



Warren Wood Primary School
Offerton, Stockport
SK2 5XU



School Offer for children with
Special Educational Needs and Disabilities

What is the 'Local Offer'?

In September 2014, the government made changes to the law for children and young people with **Special Educational Needs and Disabilities (SEND)**. The new laws have resulted in changes to the way parents' and their children receive support from their local council, health and social care services and their child's nursery, school or college. The link to this document can be found here:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Our local authority have issued their statement of intent for all pupils with special educational needs and disabilities. This can be found by following the link below:

<http://www.stockport.gov.uk/atozindex/sendreform/>

Each Headteacher has consulted with staff, governors and other local representatives and agencies to present a statement for their own school for parents and carers to see what their school offers in terms of provision for children with special educational needs. This is then to be published on the school website so that parents can make an informed choice regarding the provision that a school could offer their child.

At Warren Wood, we pride ourselves on welcoming, supporting and developing children of all educational needs, in an inclusive environment. We cater for and support children with a range of educational, physical, medical and emotional needs, providing them with tailored support in order to help them to progress and develop throughout their time with us. Our school motto of 'Care, Courtesy and Consideration' permeates through all that we do within our school community. It is our intention that our school offer will demonstrate to you the importance we place upon your child and their needs.

How are special educational needs identified within school?

Once in school, a child will be assessed according to their abilities throughout different curriculum areas. If we feel that they are in need of some extra support or have additional needs, your child's class teacher will talk to you about this. Children who require further specialist provision will be assessed for an **Education, Health and Care plan (EHC plan)**. Children in school who already have an identified need will have a **SEN Support plan**. As the reforms take place, these will remain in place to support the needs of the child concerned. School will work very closely with you to ensure that we do everything we can to support your child according to their specific needs. This may be because your child:

- ◆ Has a learning need that is significantly different to their peers or children of a similar age.
- ◆ Have a physical disability which means accessibility to the school building or educational facilities can become difficult for them compared to their peers or children of a similar age.
- ◆ Have an emotional need that requires nurture and understanding in order to help them to fully access the curriculum.

Equally, you may feel that your child has areas of development or understanding that concern you. At Warren Wood, we work very closely with families to listen to concerns and work together to support your child and family through the process of identifying these needs and supporting your child with the best quality provision that we can.

Throughout this booklet, we will answer some frequently asked questions to give you a rounded picture of the provision for children with Special Educational Needs and Disabilities at Warren Wood.

What can Warren Wood offer my child? Frequently asked questions

What type of school is Warren Wood Primary School?

Warren Wood is an inclusive mainstream primary school which serves the community of Offerton. We are currently accept 45 children per year group, although as of September 2015, we will be able to accept up to 60 children per year group. We cater for children from Reception to Year 6 (age 4-11). Whilst we do not have our own nursery school, we do have a separately run pre-school on site called Offerton Green Pre-School. We also have children who attend school from outside of the catchment area and also from outside the authority.

What are the accessibility arrangements for school?

Our building is currently undergoing extensive building work and upon completion in January 2016 will be fully compliant with accessibility guidelines. During the rebuild, every endeavour has been taken to ensure full accessibility around the school site.

How safe is our school?

All the staff in our school are committed to safeguarding all our children. We strive to :

- ♦ Provide a safe environment for our children
- ♦ Notice and take appropriate action to help any of our children who are either at risk of, or are suffering from significant harm.

Our **designated child protection officer** is our Headteacher, **Mrs Erica Reyes**. If you have any concerns about the health, well-being or safety of a child, then you should report this immediately to Mrs Reyes who will take the appropriate action for the safety of the child concerned. You can also report these concerns to Mrs Reyes via e mail. This is: headteacher@warrenwood.stockport.sch.uk



Who is responsible for the identification of special educational needs within school?

Our **Special Educational Needs Co-ordinator (SENDCO)** is called **Ms Kate Entwistle**. She is a class teacher in school and is currently undertaking the final stages of her professional SENDCo qualification.



She has both professional and personal experience that allows her to understand the special educational needs of children from the perspective of the parent as well as through the eyes of a teacher.

Ms Entwistle will be holding 'drop-ins' on Thursday afternoons throughout the year where parents can talk through any issues regarding their child informally. These dates will be identified through diary dates, which can be found on the school website and the monthly newsletters. If you need some advice that is non-urgent or to arrange a meeting with Ms Entwistle, she can be contacted via her school e mail address. This is: kate.entwistle@warrenwood.stockport.sch.uk With a full time class teaching commitment, Ms. Entwistle will endeavour to answer these queries as soon as possible.

