



Worple

Primary School

Worple Primary School SEND Offer 2022-23

Under the special educational needs and disability code of practice 2014, every school is required to identify and address the special educational needs of the pupils that they support and to have due regard to the general duties to promote disability equality of the Equality Act 2010, which include making reasonable adjustments to prevent children with a disability being put at a substantial disadvantage.

All Hounslow schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. The School is committed to working with the local authority to contribute to its offer to provide for local pupils with special educational needs or disability. Worple primary School is a mainstream community primary school with a 'cluster provision' for children of reception age who have social communication needs. Applications to the cluster provision must be made through the local authority.

Worple is a fully inclusive school ensuring that all pupils achieve their potential personally, socially, emotionally, physically and educationally. We consult with pupils and their families on our local offer by meeting with parents regularly through SEN reviews, parents' evenings and informal meetings, these can be prompted by parents, teachers or external professionals.

Specialist provision on site Cluster	Cluster – Social communication cluster for children of reception class age who require specialised support
How do I apply?	Placements are made through Hounslow Local Authority SEND Panel
What sort of support should I expect my child to receive?	<ul style="list-style-type: none">• Individualised curriculum• 1:2 support from specialist teachers• PECs, TEACCH, OT, SALT• Access to mainstream EYFS provision

Key Contacts at the school

<p>Who should I talk to in school about my child's difficulties with learning/SEND</p>	<p>Your child's class teacher should always be your first point of contact thereafter,</p> <ul style="list-style-type: none"> • Mrs Karen Patton is the schools assistant SENDco • Mrs Carlie Pennington the school Pastoral lead • Mrs Valerie Hurn is the school SENDco and has responsibility for inclusion across the school • You can contact the Assistant SENDco and SENDco and Pastoral lead via the school office office@worple.hounslow.sch.uk
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Worple School offer

See also our HOPE section on the website which outlines the many different ways we can support you and your child

<https://www.worple.hounslow.sch.uk/index.php/sen>

Question	School Response
<p>How does the school know if children need extra help?</p>	<p>There are a variety of ways in which we identify children who need extra help in school.</p> <ul style="list-style-type: none"> • We track the progress of our pupils closely and regularly so we can quickly identify pupils who may benefit from extra support. • Class teachers meet termly with the senior leadership team and assistant SENDco to discuss pupil progress and identify support and intervention for any pupils that may need it. • Staff use the schools own HOPE referral system to identify children who they believe may benefit from extra support • Outside agencies e.g., the Speech and Language Therapy Service, Child and Adolescent Mental Health Service (CAMHS), Occupational Therapy Service, Educational Psychology Service, Early Help Hub, Child Development Team and the Special Educational Needs Specialist Support (SENS) team, provide us with necessary support and strategies for children who need extra help. • Pupils themselves can also ask for extra support and help. • Parents can also let us know if they have concerns
<p>How will school staff support a child with additional needs?</p>	<p>There are many ways we can support children at school , for details see the school website https://www.worple.hounslow.sch.uk/index.php/hope</p> <p>Class teachers are responsible for the children's learning in their classrooms and will always be able to update you on what is happening for your child</p> <ul style="list-style-type: none"> • Senior staff and governors monitor the quality of the support given to pupils with special educational needs • Extra support, which is additional to and different from the usual classroom experience, is planned by the class teacher with the SENDco and/or Specialist teachers.

