

School Core Offer

What are we currently providing?

	Cognition and Learning	Communication and interaction	Social, Emotional and Mental health	Sensory and/or physical
WAVE 1 Quality first Teaching and Differentiation	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome. • Focused and modelled group work with teacher/ LSA e.g. guided reading/writing/ maths • In class support from a LSA/ teacher scaffolding learning • 1:1 reading with LSA • Visual timetables • Use of writing frames • Thesaurus dictionaries • Reading volunteers • Read, Write Inc. intervention • Basic Numicon • Philosophy for Children (P4C) learning to learn skills – accredited • Edukey; assess, plan, do, review process 	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome, e.g. simplified language. • Increased visual aids/modelling etc. • Visual timetables • Use of symbols • Structured school and class routines • Basic Makaton in EYFS • Rich environment to stimulate • Edukey; assess, plan, do, review process 	<ul style="list-style-type: none"> • Whole school Relationship Policy • School Values • Class reward and sanction systems • Access to school mentor • Pupil voice interviews • Edukey; assess, plan, do, review process 	<ul style="list-style-type: none"> • Flexible teaching arrangements • Staff informed and aware of impairment. • Medical support • Access to equipment, e.g. sloping boards, pencil grips, etc. • Modified resources • Allotment and green spaces • Variety of learning environments • Edukey; assess, plan, do, review process
WAVE 2 Catch up on multi-vulnerability Groups LSA Led	<ul style="list-style-type: none"> • Booster Literacy Groups • Booster Maths Groups • In class support from LSA • Precision teaching • Additional Read, Write Inc. intervention • Volunteer class support • Nessy (reading and spelling online intervention) 	<ul style="list-style-type: none"> • In class support from LSA with some focus on supporting speech and language. • Speech and language Education Project intervention • Modelled language activities • Basic Makaton signing • PECS communication (non-verbal child support) 	<ul style="list-style-type: none"> • Small group support groups • Merits and awards • Adult support for unstructured activities • Pastoral Support Plans • Breakfast club before school • After school Clubs e.g. sport, art, homework, poetry, reading, crafts, etc. Lego lunch clubs 	<ul style="list-style-type: none"> • Additional handwriting practice • Access to equipment, e.g. sloping boards, pencil grips, etc. • Access to small laptops • Whole school access; includes lifts, ramps, etc.



<p style="text-align: center;">WAVE 3 Single Category Teacher Led</p>	<ul style="list-style-type: none"> • Additional phonics support • Additional 1:1 reading support • Additional Literacy and Maths 1:1 and small group support/tuition • Booster Maths • Booster Writing • 1:1 Tuition (Action Tutors) • Saturday school • Easter Holiday school 	<ul style="list-style-type: none"> • SaLT therapy sessions (tailored programme) 	<ul style="list-style-type: none"> • Individual rewards and merits • Peer mentoring • Social Stories • Personalised therapy: <ul style="list-style-type: none"> – Art psychotherapy – Child counsellor – DPsych Counsellor – Learning Mentor – Early Help • Support from Child & Family Consultation Services (CFCS) • Support from Child & Adolescent Mental Health Services (CAHMS) • Support from Pupil Referral Unit (PRU) • Support from LA Social Services 	<ul style="list-style-type: none"> • Motor skills programme for small group or individuals. • Support from Specialist Children’s Services • Support from Physiotherapist • Support from Occupational Therapy Services • Support from Whitefields Visual Impaired (VI) Outreach Team • Support from Whitefield Hearing Impairment (HI) Outreach Team • Community nurse, family liaison
<p style="text-align: center;">WAVE 4 Education Health Plan</p>	<ul style="list-style-type: none"> • Access to external SEND resources and advisory teachers • Support from Educational Psychologist • Input from Whitefield Global Delay, ASC and HI Outreach Teams • 1:1 LSA support • Annual Person Centred Review meetings (PCR) 	<ul style="list-style-type: none"> • SaLT support, e.g. speech therapist and/or LSA • SaLT therapy programme • Access to Social & Communications Clinic • Input from Whitefield Autism Outreach Team • Additional Makaton training • Annual Person Centred Review meetings (PCR) • EHCP Assessment and reviews 	<ul style="list-style-type: none"> • Pastoral Support Programme • Support from Educational Psychologist • Annual Person Centred Review meetings (PCR) 	<ul style="list-style-type: none"> • Individual support in class and PE • Physiotherapy programme • Tailored Occupational therapy programme. • Access to CS (computing science resources) • Annual Person Centred Review meetings (PCR)