What other advice or support can school offer?

Your child's class teacher is the first person you should speak to regarding your child's education and their needs. All staff at Warren Wood will be happy to speak with you at the end of a school day regarding any concerns you may have or support you may require.

School also has a **Pastoral Manager, Mrs Lisa Brealey**. She is an ideal first point of contact if you require advice regarding specialist support or outside agencies. Mrs Brealey will be able to signpost you in the direction of a variety of support agencies or will be happy to liaise with outside agencies on your behalf where possible. School believes strongly in working in partnership with parents and we are only too happy to help to make this an area that is as straight forward as we can for your peace of mind.



What skills do staff possess that could help my child specifically?

- ◆ All teaching, support and office staff are first aid trained.
- ◆ We also have members of staff who are fully qualified in Paediatric First Aid. All staff undertake training annually for Asthma, Diabetes, Epilepsy, allergies and the use of Epi-Pens.
- ◆ We have annual training and updates on the management of learning needs including Dyslexia, Dyspraxia, Attention Deficit Hyperactivity Disorder (ADHD) and Attention Deficit Disorder (ADD), Autism and Asperger's Syndrome.
- ◆ For any child who has a learning need, physical or emotional condition, they may also have the opportunity to work with an adult in small groups or 1:1. They will identify training that would support their work with these children.

How do we adapt the curriculum so that we meet the needs of children with special educational needs?

We recognise that all children are individual and learn in different ways and at different rates. Therefore, we tailor our curriculum to cater for a variety of learning styles and abilities. In each class, the teachers are highly skilled at identifying where children may struggle with particular aspects to their curriculum or in understanding specific concepts. We differentiate work in English and Maths to cater for the needs of each child. This means that we support children who struggle or find concepts difficult to understand by adapting their work into more manageable steps. Equally, children who are gifted or talented in a specific learning are given work that will challenge their thinking further.

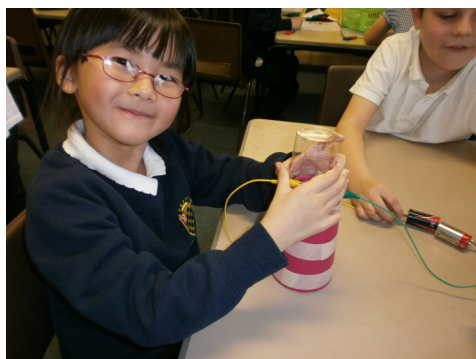
We use intervention learning packages too that we can tailor to the needs of specific groups of children who need extra support. These may include:

- ◆ Literacy—Toe by Toe, Wellington Square, Reading Volunteers, SERI, Fuzzbuzz
- ◆ Maths— Bright Maths, Maths Recovery
- ◆ Other areas in which we offer support—Motor Skills

How do we assess in schools and how does this help to identify a special educational need?

All children in school are assessed formally and informally within school. On a day to day basis, teachers mark their work to assess how the children are performing according to the skills they have been taught, for example, how to write in sentences or how to multiply numbers. Children are also assessed according to more formal tests at the end of a term, unit of work or key stage. All observations, discussions and tests form part of the 'bigger picture' of the needs of a child and form part of our assessment procedures. It is throughout a combination of these approaches that educational, physical or emotional needs are identified. At this point, if a teacher has a concern or an aspect of your child's learning that they wish to discuss, they will arrange to meet with you.

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cial educational needs?

Depending on your child's particular requirements, we will endeavour to cater as best as we can for them in school. Work will be differentiated in all classes to cater for individual needs. Specifically trained staff take groups or individual children for some more intensive intervention work if needed. If the needs of your child are more specific and an EHC plan outlines the need for more specific support, we can try to access funding for outside agencies to support your child and their needs, within the school setting.

Which specialist outside agencies will work with my child?

