

## Western House Academy

### Special Educational Needs/Disability (SEND) Offer

2016/17

Western House Academy is a mainstream primary school and nursery with over 700 pupils aged 3 – 11. It is nestled within the heart of Cippenham, on the Western edge of Slough. We are one of seven academies that form The Park Federation Academy Trust. Our community is culturally diverse and rich in aspiration giving our academy a family-centred quality which we hugely value. Our children are encouraged to celebrate difference and diversity and to develop into caring, respectful young citizens who actively participate in all areas of life.

#### The Local Offer – What is it?

The Children and Families Bill (April 2014) outlines the Government’s plans to require Local Authorities to publish information on services and provision across education, health and social care for children and young people aged 0 – 25 with Special Educational Needs and Disabilities (SEND 2014). The purpose of a local offer is to enable parents and carers to see more clearly what services are available for children with SEND in their area and how to access them. The information below is Western House’s contribution to the local offer.

<b>Area</b>	<b>Response</b>
1. Special Educational Needs Policy	<p>Western House Academy aims to provide every opportunity to all pupils to reach their full potential by creating a positive environment which recognises the achievements of all individuals in our academy community.</p> <p>Our Special Educational Needs Policy can be found on our school website</p> <p><a href="#">Special Educational Needs and Disabilities Policy</a></p>
2. Teaching and Learning	<p>All children learn and develop at different rates. We meet our children’s needs by ensuring high quality teaching and outstanding classroom practice. We have a variety of support systems and strategies in place to aid children who may be finding it harder than others to succeed in any area of learning. These often include, differentiating lessons and adapting resources so that all children can access the curriculum, grow in confidence and achieve their academic goals.</p> <p>Children who have been identified as having special educational needs may have certain barriers which prohibit and hinder their learning. We support those children identified via:</p>

	<ul style="list-style-type: none"> <li>• Differentiated planning and teaching of the curriculum</li> <li>• Small group work covering a range of skills such as literacy, numeracy, developing fine and gross motor skills</li> <li>• Individual learning support through specific programmes</li> <li>• Support for behaviour</li> <li>• Support for health needs</li> <li>• 1:1 tutoring as appropriate</li> <li>• Nurture Group – specialised small group teaching</li> <li>• Communication groups focusing on speech and language development.</li> <li>• Careful liason with outside agencies <ul style="list-style-type: none"> <li>• Extra class support – if deemed appropriate</li> </ul> </li> </ul>
<p>3. Identifying and Assessing Special Educational Needs</p>	<p>At Western House Academy, we believe that it is vital to identify a child who is finding it difficult to make progress with their learning as early as possible. Early support often helps children to succeed. Children may be identified as having a special educational need by:</p> <ul style="list-style-type: none"> <li>• Concerns raised by parents / carers</li> <li>• Concerns raised by a class teacher / member of staff</li> <li>• Lower than expected levels of achievement – these are reviewed regularly by class teachers, SENDCo (Special Needs and Disabilities Co-ordinator) and Principal</li> <li>• Information shared by medical professional and speech and language therapists.</li> </ul> <p>In the first instance, teachers will continually assess each child and highlight areas where support may be beneficial. Teachers are excellent at sharing concerns with the SENDCo at an early stage so the appropriate provision can be put in place</p> <p>All concerns are investigated by the Senior Management Team and the necessary interventions and support is put in place. These are reviewed after 6 weeks and next steps are discussed and put into place as appropriate.</p> <p>We have meetings with Educational Psychologists, Speech and Language Therapists and other special needs professionals on a regular basis, where we discuss individuals emotional, academic and social concerns.</p>
<p>4. Involving parents and CYP in Planning and Reviewing Progress</p>	<p>We value and respect each child’s view. We strive to fill each child with confidence so that they can make their voice and opinion heard. We encourage communication through verbal and non verbal means. Children can use sign language, drawings, photographs or visual aids to express themselves as well as verbal expression.</p>

During reviews, children's opinions are sought and parents are encouraged to share their goals for their child. Parent's views, experiences and knowledge of their child is invaluable to us, as