	<ul style="list-style-type: none"> • This additional support may be provided by a teacher, higher level teaching assistant (HLTA) or Teaching Assistant (TA), in a small group or 1:1. • All additional support is overseen and co-ordinated by the SENDco. • If school feels that more specialist advice or support is required they will refer a child to outside agencies with the consent of the parents or carers. These agencies include: the Speech and Language Therapy Service, Child and Adolescent Mental Health Service (CAMHS), Occupational Therapy Service, Educational Psychology Service, Early Help Hub, Child Development Team and the Special Educational Needs Specialist Support (SENSS) team. • Additional support may also take the form of specialist equipment or facilities. • Once a child has been identified as having SEND, the assistant SENDco and class teacher will discuss this with parents and formally let them know that your child is being placed on the SEND register; discuss assessments that have been completed, share the child's pupil support plan (PSP) and agree a plan and provision for the next term.
<p>What are the school's policies for making provision for all pupils with Special Educational Needs and Disabilities?</p>	<ul style="list-style-type: none"> • Worple has a Special Needs policy which can be found on our website https://www.worple.hounslow.sch.uk/images/uploads/pdfs/SEND_Policy_2022.pdf • Please also see the schools Accessibility Audit Plan
<p>How does the school evaluate effectiveness of provision for pupils with SEND?</p>	<ul style="list-style-type: none"> • Each child who has an identified SEND at Worple has a PSP (pupil support plan), which is reviewed termly by the class teacher and the assistant SENCO. Targets are drawn up and adjusted, as appropriate, according to judgements of how effective the provision has been. Parents are also invited to be part of this process. • All provision in the school is mapped and reviewed termly against the impact for the student • The effectiveness of specific intervention programmes for pupils with SEND is regularly reviewed e.g. through lesson/ intervention observations, assessments and the monitoring of records and children's books. • Monitoring of whole class teaching by the Leadership Team (e.g. through observing lessons, analysing progress data and looking at children's exercise books) includes evaluating whether the needs of pupils with SEND are being provided for in the classroom. • The inclusion Team hold regular meetings to review the work of the school in Special Educational Needs and Disabilities. • The school reports to the Full Governing Board through the named SEND Governor: Mrs Lynda Boyds
<p>What are the school's arrangements for assessing and reviewing the progress of children with SEND?</p>	<ul style="list-style-type: none"> • All pupils, including those with SEND, are assessed at least termly using summative tests for reading, writing and maths. They are also given a teacher assessment for that term using the National Curriculum learning objectives for their year group. • Pupils with SEND may be assessed against learning objectives from a previous year group, if appropriate. • The school holds termly Pupil Progress Meetings where the progress of all pupils, including those with SEND, is reviewed. • If school data indicates that pupils with SEND are not making expected progress, discussions will be held between the SENDCO and class teachers about whether additional or different strategies should be put in place. • The progress of pupils who have taken part in additional intervention programmes may be assessed through additional assessments such as the Salford Reading Test/ Nesy assessment/ Basic Numeracy skills tests • Termly PSPs are also an opportunity to assess how a child is progressing against their individual targets

<p>What is the school's approach to teaching pupils with SEND?</p>	<ul style="list-style-type: none"> • All children have access to a broad and balanced curriculum, which can be scaffolded to match the needs of children with SEND. • Individual needs are met within the classroom setting, on the whole, through quality first teaching and appropriate scaffolding of the curriculum. • Some opportunities are made for the withdrawal of children from class so they can take part in appropriate intervention programmes. • Where support is involved (e.g. from support teachers or teaching assistants), all adults, including the class teacher, will aim to work as a team, planning together and monitoring progress. • Teaching places an emphasis on independence and self-organisational skills, with avoidance of over-dependence on any support.
<p>How does Worple adapt the curriculum and learning environment?</p>	<p>Worple is committed to providing the best possible provision for each child in our care and this may mean making some adaptations. The SENDco and the child's class teacher are best placed to decide where adaptations may need to take place.</p> <p>These may include</p> <ul style="list-style-type: none"> • different learning materials or special equipment • some group or individual support • extra adult time to devise the nature of the planned intervention and to monitor its effectiveness • staff development and training to introduce more effective strategies • access to LA support services for one-off or occasional advice on strategies or equipment • the accessibility of resources <p>All class teachers have been given a list of inclusive strategies for pupils with SEND, which they can use in the classroom. Children are rarely exempted from the requirement of following the National Curriculum. However pupils working below the Age Related Expectations (ARE) of their year group may have the curriculum adapted for them so that they work towards the National Curriculum learning objectives of a previous year group.</p>
<p>What additional support for learning is available for children with SEND at Worple?</p>	<p>When appropriate, additional support may be given to pupils with SEND in class by the class teacher, a support teacher or a teaching assistant. When appropriate, additional support may be given to SEN pupils out of class, for example through a time limited intervention programme to develop reading, writing or Maths skills. These programmes may be delivered by a support teacher or a trained teaching assistant.</p> <p>Intervention programmes at Worple include:</p> <p>English</p> <ul style="list-style-type: none"> • Small Group Phonics booster • Pathways to progress • 5 min Box • Nesy's Spelling IT program – (for children with Specific Literacy Difficulties) • Nesy Writing • Let's talk together /Special Time/ Talk time • Neli <p>Maths</p> <ul style="list-style-type: none"> • Third Space learning • Rapid Maths • Number Box • Catch up maths

