

Wilberforce Primary

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[Click here to see the SEND Triborough Local Offer](#)

1. Who are the best people to talk to at Wilberforce Primary about my child's difficulties with learning, educational needs or disability?

- Talk to your child's class teacher about your concerns.
- It is likely that the class teacher will have discussed your concerns with Denise Paramore, the school Inclusion Manager. You may wish to arrange a meeting with the Inclusion Manager.
- If you continue to have concerns you may also want to arrange to discuss these with Ann Sheppard, the Principal.

2. How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?

- Your child's class teacher may initially speak to you at the beginning or the end of a normal school day and arrange a further time to discuss the concerns.
- The class teacher may also talk to you about any issues at a parent/teacher consultation meeting.
- The Inclusion Manager may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.

3. How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational needs or disabilities?

- At Wilberforce Primary we believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions. We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning.
- You will be able to share your views and discuss your child's progress at regular meetings with the class/form teacher and others.
- If your child has an identified special educational need you will be invited to a termly meeting with the class teacher and Inclusion Manager to discuss current progress, support strategies being used and expected outcomes.
- If your child has a *Statement* of special educational need or an *Education, Health and Care plan* (EHCP) you and your child will be able to share your views at the Annual Review (or 6 monthly review for EYFS).

4. How does Wilberforce Primary ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?

- At Wilberforce Primary we believe that your child's learning needs will first be met through the high quality teaching delivered by her/his class teacher.
- We regularly review the school training schedule and professional development for all teaching and support staff to ensure there is the appropriate expertise to support children with special educational needs.
- The school is able to access training programmes from different organisations including the Triborough Training and Outreach team based at QE2 School.
- Individual training can also be arranged when necessary.

5. How will the curriculum and the school environment be matched to my child's needs?

- At Wilberforce Primary we believe that your child's learning needs will first be met through the high quality teaching delivered by her/his class teacher.
- We carefully plan our curriculum to match the age, ability and needs of all children.
- The class teacher will adapt lesson planning and teaching to match your child's special educational needs and/or disability.
- It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs.
- Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.
- Wilberforce Primary regularly reviews its Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible.

6. What types of support may be suitable and available for my child?

➤ This really depends upon the nature of your child's needs and difficulties with learning; but our education provisions will match the needs of the four broad areas of need as defined in the SEN Code of Practice 2015;

- **Communication and interaction**
- **Cognition and Learning**
- **Social, emotional and mental health**
- **Sensory and/or physical needs**

➤ At Wilberforce Primary we have a 3 tiered approach to supporting a child's learning:

Universal - this is the quality first teaching your child will receive from her/his class teacher and may include some very minor adaptations to match learning needs.

Targeted - it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four part approach of:

- a) **Assessing** your child's needs
- b) **Planning** the most effective and appropriate intervention
- c) **Providing** this intervention
- d) **Reviewing** the impact on your child's progress towards individual learning outcomes

Specifically targeted one to one or small group interventions may be run outside the classroom. These will be limited to a number a weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes both at the start and end of the intervention.

Specialist - it may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy, sensory advisory teachers and the child development service.

7. How will you support my child to reach his/her learning outcomes?

- The class teacher and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach these goals. The learning plan, strategies and progress will be reviewed termly.
- External agencies and specialists may also review your child's progress and adapt their planning accordingly.

8. What types of support may be suitable and available for my child?

The purpose of an EHC Plan is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/she gets older, prepare for adulthood.

An EHC Plan will contain:

- the views and aspirations of you and your child
- a full description of his/her special educational needs and any health and social care needs
- establish outcomes for your child's progress
- specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes

You, your child (where appropriate and aged 16 and over) and/or the school, usually the Inclusion Manager or Principal, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan.

9. How will you help me to support my child's learning?

- There may be suggested strategies or activities for you to do at home to support your child's learning.
- We sometimes run parent/carer workshops in school to help you understand the strategies used in school. In addition, we may be able to offer you individual training in specific support strategies relevant to your child.
- The Inclusion Manager may also support you with strategies, resources and ideas for supporting your child's learning at home.
- You may have an opportunity to meet with other professionals involved in supporting your child.

