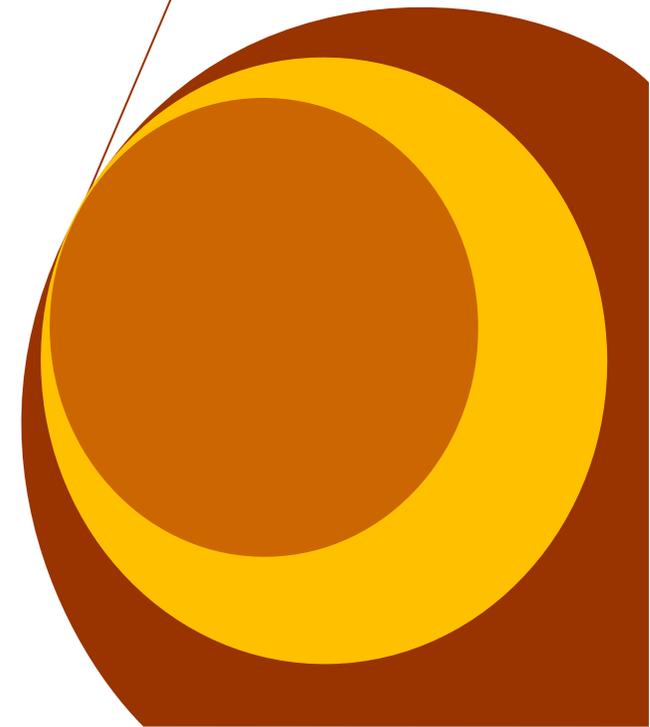
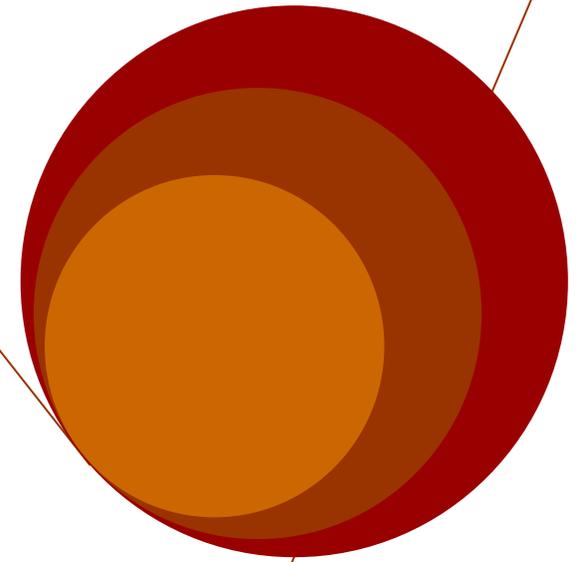
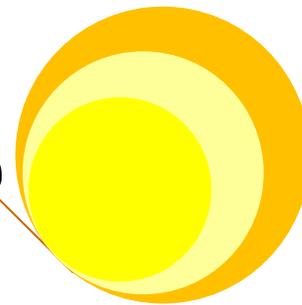


# The School Offer

2018/19

Waterman Primary School

The purpose of this document is to enable parents and young people to see more clearly what services are available for children with special educational needs and disabilities in our school and how to access them.



### **What is the Local Offer?**

The Local Offer is information for parents/carers of children who have Special Educational Needs (SEN) and all those who support children with additional needs.

More information on The Local Offer within Essex please go to <http://www.essexlocaloffer.org.uk/>

This 'School Offer' information document outlines the support and provision parents can expect to receive, if they choose Waterman Primary School for their child.

### **How are Special Educational Needs defined?**

Waterman Primary School has a Register of Action which is a record of all students who receive additional support in the following four categories:

- Cognition and Learning
- Communication and Interaction
- Physical and Sensory
- Social Emotional and Mental Health

A child or young person has special educational needs if he or she has learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. "Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision." Code of Practice 2014.

Our SEN policy details how, at The HEARTS Academy Trust, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that

teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs. All teachers are teachers of children with special educational needs/additional needs. Further information is available in the SEN link on our school website.

The school recognises that the needs of high achieving children should also be catered for and recognised as a 'special educational need'.

