

Church Walk C.E. Primary School

LOCAL OFFER FOR ALL SEND INFORMATION

Question	Prompt	Answer
How does the school know if children/young people need extra help and what should I do if I think a child/young person may have special educational needs?	<ul style="list-style-type: none"> • How do you identify • Children/young people with special educational needs? • How will I be able to raise any concerns I may have? 	<p>When children have identified SEND before they start school, we work with the people who already know them and use information available. All children have their progress closely monitored. If for any reason, an individual is not making expected progress, the school will look at ways to give support within the class.</p> <p>If you have any concerns about your child, please speak to either their class teacher in the first instance or the Head teacher.</p>
How will school staff support my child/young person?	<ul style="list-style-type: none"> • Who will oversee and plan the education programme and who will be working with my child/young person and how often? • What will be their roles? • How are the setting/school/college Governors or Trustees involved and what are their responsibilities? 	<p>The Head Teacher and SENCO are responsible for overseeing your child's education programme. It is planned in carefully managed steps, in consultation with teachers, teaching assistants and when appropriate outside agencies. The SENCo will support class teachers to write Individual Pupil Plans (IPP's), that specify the short term targets set for your child to achieve. This will be implemented and regularly reviewed, to see if adequate progress is being made.</p> <p>If necessary, children will receive additional support from Teaching Assistants both in the classroom and in small groups or individually. The governing body has a named governor who is responsible for monitoring Special Education Needs provision within school.</p>

How will the curriculum be matched to my child's/young person's needs	<ul style="list-style-type: none"> • What are the School's approaches to differentiation? • How will that help my child/young person? 	<p>At Church Walk, we have mixed age classes; this has many benefits as children can be taught according to their stage of education and their individual needs.</p> <p>We run a streamed programme of phonics every morning, for the whole school, where each child is taught according to their particular phase of development.</p> <p>In this way, each child can make progress at their own pace and be taught in an environment that stimulates and challenges them. For children with specific learning needs activities include: reinforcement and pre- teaching in small groups. Specific 1-1 programmes are used in literacy and Numeracy such as Letters and Sounds reinforcement, Reading Intervention programme, Wave 1 ,2 and 3 Maths Recovery Programmes.</p>

<p>How will I know how my child/young person is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> • In addition to the normal reporting arrangements what opportunities will there be for me to discuss his or her progress with the staff? • How does the school know how well my child/young person is doing? • How will I know what progress my child/young person should be making? • What opportunities will there be for regular contact about things that have happened at School? • How will you explain to me how his or her learning is planned and how I can help support this outside of school? • How and when will I be involved in planning my child's /young person's education? • Do you offer any parent training or learning events? 	<p>Church Walk plans and assesses your child's progress as part of daily activities. In this way, we are able to see if a child is making expected progress or exceeding this. It also indicates if a child is not making expected progress and the particular area that may be affected .</p> <p>We will share what we discover with you and write an Individual Pupil Plan (IPP). These targets will be shared with the child weekly and with parents at termly parents meetings.</p> <ul style="list-style-type: none"> • You we receive a termly progress report for your child and an opportunity to meet with your child's teacher to discuss this. • Specific training is attended by Teachers and STAs and if it is relevant you will be invited to attend. <p>We are keen to listen to parents views and actively encourage you to be involved in your child's learning. We offer a series of workshops and Open Mornings throughout the school year, where you will have the opportunity to come in and see what your child has been learning and to support reading, writing or maths activities.</p> <p>We send home information that we think will be helpful for parents, such as how we teach phonics and the targets that we want your child to achieve by the end of the year.</p> <p>We also send home a half term overview of the work that your child will be covering and give suggestions for ways that you may be able to support their learning at home.</p> <p>We sometimes hold information evenings and workshops to explain how we teach phonics,reading or maths.</p>
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<p>What support will there be for my child's Overall well-being?</p>	<ul style="list-style-type: none"> • What is the pastoral, medical and social support available in the school for children with SEND? • How does the school manage The administration of medicines and providing personal care? • What support is there for behaviour, avoiding exclusions and increasing attendance? • How will my child/young person be able to contribute his or her views? • How will the School support my child to do this? 	<p>Children who have been identified with SEND are supported in many ways; we run social groups to help individuals who may find friendships and making relationships challenging.</p> <p>Emotional well-being is supported by making sure that children are prepared for any changes or transitions in their home or school life. To provide good relationships and friendships we may use "Time to Talk " or "Social Speaking" programmes in small group activities. All staff involved in your child's education are aware of their particular needs and how they can support them in their learning.</p> <p>All medicines are kept securely and parents are asked to sign forms to give staff permission to administer it. All staff are aware of children who may have medical needs within school, in order to keep them safe. Any child with issues regarding personal care is treated with dignity and the utmost regard for their safety and wellbeing. Children who display challenging behaviour are supported to find positive strategies of managing it. We work closely with parents to discuss consistent approaches and to ensure that there is a dialogue to find solutions for any particular issues. Children who continue to display challenging behaviour may have a Behaviour Management Plan which is shared with them and with parents. This looks for triggers that may cause them to behave inappropriately and also states how such behaviour will be dealt with. Behaviour is managed in a consistent and positive way with clear guidelines of rewards and sanctions to help children understand clear boundaries.</p>
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<p>What specialist services and expertise are available at or accessed by the school?</p> <p>What training is the staff receiving or have completed to support children and young people with SEND? <i>This should include recent and future planned training and disability awareness</i></p>	<ul style="list-style-type: none"> • Are there specialist staff working at the school and what are their qualifications? • What other services does this school access including: health, therapy and social care? • Detail staff development and access to training and when this is reviewed and refreshed • Do you have any specialist staff and what do they specialise in? • Do any other services work closely or in conjunction with your service? 	<p>Church Walk has a number of staff who are trained in different areas of expertise.</p> <p>There are two Senior Teaching Assistants who are trained SERIS workers (Social and Emotional Resilience in Schools). They can help children who may be feeling vulnerable for a number of reasons.</p> <p>We have a member of staff with the Kidsafe Qualification, who delivers a programme throughout school enabling children to learn about how to keep themselves safe in various situations. This is refreshed annually.</p> <p>We also have two members of staff who are Mental Health Champions and can support individual children.</p> <p>We also have staff trained in ELS (Early Literacy Support) with Year 1 children who may need a boost.</p> <p>There are Teachers and Teaching Assistants who are trained and experienced in Autistic Spectrum Disorders.</p> <p>All members of staff hold First Aid Qualifications and five members of staff hold Paediatric First Aid Qualifications.</p> <p>The majority of staff have also been trained in Team Teach.</p> <p>Church Walk works closely with other agencies including Children's Services, School Nurse and Paediatricians, Educational Psychologists, Specialist Advisory Teachers for Literacy, Speech and Language, Autism, PRU outreach workers, Speech Therapists</p>
<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"> • Is the building fully wheelchair accessible? • Have there been improvements in the auditory and visual environment? 	<p>Church Walk has a ramp for disabled access and a purpose built disabled toilet and changing area. The school is built on one level and all classrooms are fully accessible</p> <p>There are yellow markings on the edge of steps and handrails to aid the visually impaired.</p> <p>All classrooms have interactive whiteboards and sound systems .</p>