10. How is support allocated to children and how do they move between the different levels of support in school?

- Wilberforce Primary receives funding from the Education Funding Agency and/or the local authority. These funds include money to support the learning of children with SEN and/or disabilities.
- The Principal, in consultation with the School Governing Body, decides the budget for SEN provision on the basis of the needs of the children in the school.
- The Principal and the Inclusion Manager discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs.
- This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn.

11. How will the school know that the support has made a difference to my child's learning and how can I and my child be included in this review process?

- Your child's progress will be assessed both in terms of his/her regular learning within the class and with regard to specific intervention programmes.
- The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child.
- You and your child will be kept informed and encouraged to be actively involved at all stages of this support.

12. What support will there be for my child's happiness and well being at Wilberforce Primary?

- At Wilberforce Primary we believe that the happiness and well being of all our pupils is paramount. All members of staff take this aspect of school life very seriously.
- You can be confident that in particular your child's class teacher, the teaching assistants, Learning Mentor and the Inclusion Manager are available to provide support to match your child's needs.

13. How is my child included in all the same activities as his/her peers at school?

- Wilberforce Primary is an inclusive school and committed to providing equal opportunities for all children.
- School clubs, educational visits and residential trips are available to all children.
- When necessary the school will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities eg. Sports Days, PE lessons and 1:1 curriculum support.
- You should also feel free to contact your child's class teacher if you have any concerns.

14. How will Wilberforce Primary support my child in transition stages?

- We liaise closely with the school and nursery your child is transferring from. We are able to discuss with the relevant teachers any individual needs and how best to support your child in school.
- While at Wilberforce Primary we take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils needs, learning progress and best support strategies.
- Wilberforce Primary makes arrangements to ensure there is a smooth transition when your child transfers to his/her secondary school of choice. Please contact us for further details.
- If your child has an EHC Plan, we will participate and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.
- From Year 9 all EHC Plan reviews will have a focus on preparing for adulthood, including employment, independent living and participation in society.

15. Who can I contact if I have a complaint about the SEN provision made for my child?

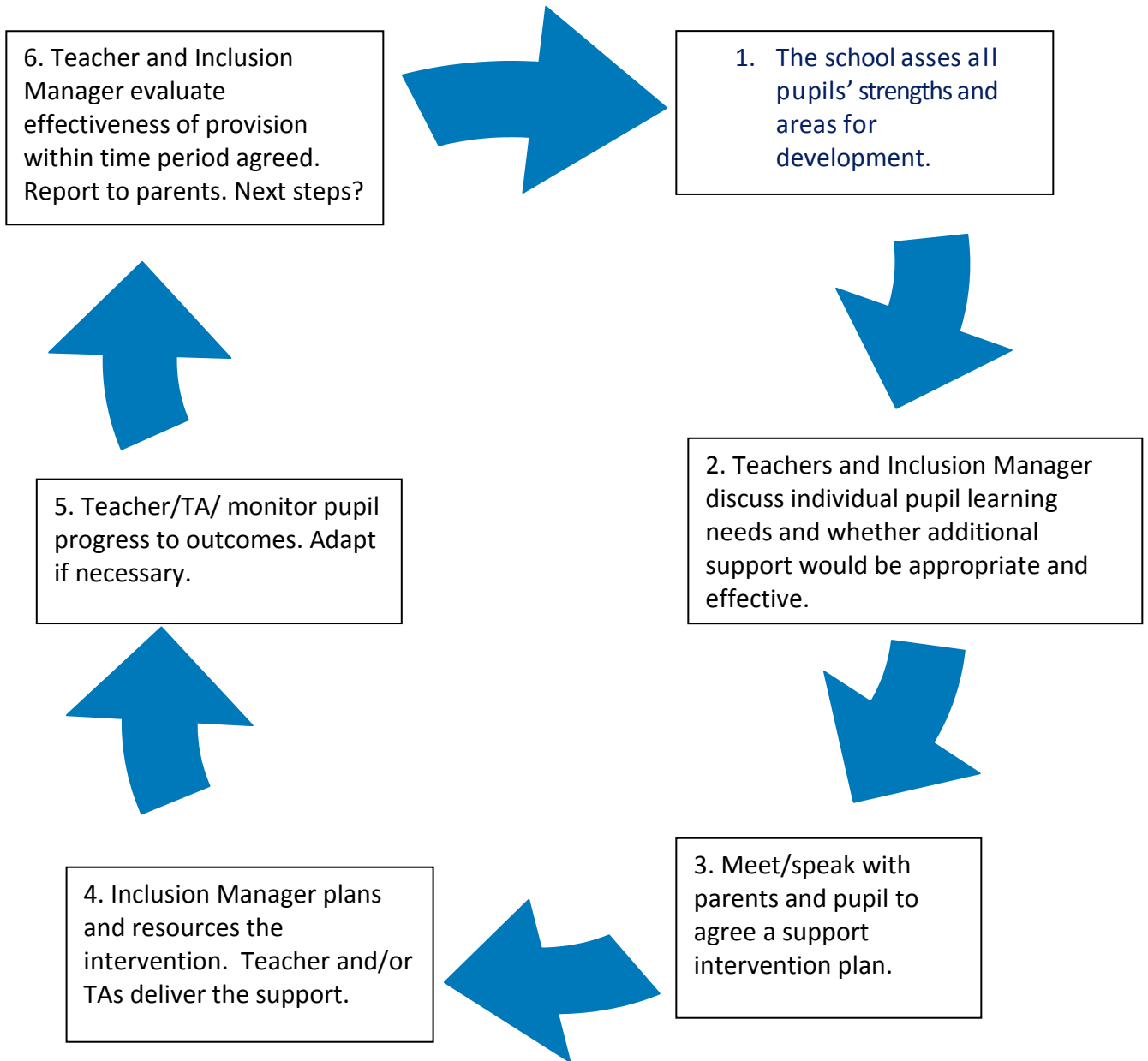
- Initially speak with your child's teacher and/or Inclusion Manager. Hopefully they will be able to address your concerns.
- You can then contact the Principal, who may direct you to the school's Complaints Policy and procedure.

