

Winchelsea Local Offer

1. What should I do if I think my child has Special Educational Needs or disabilities? (SEND)

1. Contact your child's class teacher

During this meeting you will review progress over a period of time and look at latest assessment results. If the class teacher feels it is necessary, they will pass information on to the school SENDCO.

A plan of action will be decided.

2. SENDCO's action

It may be necessary for you to meet with the SENDCO, Mrs Dunham. Your child may be placed on the Inclusion Register.

3. Next steps

Targets may be put together or advice /assessment may be requested by an outside agency.

2. How will school respond to my concern?

1. After initial consultation - We take the time to look at the concern. We build up a one-page profile of your child by gathering assessment data, observations and general notes.

2. Meeting with SENDCO - A meeting for the SENDCO, Class Teacher and parent may take place to discuss concerns raised in the initial consultation. At this stage it may be necessary to place the child on the inclusion register.

3 Planning together - If necessary, the SENDCO will generate a plan with the Class Teacher that will help the child. These will all be explained and shared at a parents' meeting with the pupil and adults involved.

4. Outside Agencies - It may be necessary to seek advice from Outside Agencies to decide on the most suitable course of action. Parents/Carers are constantly informed during this process.

5. Progress Reviewed - Progress is reviewed during the year with parents, children and adults involved. If progress continues to be a concern we will set new targets. If your child has made sufficient progress and attainment has improved they may be removed from the inclusion register.

3. How will the school decide if my child needs extra support?

Decisions would be made using both formal and informal assessments of your child including:

- Adult observations over a period of time
- Monitoring data (collated and analysed each term where children are discussed during pupil progress meetings with the head teacher and your child's teacher).
- Discussions with parents/pupils
- Advice sought by the SENDCO from outside agencies

4. What will the school do to support my child?

Your child's targets will be set and the progress will be monitored by the class teacher. In addition, your child may receive support from a teaching assistant. We follow a process of providing support for children. This is through a cycle known as 'Assess', 'Plan', 'Do' and 'Review'.

Assess

Your child's progress is continually monitored and reviewed by the class teacher and, if necessary, the SENDCO. Any additional information, observations/assessments from outside agencies will be considered.

Plan

The information gathered during the 'Assess' process will enable us to look carefully at the type of support your child will need. Targets may be set during this time and the appropriate provision will be put in place to enable your child to progress. Parents and children will be involved during the 'plan' phase and you will be given a written format of the support given in school.

Do

We use a range of strategies to help your child achieve their target. This additional support could include:

- In-class support/small group/1:1 teaching
- Extra enhancements with trained members of staff
- Observations/assessment/teaching from Outside Agencies

Review

Your child's progress will be reviewed. We will look at progress, attainment and provision that has been in place for your child. It will then be decided if the child needs to stay on the inclusion register and continue the support; whether support needs to be intensified or whether the child can be removed from the register.

5. Who will support my child in school?

There are many people who may be involved in providing support for your child. These may include:

Class Teacher	The class teacher is the first point of contact should you wish to raise a concern about your child. It is the class teacher's responsibility to plan for teaching and learning and to make judgements based on your child's progress.
SENDCO	The SENDCO will monitor the progress of all the children on the inclusion register and will monitor the effectiveness of intervention for children throughout the school. The SENDCO will review meetings and refer children to outside agencies.
Teaching Assistants	There is a trained Teaching Assistant in every class in the school. If the Class Teacher is unavailable then please see the TA. The Teaching Assistants support your child on a daily basis with teaching and learning and have excellent knowledge of the children in the class.
Head Teacher	The Head Teacher is the line manager for all the staff in the school. The Head Teacher ensures that provision and support is available for children with SEND. The Head Teacher meets regularly with the SENDCO to discuss provision in school for children with SEND.
Middy Supervisors	The Middy Supervisors support the personal, social and emotional needs of your child. Good communication between teaching staff and Middy Supervisors ensures that children are closely monitored during lunchtime and information is passed on if necessary.
Outside Agencies	We work with a range of Outside Agencies including; Speech and Language Therapists, Specialist teachers, Educational Psychologists, Physiotherapists, Occupational Therapists, Paediatricians, and specialist nurses. Their role is to support the SENDCO with all aspects of SEND.
SEND Governor	The Governing Body has a named governor whose responsibility is to oversee the provision for SEND and will feedback to the governing body.
ELSA	The emotional literacy support assistant works with children to support their Social, Emotional and Mental Health (SEMH) needs.