	<p>SEMH</p> <ul style="list-style-type: none"> • Sensory sessions • ELSA • Nurture Groups - Talkabout series/ worry box • Drawing and talking • Feelings art <p>SALT</p> <ul style="list-style-type: none"> • Lego Therapy • Language for thinking/behaviour and emotion <p>Physical needs</p> <ul style="list-style-type: none"> • Touch typing • Gross and Fine motor groups <p>Children with SEND may also have individual plans provided by outside agencies which we would implement as part of the day</p>
<p>How does Worple enable pupils with SEND to engage in all activities of the school?</p>	<ul style="list-style-type: none"> • Staff training is planned to ensure teachers feel fully equipped to meet the needs of all children in their care. This ensures that all children with SEND join in the activities of the school together with pupils who do not have SEND. This includes school trips, for which risk assessments may note the additional needs of pupils with SEND, if appropriate. • All teachers plan for pupils' full participation in learning, and in physical and practical activities. • Staffing or • All staff have a responsibility for encouraging and monitoring the social inclusion of pupils with SEND.
<p>What support is available at Worple for improving the social, emotional and mental health development of children with SEND?</p>	<p>Worple is currently working towards trauma informed status. This means that we are committed to improving the health, wellbeing and ability to learn for the most vulnerable children in our school.</p> <ul style="list-style-type: none"> • Our pastoral lead, Mrs Carlie Pennington is both a trauma informed and ELSA practitioner • Assistant SENDco Mrs Karen Patton is a qualified Drawing and Talking practitioner • We also have a play therapist Mrs Archana Chatterjee who works with us one day a week <p>We run a range of whole class, small group and 1:1 sessions to support children with SEMH , some of these include</p> <ul style="list-style-type: none"> • ELSA • Drawing and talking • Play Therapy • Brain Buddies • Friends for life • Various Nurture Groups • 1:1 Sensory sessions
<p>What is the level of expertise and training of Worple</p>	<p>There is a regular audit and review of staff training needs to ensure</p> <ul style="list-style-type: none"> • Relevant training is provided to develop whole school staff's understanding of SEND and strategies to support inclusion and high-quality teaching