16. If I have any other questions about my child at Wilberforce Primary, who can I ask?

At Wilberforce Primary we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following in this order:

- The class teacher
- The Inclusion Manager
- The Vice Principal
- The Principal

Parents' guide to Wilberforce Primary interventions & provision map table



Wilberforce Primary SEND Provision Map Autumn ½ 2015 - 2016

Intervention or provision	EYFS/Years	Frequency & duration	Staff	Staff/pupil ratio	Approximate cost per prog
READWRITE Inc 1:1 Phonics	Yrs 3 -6 (pupils with early reading skills)	Daily. 1 hr. Term Review Period	TA	1:1	
Power of 2 1:1 Maths support	Yrs 2 & KS2	20 mins daily targeted support	TA/ Inclusive Manager	1:1	
5 Minute Number/Box 1:1 Maths support	KS1 Individual Prioritised Pupils	Daily	HLTA	1:1	
Box Clever	Nursery, Rec & Yr 1	2 x weekly 30 mins Aut 1 & Aut 2	CT/ HLTA	Small Group	
Social Skills Groups	KS2	Dependent on needs of pupils	Inclusion Team	Small Group x 3	
Special Time 1:1 Support	EYFS/ KS1/ KS2	Daily 15 minutes	Pastoral TA	1:1	
S< Small Groups/ Individual referral programmes	Individually Prioritised	Dependent upon S< observations/ assessments	S< Overview TA	Small Group 1:1	
Rainbow Road 1:1 Occupational Therapy Support	Individual Prioritised Pupils	3 x weekly	TA	1:1	
HSL/EWO/ Attendance/ Punctuality	Whole School	Daily – in conjunction with the Office Staff	HSL/ EWO Office Staff	Whole School as required	

In addition to these specified interventions, Pupil Progress meetings also follow for specific interventions to be identified for each year group between class teachers and SLT.

Our Space	Yr 4, 5, 6	Thursday lunchtime	External Tutor	1:1 Small Group	
Yoga Wellbeing box	Identified Pupils	Friday 1 – 2pm	External Tutor	Small Group	

Awaiting ratification

TBap	Identified Pupils	Service; secured as required	TBap	1:1	
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