	<p>they provide a fuller picture of what the child is experiencing. Translators can be provided for any parent requiring this service.</p> <p>Children identified as having an additional need will be given an Individual Education Plan (IEP), this will have small, achievable targets for the child, these will be discussed with parents and reviewed at least once a term. At all times, staff work closely with parents and utilise professionals outside of the academy as required. The academy holds parents' evenings on a termly basis, but parents are welcome to come at any time to discuss their child's progress. Parents are invited to attend meeting with professionals to discuss their child's concerns and progress. The SENDCo has an open door policy and is always available to parents</p>
<p>5. Additional Support</p>	<p>Relevant specialist support from outside agencies will be offered to any child who is highlighted as having a special educational need as it is required and with parent's permission. This support could come from any of the following agencies which support our academy:</p> <ul style="list-style-type: none"> <li>• Speech and Language Service</li> <li>• Educational Psychology Service</li> <li>• School Nurse</li> <li>• Services Supporting Behaviour</li> <li>• Autism Outreach Service</li> <li>• Learning Difficulties and Disabilities Service –specialist teacher assessing and offering advice and strategies.</li> <li>• Physiotherapy and Occupational Therapy Services</li> <li>• Sensory Consortium Service</li> <li>• Parent Partnership</li> <li>• Early Help</li> </ul>
<p>6. Extra Activities</p>	<p>Western House Academy always makes all reasonable adjustments for any academy trips to include the needs of all children. Risk assessments are carried out for all trips. All children have the choice to attend any extra curricula clubs and activities which are held at the school. Additional funding can be secured to fund any 1:1 support required for any after school clubs that children wish to attend.</p>
<p>7. Meeting the Social and Emotional Needs of CYP with SEN</p>	<p>One of our academy's core principals is to nurture every child and ensure they develop in self esteem and confidence. Every member of staff is responsible for the emotional and social well being of each child under their care.</p> <p>We have a positive behavioural policy and maintain high expectations at all times.</p> <p><a href="#">Positive Behaviour Policy</a></p> <p>We encourage children to be well mannered, kind and considerate towards one another and to take pride in themselves and their behaviour.</p>

	<p>For children who may need some assistance in this area we are able to offer:</p> <ul style="list-style-type: none"> <li>• 1:1 support from Mr Dalglish – our child and family support worker</li> <li>• Social skills groups</li> <li>• Specialist SEND LSA support</li> <li>• Peer mentoring</li> <li>• Places in our new Nurture base</li> </ul> <p>If required, referrals can be made to outside specialists such as:</p> <ul style="list-style-type: none"> <li>• Social care</li> <li>• Early help</li> <li>• SEBDOS – Services</li> </ul> <p>Friendship is featured in our Positive Behaviour policy and is reinforced by our Western House Heroes. It is also a theme in assembly and during PSHCE</p>
<p>8. Keeping Up to Date with Knowledge and Skills</p>	<p>Once training needs have been highlighted, relevant training for teachers and support staff is organised to ensure the child with additional needs has their requirements met as soon as possible.</p> <p>HLTAs and LSAs receive training, every two weeks, on needs identified through monitoring of feedback and through lesson Observations. Training is also offered through the Park Federation.</p> <p>We have regular INSETs where staff can develop their skills and knowledge.</p>
<p>9. Transitions</p>	<p>Nursery – Our Nursery staff visit every new pupil in their home environment where they feel safe and comfortable, so we can find out as much as we can about them.</p> <p>Between Year Groups – Visits to new classrooms, new teacher visits children Transition books Meet with parents, introduce new teacher, show classroom and cloakroom</p> <p>To Secondary School – Annual review – secondary school SENDCo visits Visits to new school with 1:1 support SENDCo has strong links with secondary SENDCo Use of transition books – photos Transition support for some of our more vulnerable Year 6 pupils</p>
<p>10. Helpful Contacts</p>	<p>Mrs Coral Snowden - Principal Contact Details: 01753 526326 Email: <a href="mailto:whaoffice@theparkfederation.org">whaoffice@theparkfederation.org</a> Miss Jenna Bent - Director of Inclusion &amp; SENCO</p>

Contact Details: 01752 526326

Email: [whaoffice@theparkfederation.org](mailto:whaoffice@theparkfederation.org)

Mrs Sharon Akehurst - Child & Family Support Officer

Contact Details: 01753 526326

Email: [whaoffice@theparkfederation.org](mailto:whaoffice@theparkfederation.org)