For any child with a diagnosed learning need, we work closely with the appropriate agencies in order to support your child with the appropriate learning support. These agencies will also liaise closely with parents, class teachers, the SENCo, the Pastoral Manager and Headteacher to ensure that specialist provision is of value to your child. These agencies are:

- ◆ Learning Support Services: LSS
- ◆ Behaviour Support Services : BSS
- ◆ Speech and Language Therapy : SALT
- ◆ Primary Jigsaw
- ◆ Educational Psychology
- ◆ Child and Adolescent Mental Health Services : CAMHS
- ◆ School Nurses—Health Screening, Vision and Hearing Screening



How does

funding work to support my child and their needs?

additional

Schools receive funding for all children with special educational needs. From this, school are able to provide what children need, including equipment. The local authority may need to contribute further if the equipment is particularly expensive or specialist or if they need a Learning Support Assistant to work with them. This is then assessed by the Special Educational Needs Panel for the Local Authority who will make a judgement of what support is necessary and allocate some time and money to school to pay for or towards the cost of such support.

What is the parental responsibility if you have a child with identified needs?

Communication is the key to making sure that we can work together with your child and your family to ensure that their needs are catered for and that the appropriate support or intervention is identified and provided.

We ask that where meetings are arranged for us to discuss your child's needs, you attend these to remain fully informed of your child's progress. These meetings can sometimes be with yourself and the class teacher. If your child works with a Speech Therapist or a Learning Support Assistant, they may also be present. If your child is on an Education Health and Care Plan (EHC) the SENCo will also be present. This can sometimes seem a little overwhelming, but we hope to reassure you that this is all in the best interests of your child and to ensure that all parties working with the child have the same information, so that provision is consistent and of good quality.

If your child needs any follow up work completing to support their needs, we ask that you work with them and us to encourage your child to complete such work.

How are the governors involved and what is their responsibility?

The progress and attainment of all children in school is shared with governors. Specific groups of children, for example – boys/girls/children with additional needs - are identified so that their achievement can be monitored. There is also a governor specifically responsible for liaising with the school SENCo.



What are transition ar-

rangements for my child

as they join school

or leave school?

At Warren Wood, we work closely with local nurseries and pre-school settings in order to ensure that we have a fully rounded picture of the needs of all children before they arrive in our care at school. This includes informal discussions with staff, observations, meet and greet sessions and visits to school prior to a child joining us in Reception. If a child joins school midway through a school year, they are invited on a show round of the school with the Headteacher and an opportunity to meet their new teacher and class before they start.

When children start in Reception, they are assigned a 'Reading Partner' who works alongside them at intervals during the week to encourage them with their reading but also in terms of their social skills, settling in and routines. It is a most valuable asset to our school and to the development of our children, both young and old.

What before/after school provision is available at school?

Currently, we do not have an on-site provider for before/after school clubs, due to the building work and lack of available space for such a facility. After the rebuild of school, this is an area we will be looking to potentially provide on-site. We do work alongside external providers who are well established businesses located close to school who bring children to school and collect them afterwards too.



What about 'E-safety' ? (Online safety)

At school we make sure that we prepare children for the 'world outside their window' and this includes the safe use of the internet. We answer questions as we see appropriate as they arise, sometimes on quite delicate issues, responding to the requests of the children. We always follow this up with parents and let them know what has been asked and how it has been answered, to assist you at home. We have units of work that cover internet safety specifically, tailored to the age appropriate requirements of the children. Assemblies are also used as a way to share important messages about safety with the children.

Where can parents and carers gain extra support, help or guidance from?

We have an 'open-door' policy at school which means you are welcome to pop in and see us at any time to ask anything or raise a query or a concern. We believe there is no such thing as a silly question, so please ask and we will try to find you the answer or signpost you to the person with the answer.

Glossary of Useful Terms



	Terminology
SEN	Special Educational Needs
SEND	Special Educational Needs and or Disabilities
SEN Code of Practice	The legal document that sets out the requirements for SEN and disabilities
SENDCO	Special Educational Needs and Disabilities Coordinator
EHC plan	Education, Health, Care Plan
SS	SEND Support
S	Statement stage of the SEN Code of Practice (to be phased out and renamed Education Health Care Plan—EHC)
SA	School Action stage of the SEN Code of Practice (to be phased out)
SA+	School Action Plus stage of the SEN Code of Practice (to be phased out)
	Professional Bodies/Agencies/Support
BSS	Behaviour Support Services
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
LSA	Learning Support Assistants
LSS	Learning Support Services
PJ	Primary Jigsaw
SALT	Speech and Language Therapist
TA	Teaching Assistants
	Medical/Learning/Emotional Conditions
ADHD	Attention Deficit Hyper Activity Disorder
ASD	Autistic Spectrum Disorder
HI	Hearing Impairment
MLD	Moderate Learning Difficulties
SLD	Specific Learning Difficulties
VI	Visual Impairment