	<ul style="list-style-type: none"> • Are there disabled changing and toilet facilities? 	
How will the school prepare and support my child to join the school or to transfer to a new school or the next stage of education and life?	<ul style="list-style-type: none"> • What preparation will there be for both the school and my child before he or she joins the school? • How will he or she be prepared to move onto the next stage (transition)? • What information will be provided to his or her new school? • How will you support a new school to prepare for my child? 	<p>We have strong links with Church Walk Pre- School Nursery and other local private nursery providers. This enables the transition from nursery to school is as smooth as possible. We have a carefully planned induction process which involves parents being invited to school for a meeting to discuss arrangements and then visiting school with their child. The Foundation Stage Staff visit your child in their own home environment and visit their nursery. This helps individuals to know who their teacher will be and answer any queries that you may have.</p> <p>We have strong links with other primary schools in the area and work collaboratively in different projects, especially sports and music.</p> <p>When children are moving classes in school:</p> <ul style="list-style-type: none"> • Information will be passed on to the new class teacher IN ADVANCE and a transition meeting will take place with the new teacher and the cohort file will be passed on. All IEPs or (IPPs) will be shared with the new teacher. • <p>We also have good links with Ulverston Victoria High School and work hard to ensure that children will have a smooth transition when they are at the end of Year 6.</p> <p>All relevant information is shared with the new school in order to make the transition as smooth as possible for your child.</p>
How are the school's resources allocated and matched to children's special educational needs?	<ul style="list-style-type: none"> • How are the school's special educational needs budget allocated? 	<p>The school budget includes money for supporting children with SENDs.</p> <p>The Head Teacher and SENCO decide on the budget for SEN in consultation with the school governors, on the basis of the needs of the children currently in the school.</p> <p>The Head Teacher and the SENCO meet regularly to discuss all the information they have about SEN in the school including</p> <ul style="list-style-type: none"> • The children already getting support

		<ul style="list-style-type: none"> • The children needing extra support • The children who have been identified as not making as much progress as expected. • And decide what resources/training and support is needed. <p>All resources/training and support are reviewed regularly and changes made as needed.</p>
How is the decision made about what type and how much support my child will receive?	<ul style="list-style-type: none"> • In the decision-making process who will make the decision and on what basis? • Who will be involved? • How will I be involved? • How does the school judge whether the support has had an impact? 	<p>All children listed on our SEN register will receive appropriate support.</p> <p>The members of staff involved in your child's education are consulted about what kind of support will be appropriate. If staff within school are able to offer specialist support, they will be able to work with your child either in their class or provide intervention groups.</p> <p>Through close monitoring, against the targets of the Personal Learning Plan, we are able to see if the support is having the desired impact. Regular reviews will ensure that individuals get the best support and the right intervention. Parents will be kept informed about the impact that the support is having, through regular discussions with the class teacher or SENCO.</p> <p>The school can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this</p> <p>Equality of opportunity is central to the work in the school and we make closing the gap and removing barriers to learning a priority.</p>