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1) Identification of Additional Needs Support

- We recognise that children may:
 - a) have different educational needs;
 - b) all may have special needs at some time in their lives;
 - c) require different strategies for learning;
 - d) acquire, assimilate and communicate information at different rates; and need a range of different teaching approaches and experiences.
- Parent-school liaison – if parents have any concerns or worries about their child, these should be shared with the class teacher
- Class teachers are responsible and accountable for all the pupils in their classes.
- Pupils are continually assessed and monitored by class teachers.
- Referrals are made to appropriate staff and/or external agencies.
- Some pupils will have support from external agencies.

2) What should I do if I think my child has SEN?

- Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This should then help determine the support that is needed and whether it can be provided by adapting the School's Core Offer or whether something **different from** or **additional to** that normally available to pupils of the same age is required. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning.
- First point of call is to address the matter with the class teacher.
- The SEND co-ordinator will be involved if there are further concerns or referrals to me made.
- Parents/guardians might like to ask if:
 - a) The school thinks your child has difficulties;
 - b) The school thinks your child has special educational needs;
 - c) Your child is able to work at the same level as other children of a similar age;
 - d) Your child is already getting some extra help; and
 - e) You can help your child.

3) How will I know that the school will support my child?

- The school has a duty to follow national guidance as set out in the SEND Code of Practice (2015).
- We embrace inclusion for all pupils and ensure a policy of integration into all activities of the school, where reasonably possible.
- Willow Brook Primary Academy complies with the Waltham Forest admissions criteria, which do not discriminate against children with SEND, and has due regard for the guidance in the Code of Practice. In line with The Equality Act (2010), the school adheres to its legal obligations
- We do not directly or indirectly discriminate against, harass or victimise disabled children.
- We promote equality of opportunity and foster good relations between disabled and nondisabled children.
- We ensure making reasonable adjustments in order to accommodate both inclusion and integration through:
 - a) maintaining standards;
 - b) managing financial resource available;
 - c) calculating the cost of taking a particular step;
 - d) taking practical and particular steps;
 - e) the SEND provision of aids and services to the school;
 - f) health and safety requirements; and
 - g) interests of other children in the school.
- We aim to develop all children to their full potential and to value them equally; irrespective of ability, disability, race, gender or background and to give everyone access to the whole curriculum. The latter includes encouraging independent skills, participating in society and being as healthy as possible.
- The school follows a graduated approach in order to support pupils.
- The school has a core offer of interventions that might be offered.
- Targets will be set for individual identified pupils in order to provide intervention programmes. These targets will be Specific, Measurable, Achievable, Realistic and Time-based.
- SEND support will focus on outcomes rather than process.
- Assess, evaluate and monitor progress in order to inform the next stage of learning.
- Provision maps are used to log provision of additional to and different from interventions.
- Pastoral Support Plans will be drawn up for specific identified pupils.
- The school will refer individual identified pupils to promote effective partnership with external agencies when appropriate.

4) How will the curriculum be matched to meet my child's needs?

- Willow Brook Primary Academy ensures that high expectations are set for all children alongside consistent quality first teaching.
- We provide a broad and balanced curriculum, enabling all pupils to:
 - a) feel safe and cared for;
 - b) understand the relevance and purpose of learning activities;
 - c) express their views and are fully involved in decisions which affect their education;
 - d) become independent learners and take responsibility for their work;
 - e) experience levels of understanding and rates of best possible progress that bring feelings of success and achievement.
- All lessons are differentiated for the level of the child.
- Lesson objectives are chunked down into smaller parts.
- Staff are encouraged to make use of a range of teaching strategies (Visual, Auditory and Kinaesthetic) to meet children's SEND.