<p>staff in relation to children with SEND and how will specialist expertise be secured?</p>	<ul style="list-style-type: none"> • We adhere to the principle that ‘All teachers are teachers of children with special educational needs’; to ensure that all teachers and staff are equipped to deal with a diverse range of needs • Where appropriate staff have specific training around individual children’s needs i.e. manual handling, medical needs ADHD • We have robust systems in place for evaluating provision by reviewing staff expertise through classroom observations, and pupil progress through book / work scrutiny and pupil observations • We work closely with specialists in SEND who come into our school, to support staff in ensuring all pupils can access the curriculum.
<p>How does Worple secure equipment and facilities, which can support children with SEND?</p>	<p>The school’s budget has an element designated for Special Educational Needs and/or Disabilities. This is used to enhance staffing and buy resources for classroom support or for whole staff training needs. The provision for most children with SEND will be met by the school. The Local Authority may provide some additional funding for children who have an Education Health and Care Plan (EHCP).</p> <p>The Governing Body monitors the expenditure of this funding to ensure:</p> <ul style="list-style-type: none"> • that it is fully committed to special needs provision and • that it is used cost effectively to benefit the maximum number of children according to their specified need
<p>What are the arrangements for consulting children with SEND about and involving them in their education?</p>	<p>Children are given regular opportunities within their classes to share their views individually, in a group or as a class. PSHE lessons offer opportunities to share ideas or concerns and invite children to share opinions.</p> <ul style="list-style-type: none"> • Children use self-assessment within the classroom and monitor their own progress towards targets, with adult support where required. • KS2 Children with SEND contribute to setting and reviewing their PSPs in discussion with an adult who supports them • The School Council provides a regular voice for pupils with representatives from all classes Years 2-6 who attend half termly meetings with the PSHE lead and elicit and share the views of others in their classes. • Children are given the opportunity to complete annual pupil surveys and at times, smaller questionnaires on a variety of topics e.g safeguarding, curriculum and reading
<p>What are the arrangements made by the Governing Body relating to the treatment of complaints from parents of children with SEND concerning the provision made at school?</p>	<p>The school SEND link governor is Lynda Boyds</p> <p>The school works to develop a positive relationship with parents, but if a parent is unhappy with anything the school does, they should report their concerns to the school and this would normally be in the first instance to the class teacher or the SENDco, should this be more appropriate. The schools complaints policy outlines the steps that you can take should you be unhappy with the way that your initial concerns have been managed.</p> <p>The schools complaints policy can be found here: https://www.worple.hounslow.sch.uk/images/uploads/pdfs/Complaints_Policy_2021.pdf</p>
<p>What are the contact details of support services for the parents of children with SEND?</p>	<p>Support Services and information sites for parents of SEN children include:</p> <ul style="list-style-type: none"> • ‘SENDIASS’ (Special Educational Needs and Disability information advice and support) email: SENDIASS@hounslow.gov.uk • ‘SOS!SEN’ https://sossen.org.uk/ • ‘IPSEA’ www.ipsea.org.uk/ ‘Contact’ www.contact.org.uk

<p>What are the school's transition arrangements for pupils with SEND?</p>	<p>Transition at every level will always be managed according to the child's individual needs. We know how important a smooth transition is for all children and particularly those with SEND.</p> <p>Nursery and Reception admission</p> <ul style="list-style-type: none"> • Nursery and Reception children visit the School with their parents for an induction meeting/session in June prior to starting school. • Additional meetings with the Head Teacher, Head for Inclusion and or SENDco Assistant, or pastoral lead are arranged where a child has particular needs. • Home visits (virtual visits for last two years) are made in September to all children new to the School in either Nursery or Reception. • Nursery and Reception children have a phased induction period with smaller groups and shorter sessions initially. • The School liaises with previous nursery settings. <p>Admission for older pupils or mid-year joiners</p> <p>Parents and children visit the School prior to entry and meet the Pastoral lead or head of school. Children joining in September are invited to attend an induction morning in July. The School liaises with previous schools and requests any records relating to SEND.</p> <p>Transition7 To secondary school</p> <ul style="list-style-type: none"> • Transfer meetings and/or telephone liaison are held between teachers and the Inclusion Leaders with receiving schools and secondary schools. SEND records are passed on. • Children with SEND are usually invited for additional induction sessions at their new school (as arranged by the receiving school). Teaching assistants are able to go with children if needed. • For children with EHCPs, staff from the new school are invited to attend annual review meetings and/or visit the child at Worple
<p>Where is the Local Authority's Local Offer published?</p>	<p>Hounslow Borough Local offer follow link below</p> <p>https://fsd.hounslow.gov.uk/synergyweb/local_offer/</p>