ Social Skills programmes/support including strategies to enhance self-esteem.</li> <li>○ Playground buddies.</li> <li>○ Social stories used to discuss events.</li> <li>○ Lunch time clubs, jobs and responsibilities offered to alleviate unstructured time.</li> <li>○ Mentoring activities.</li> <li>○ Access to specialist Learning Mentor.</li> <li>○ Strategies to reduce anxiety/promote emotional wellbeing.</li> <li>○ Meet and greet session at the start of the day.</li> <li>○ Regular parental contact sessions / home school link book.</li> <li>○ Counsellor from extended schools consortium and local charity organisations.</li> <li>○ Transition programmes to support children moving class or schools.</li> <li>○ Referral to Child and Adult Mental Health Service.</li> <li>○ Work with Family Support Workers.</li> </ul>
<b>We support children's physical needs</b>	<ul style="list-style-type: none"> <li>○ Intervention from an Occupational Therapist/Physiotherapist.</li> <li>○ Delivery of planned programmes by a LSA including gym trail and fine motor skills sessions.</li> <li>○ Provision of equipment advised by specialist.</li> <li>○ Specialist programmes to support visual tracking, co-ordination and listening skills.</li> </ul>
<b>We support children's medical needs</b>	<ul style="list-style-type: none"> <li>○ School nurse visits school to carry out checks with children and to provide advice and training to staff.</li> <li>○ Health Care plans.</li> <li>○ There are a team of staff who are first aid trained.</li> <li>○ Strategies to support inclusion of children with medical needs.</li> </ul>
<b>We Support children's behavioural needs</b>	<ul style="list-style-type: none"> <li>○ Use of the school's behaviour policy (available on school website.)</li> <li>○ Time out.</li> <li>○ Social skills/behaviour modification groups.</li> <li>○ Home/school contact book.</li> <li>○ Visual time table.</li> <li>○ Referral to Outside Agencies or Behaviour Support Team.</li> <li>○ Named LSA at playtime.</li> <li>○ Named midday supervisor at lunchtime.</li> <li>○ Lunch time clubs, jobs and responsibilities.</li> </ul>
<b>We support independent learning and access to the curriculum.</b>	<ul style="list-style-type: none"> <li>○ 1:1 support in the classroom from a LSA to facilitate access.</li> <li>○ Use of personalised curriculum.</li> <li>○ Use of visual timetables and checklists.</li> <li>○ Pre-teaching of vocabulary and content.</li> <li>○ Access to personal ICT.</li> <li>○ Chunking of activities.</li> <li>○ Use of individualised success criteria.</li> <li>○ Specialist programmes to support memory, organisation and independence.</li> </ul>

For more specific details about any of the interventions please pop in and talk to one of the SEND team.

## HOW IS YOUR CHID'S PROGRESS MONITORED?

- Your child's progress is continually monitored by his/her class teacher.
- His/her academic progress is reviewed formally every term.
- Progress against SEND targets will reviewed termly and parents/carers will be invited to attend meetings to discuss progress and plan the way forward.
- The progress of children with an Education, Health and Care Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- SENDCO can access specialised assessments through the Educational Psychologist, Local Authority SEND team or the National Health Service.

## IS THE SCHOOL PHYSICALLY ACCESSIBLE TO CHILDREN WITH SEND?

- The school is accessible to children with physical disability via ramps.
- We ensure that equipment used is accessible to all children regardless of their needs.

## SEND AND OTHER ABBREVIATIONS

*There are many SEN terms that are abbreviated which can lead to confusion (even for us!). Below is a glossary of the most used SEN terms:*

ADD	Attention Deficit Disorder	LM	Learning Mentor
ADHD	Attention Deficit & Hyperactivity Disorder	LSA	Learning Support Assistant
ASD	Autistic Spectrum Disorder	MLD	Moderate Learning Difficulty
BESD	Behavioural Emotional & Social Difficulties	OT	Occupational Therapist
CAMHS	Child & Adolescent Mental Health Service	PP	Pupil Premium
COP	Code of Practice	SaLT	Speech & Language Therapy
EAL	English as an Additional Language	SEN	Special Educational Needs
EP	Educational Psychologist	SEND	Special Educational Needs & Disability
FSM	Free School Meals	SENCo	Special Educational Needs Co-ordinator
HI	Hearing Impairment	SpLD	Specific Learning Difficulty
LAC	Looked After Child	VI	Visual Impairment
LEA	Local Education Authority		