5) How will I know how my child is doing?

- The school will ensure that parents/guardians are informed of and involved in their child's SEND provision; and that there is effective communication between the school and home.
- Parents are invited to attend termly parents meeting evenings.
- Parents will receive an annual report on the attainment and progress of their child.
- A home-school diary might be used.
- Pupils with EHCP (statements) will have annual Person Centred review meetings.

6) How will you support me to support my child's learning?

- Pupils are identified as having special educational needs as early as possible, in order to support their physical, social, emotional or intellectual development.
- Parents are invited and encouraged to be involved in supporting their child's learning through home-learning, educational visits, school based projects, open evening, visits to the school and homework etc.
- The school will offer workshops and parents meetings throughout the year on specific topics, e.g. reading, Maths calculations, etc.

7) What support will there be to support my child's overall well-being?

- Teachers assess and monitor all pupils termly. Pupils flagged up are then brought to the head of year and SLT's attention.
- Teachers and parents/guardians can request impartial information, advice and support and possible strategies.
- Common Assessment Framework is sometimes initiated with the family to get multi-agency involvement to support the pupil and family as best as possible.
- Pupils will be monitored using Provision Mapping, setting and reviewing personalised targets.
- Children Looked After (CLA) will have Personalised Education Plans (PEPs).
- P4C and PSHCE curricula are used in weekly assemblies and used in class circle time.
- Anti-bullying policy in school.
- E-safety policy in school.
- Universal Free School Meals (FSM) are offered.

8) What specialist services or expertise are available at or accessed by the school?

- Willow Brook Primary Academy is a mainstream school and does not have a special resource provision unit for SEND.
- Additional staff and volunteers provide additional SEND support.
- The school liaises with Outreach Teams in the Local Authority:
 - a) Whitefield Schools and College Outreach Teams: Global delay and Autism
 - b) Whitefields School for Visual Impairment Outreach Team
- External agencies that are referred to or involved include:
 - Educational Psychology Services
 - Child and Family Consultation Services
 - Child and Adolescent Mental Health Services (CAMHS)
 - Child and family Consultation Services (CFCS)
- Specialist Children's Services:
 - Occupational Therapy
 - Physiotherapy
 - Community Paediatrician Services
 - Communication and Clinic
 - Speech and Language Service
- Other agencies we liaise with regularly include:
 - a) Social Services;

- b) Social Services Disability Team;
- c) Early Intervention Team;
- d) Waltham Forest Special Educational Needs Disability Information Advice and Support Service;
- e) Occupational Therapy Services
- f) Physiotherapy Services
- g) Educational Psychology Services
- Please see the Local Authority's SEND Local Offer: <http://www.walthamforest.gov.uk>

9) What training have staff supporting pupils with SEND had or receiving?

- The SENDCO has successfully completed the National Award in Special Educational Needs Coordination, in line with the Code of Practice's (2014) regulations that SENDCO's must be a qualified teacher with Qualified Teacher Status (QTS) and have satisfactorily completed the induction period. Newly appointed SENCO's must be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school prior to 1 September 2009, for a total period of more than twelve months, must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment. The National Award must be a postgraduate course accredited by a recognized higher education provider. When appointing staff or arranging for them to study for a National Award schools should satisfy themselves that the chosen course will meet these outcomes and equip the SENCO to fulfil the duties outlined in this Code. Any selected course should be at least equivalent to 60 credits at postgraduate study.
- All teaching and Learning Support Staff receive in-house INSET training, e.g.:
 - a) Speech and Language support
 - b) Specific SEND needs
- Staff receive special training (Continuous Professional Development) in specific areas, provided by independent and/or external agencies.

10) How will my child be included in activities outside of the classroom?

- The school does not discriminate against any child and will make reasonable adjustments as far as possible.
- Risk assessments will be done by class teachers prior to educational visits as part of inclusive education.
- All pupils are encouraged to participate in all activities of school life and to develop independence.

