



**Newhampton Church of England
Schools Federation**

SEND Response to Local Offer

Newtown Church of England Primary School
&
Welshampton Church of England Primary School

September 2023
To be reviewed September 2024

Newhampton Federation SEND Response to Local Offer

Who are the best people to talk to in our schools about my child's difficulties with Learning/Special Educational Needs or disability (SEND)?

We have a dedicated SENCo at each school site, Mrs L Lench at Newtown C E Primary School and Mrs R Jones at Welshampton C E Primary School. (Mrs Lench is currently away from school and therefore Miss Jones is currently the acting Federation SENDCo across both schools.)

Responsibilities are:

- Responsible for coordinating all the support for children with special educational needs or disabilities (SEND) and developing the Federation SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school.
- Ensuring that you as a parent or carer are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- Liaising with people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils are known) and making sure that there are records of your child's progress and needs as well as meeting with your child's class teacher on a regular basis.
- Providing support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

What are the different types of support available for children with SEND in Newhampton Federation.

Wave 1: Class teacher input via targeted classroom teaching also known as Quality First Teaching:

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical based learning and accessing a variety of resources.
- Specific strategies (which may be suggested by the SENCO or outside agencies) are in place to support your child to learn better.
- Your child's class teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and requires some extra support to help them make the best possible progress. All children in school should be getting this as a part of excellent classroom practice when needed.

Wave 2: Targeted Interventions where a specific need is addressed, often through small group work with children with similar needs.

For your child this would mean

- planned, small group or individual teaching sessions focusing on a specific area of need
- These may take place between the standard school assessment weeks in response to the academic data collected. Individual child progress will be monitored to assess the impact of such intervention as part of a Plan, Do, Assess, Review graduated approach. Some interventions may take place throughout the school year in response to Social, Emotional and Mental Health (SEMH) needs.

Wave 3: Targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential.

For your child this would mean

- planned, small group or individual teaching sessions focusing on a specific area of need.
- Some children may require individual support throughout the school day.
- Provision would be supported by relevant external agency recommendations and may be funded by the Local Authority under an Education Health Care Plan (EHCP).

How can I let the school know if I am concerned about my child's progress in school?

If you have concerns about your child's progress you should speak to your child's class teacher initially and agree how to plan ahead in supporting your child. If you are not satisfied that the concerns are being managed and that your child is still not making progress you should arrange a meeting to meet with the Federation Deputy Headteacher, Mrs Clare Liley at Welshampton CE Primary and Miss Jones.

The Deputy Headteachers will then consult with the Executive Headteacher to plan the best way forward.

How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making expected progress their school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning
- give you the opportunity to have input into appropriate targets set for your child
- invite you to any necessary review meetings at later dates

How is extra support allocated to children and how do they move between the different levels?

The school budget, received from Shropshire LA, includes money for supporting children with SEND.

- The Executive Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

- The Headteacher, Deputy Headteacher and the school SENCo discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.

All resources/training and support are reviewed regularly and changes made as needed.

Who are the other people providing services to children with a SEN in this Federation?

Funding that is directly provided by the Federation and visits organised jointly:

- Learning Support - Woodlands Outreach Centre
- ASD support – Woodlands Outreach Centre
- Behaviour Support- Woodlands Outreach Centre
- SENCO – Mrs. L Lench and Mrs R Jones (Nationally Qualified SENCO)
- Educational Psychology Service

Paid for centrally by the Local Authority, delivered in school but not managed by the school:

- Sensory Inclusion Service for children with visual or hearing needs
- Speech and Language Therapy

Provided and paid for by the Health Service, but may be delivered in school:

- School Nurse
- Occupational Therapy
- Speech and Language Therapy
- Physiotherapy

Provided for by the Health Service but managed outside of school:

- Bee-U
- Paediatric referrals
- Hospital referrals

How are the teachers in the Federation helped to work with children with a SEND and what training do they have?

- The SENCo's job is to support the class teacher in planning for children with SEND.
- The school has regular training for all staff to improve the teaching and learning of children including those with SEND. This includes training on SEND issues such as ASD and Speech and Language difficulties which are delivered as the need arises.
- Opportunities for all staff to work collaboratively with other schools when training opportunities arise.
- Staff regularly meet with the school SENCo in order to discuss training needs
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the Woodlands Advisory service.

How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups where necessary.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

How will we measure the progress of your child in our Federation?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally:
 - EYFS: against Development Matters. This is non-statutory guidance material that supports practitioners in implementing the statutory requirements of the EYFS, which are the Early Learning Goals (ELGs). Pupils complete the Reception Baseline Assessment (RBA) during the first half term of the academic year. The purpose of this is to provide an on-entry assessment of pupil attainment. At the end of the Foundation year, children are judged against each of the seventeen Early Learning Goals (ELGs).
 - Year 1: NFER standardised tests in Reading and Maths and Oxford Owl writing criterion for Writing in Spring and Summer term.
 - Years 2 to 6: Termly NFER standardised tests in Reading, Grammar, Punctuation and Spelling & Maths and Oxford Owl writing criterion for Writing.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are results that are published nationally.
- Children at Wave 3 will have an individual PCP which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with a Statement/ Education Health Care Plan (EHCP) of SEND is formally reviewed at an Annual Review with all adults involved with the child's education.

The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.

What support do we have for you as a parent of child with a SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. They should be your first point of contact.
- The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have – please speak to the office staff to make an appointment.
- All information from outside professionals will be discussed with the class teacher or SENCo and if possible with the person involved or where this is not possible, in a report that you will retain a copy of.
- PCP's will be reviewed with your involvement each term.

- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

How is our Federation accessible to children with SEND?

- The school buildings are accessible to children with physical disability.
- A disabled toilet is accessible to all pupils and adults.
- We ensure that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- Extra curricular activities are accessible for children with SEND

How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher and in most cases, a planning meeting will take place with the SENDCo, previous and new teacher. All individual PCPs will be shared with the new class teacher.
- There will be transition meetings for all pupils whom teachers feel need additional support with transition arrangements. This intervention program ensures all pupils feel safe, secure and are supported when changing classes.

This document will be reviewed in September 2024 by Mrs L Lench and Miss R Jones, SENDCo