**Most able** - There is no single measurement with which to identify pupils working at a 'Greater Depth' due to their individuality. In our school we use a combination of the following sources of information:

- Teacher observation and assessment
- Checklists or characteristics
- Testing, including Baseline assessments on entry
- Pupils' profiles using examples of outstanding work and insights from pupils
- Background knowledge from parents and past settings/teachers

We identify these pupils so that we can provide effectively for them, and so that teachers can plan appropriate work and stimuli for them.

Once identified, the pupils are entered in our register of more and very able children which notes their particular abilities. This is kept centrally so that all teachers are aware of children's needs. Progress is reviewed regularly with the support of the co-ordinator.

Teachers provide enrichment and extension opportunities for these pupils as part of their planned differentiation. This applies also to homework tasks. Pupils working at a greater depth are challenged within subject areas. Teachers' planning supports the provision of:

- Common activities that enable children to respond at their own level
- Enrichment activities that broaden or extend a child's learning in a specific skill or knowledge area
- An individual activity or task within a common theme that reflects a greater depth of understanding
- Opportunities for children to progress through their work at their own rate of learning.

## **What can I expect if I send my child to Waterman Primary School?**

A personalised approach to learning with the relevant support and adjustments that will maximise your child's learning. Teachers that ensure that your child will:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- participate safely in all activities in clothing that is appropriate to their religious beliefs;
- be taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- be encouraged to participate fully in all aspects of school life.

The staff at Waterman Primary School assess and monitor pupil's progress. If this shows that a child may have a learning difficulty then a graduated approach is applied. The levels are as follows:

If a child is working below the national expectation or if progress may be occurring at a slower pace, they will be placed on our School Action Register at the HQT level (High Quality Teaching). The children will receive an Individualised Provision Map.

If a child's progress has more complex needs and their attainment falls significantly below age-related expectations then the class teacher, with advice from the SENCo and outside agencies will provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. These children will be placed on our SEN register and an Additional Intervention Plan will be created through a pupil-centred approach - with a One Plan. They will also receive an Individualised Provision Map and Child Friendly IEP.

## **How does Waterman Primary School organise support for children with SEND?**

•The SENCO coordinates all relevant support for children with SEND. This includes additional adult support, intervention, tracking and collaboration with outside agencies.

### **What happens if my child has a high level of need?**

•The SENCO will be involved with your child from the start to plan the transition and make sure they have the necessary support in place from day one. Your child will be monitored regularly and support adjusted where necessary. Relevant observations and assessment will be carried out and intervention applied if needed. Staff will be informed of what adjustments need to take place in the classroom so your child can access the curriculum at their level. They may be entitled to additional adult support either in the classroom or via separate intervention. It may be appropriate to involve outside agencies, specialists and doctors and as such an 'Education, Health and Care Plan' will be formed. Generally, at this level the child will have hours allocated by the LEA to enable the child to receive 1:1 support/receive individual provision and care.

### **Who offers support for my child at Waterman Primary School?**

•The whole staff including: Head of School, SENCO, Class Teachers, Teaching Assistants, coaches, club leaders, Attendance Manager.

We will also work closely with advisers, specialist and medical professionals to ensure continuity of care and the very best for your child. We also have a mental health worker who supports both children and their families, in school and at home.

### **How will I get informed about my child's progress in school?**

You will receive a 'booster report' at the end of the Autumn and Spring term along with a final school report at the end of the academic year.

You will be invited to 'Flying Start sessions', a series of events where teachers will help to support you with developing your child's learning at home. You will have the opportunity to listen to the teachers discuss how they teach, use equipment and explore materials alongside your child and, where appropriate, observe teacher led sessions.

There are two parents' consultation evenings per year where you can meet with the teaching staff to discuss their learning, in addition there is an extra meeting in the summer term to discuss and review the targets in preparation for the coming year.

### **What if my child needs transport to and from school?**

•If your child has an EHCP they may be entitled to a taxi or bus pass, funded via the local authority.

**What would my child expect to receive if they are in receipt of Pupil Premium, in a Service family or are in Local Authority care?**

•All schools receive additional funding for students who are in the above three categories. This funding is issued to every school to try to help narrow learning gaps and input intervention to overcome any learning barriers. Please see the comprehensive list of interventions we offer with this funding in the Pupil Premium section on our school website.

If you have any further questions regarding SEN support then please do not hesitate to contact the school.

Name of SENCO: Joanne Fincher

SEN Governor: Shaun Scrutton