11) How accessible is the school environment?

- The school has wheelchair accessibility.
- Access to disabled toilets.

12) How will the school support my child in starting school and moving on?

- Transition meetings are held at the end of each academic year to inform new class teachers.
- Parents' meetings are also arranged in EYFS stage at the beginning of the academic year.
- Parent evening meetings are scheduled termly to discuss and celebrate progress.
- The SEND co-ordinator will contact schools before pupils transfer from or to Willow Brook Primary Academy, in order to be informed of any specific needs and provision that might need to be provided.
- The school will be consulted by the LA for proposals for pupils with EHCPs (statements) to be admitted.
- Any external agencies involved with the pupil will be contacted to be informed of suggestions.
- Information on pupils will be forwarded to new schools when pupils transfer.

13) How are the school's resources allocated and matched to pupils' SEND needs?

- All mainstream schools are provided with resources to support those with additional needs, including pupils with SEND and disabilities. Most of these resources are determined by a local funding formula.
- Schools have an amount identified within their overall budget, called the notional SEND budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.
- Provision for pupils is based on equal opportunities. If a child's SEND needs is incompatible with that of the rest of his/peers, the LA will be informed.
- The school's specified and agreed SEND budget will be used for the purchasing of SEND resources (on request from staff where specific SEND resources are identified as being needed). The SEND budget can be used to employ human resources i.e. Learning Support Assistants (LSAs) either by the school or from supply agencies.
- Provision for EHCP (statement) SEND children will be in line with their allocated level of SEND funding. Parents/guardians need to be advised that additional support is not always possible due to specific SEND budgets which are allocated to all SEND children throughout the school in line with equal opportunities. One-to-one provision can thus not be expected as a given.
- The school is accountable to the LA regarding SEND provision in terms of the annual Value for Money audit. The Head of School and School Business Manager will inform the Governing Body on how funding allocated to support SEND has been employed throughout the school.

14) How are decisions made about how much support my child will receive?

- Assessment data on attainment and progress monitored and evaluated.
- SEND support in school is based on types of action (Model of support and intervention):
 - a) Assess - (What is the concern / need?)*
 - b) Plan – (What needs to be done?)*
 - c) Do – (How is it going to be achieved? Interventions needed?)*
 - d) Review – (Progress / Outcome(s) - Impact of intervention)*
- SEND support is not linked to specific hours but outcomes of specific interventions and support.
- Class teachers identifying and raising concern about individual pupils.
- Parent/guardian discussion with class teacher to discuss concerns.
- Staff discussion within Phase Teams.
- Involvement and decisions made by Management and Senior Leadership teams.
- Termly Pupil Progress Review meetings.
- Specific interventions identified in EHCP (statements).
- Specific suggestions and suggestions in reports from outside agencies.

15) How will I be involved in discussions about and planning for my child's education?

- Parents and pupils are actively encouraged to participate in setting targets for pupils.
- Parents are invited to attend termly parents meeting evenings.
- Parents will receive an annual report on the attainment and progress of their child.

16) Who can parents contact for further information?

- The child's class teacher
- **SENDCo** : Mari Chivers
- **Head of School** : Lucie Dawn

SEND Team

- **SENDCo** : Mari Chivers
- **Learning Support Staff** : Reception and KS 1 classes will have LSAs based in the year group for small group activities support.
 - Year 2-6 will have at least one LSA based per year group
 - Additional 1:1 LSA staff as required for high needs
- **S&L Language Therapist** : Charmaine Bill
- Waltham Forest Special Educational Needs Disability Information Advice and Support Service (WFSENDIASS) also provides impartial information, advice and support to parents of any child identified with SEND. They can be contacted at 020 8496 5230 or free phone 0800 587 2521.
- Waltham Forest SEND Team at Wood Street Clinic – 02084366506

Waltham Forest Local SEND offer:

<http://walthamforest.childrensservicedirectory.org.uk/kb5/walthamforest/fsd/localoffer.page>



Children and Young People's Directory
Things to do, places to go and people to talk to, borough, border and beyond

