

SEN Local Offer

The Department for Education (DfE) published a new special educational needs and disabilities (SEND) Code of Practice on 30 July 2014. It came into force from 1 September 2014, replacing the previous 2001 Code.

The new Code reflects the changes introduced by the Children and Families Act 2014.

All schools must have regard to what the Code of Practice says whenever decisions are taken relating to children with SEND.

Some of the main changes

The Code of Practice (2014) covers the 0-25 age range and includes guidance relating to children and young people with a disability as well as those with special educational needs (SEN)

There is a clearer focus on the views of children and on their role in decision making and a stronger focus on high aspirations and on improving outcomes for children and young people.

For children and young people with more complex needs, a co-ordinated assessment process and the new 0-25 education, health and care (EHC) plan replaces statements and learning difficulty assessments (LDAs)

There is greater focus on support that enables those with SEN or disabilities to succeed in their education and make a successful transition to adulthood

All Tower Hamlets maintained 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. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

At Woolmore we believe that ***ALL children can achieve success*** and we take our responsibility towards the education of children with special educational needs very seriously.

To see the full detail of our local offer please click [here](#)

SEN Local Offer - Woolmore

Our vision

At Woolmore we believe that

All children can achieve success

In our School Improvement Plan 2014/15 our vision is:

- **Achievement:** all pupils achieve success, gaps are closed between groups of pupils and there is no ceiling on achievement
- **Quality of teaching:** good and outstanding teaching and a rich and relevant curriculum engage pupils, raises achievement and promotes social, moral, social and cultural learning
- **Behaviour and safety of pupils:** positive attitudes towards learning and excellent behaviour ensure pupils love learning and feel safe
- **Leadership and management:** all leaders, including governors, relentlessly drive improvement and develop our capacity for the future

Click [here](#) to see our School Improvement Plan summary

Click [here](#) to take you to our Aims, values and ethos section

What type of school is Woolmore?

Woolmore is a mainstream one-form entry school that is undergoing expansion and will, eventually, become a three-form entry school. We currently have eight classes from Reception to Year 6 plus a nursery outreach class. Our current roll is 270.

Our last Ofsted inspection was in February 2010 when we were judged to be a good school.

Our standards are high with end of key stage results being consistently above national figures. Our attendance is also excellent.

Click [here](#) to read our last Ofsted report and [here](#) to see the most recent data.

How do we make sure that children and parents have a voice?

Woolmore is a school that prides itself on good communication with children and parents. Many families have a long history with us and often say that we are like a family to them. We make sure that all staff listen carefully to children and encourage them to share any worries they have. We are always available to talk to parents with staff and senior leaders being visible at the start and end of each day.

We aim to involve parents and their child at all stages of the SEN process including target setting, planning and annual reviews. All our annual reviews are child centred and wherever possible the pupil is involved in the preparation and delivery of the review. Parents are invited to attend these reviews to celebrate their child's success and be involved in planning for the year ahead.

How do we ensure that children who need extra help are identified early?

At Woolmore there is a high expectation on all teaching staff that they know their children well. If a teacher has concerns about a child this will initially be discussed informally with the phase leader/SENCo who will offer advice.

Class teachers meet each half term with the SENCo to discuss pupils who are not making adequate progress, based on their teacher assessment and data from half termly assessments. A discussion takes place, and the class teacher, with the support of the SENCo, identifies the area of need and plans appropriate in-class intervention and support for the pupil.

What should a parent do if they think their child may have special educational needs?

If you are concerned then we want to talk to you. This term we will be running a welcome coffee morning for each class. If parents have a concern about their child they can speak to the class teacher and arrange an appointment (at a convenient time for both of them) to discuss their concerns.

If a parent would like to talk to a senior member of staff an appointment can be made with the Inclusion Leader.

What do we do to help children with special educational needs?

All teachers are teachers of SEN and so the expectation is that children's needs are met through quality first teaching and effective differentiation. Class teachers plan all learning with support from specialist teachers for those pupils that are working below expected levels. Where it is deemed appropriate for a child to have additional/different support/interventions this will be planned between the teacher and the SENCo.

There are teaching assistants in classes with the greatest need and they work alongside the class teacher to support the learning all of the children either individually or as part of a small group.

We have half termly pupil progress review meetings with the class teacher, SENCo, assistant head teacher and the deputy or head teacher. At these meetings the learning needs of the pupils are identified and a discussion takes place to determine the best intervention/support for the pupil.

We have a family support worker who works closely with the inclusion team and the family to support communication.

We have a provision map that details the interventions that we have across the school. This is reviewed and monitored half termly by the Inclusion leader and SENCo and is reported to the Headteacher.

How do teachers match the curriculum and their teaching for children with special educational needs?

Planning is differentiated according to the national curriculum level of the pupil. PIVATS (often called 'P levels' are used to plan effectively for some children identified with a statement of special educational needs. This enables teachers to record the small steps of progress that the pupil makes. A Specialist teacher supports teachers with this. Robust and rigorous assessment enables teachers to plan effectively

How do we allocate and match our resources to a child's special educational needs?

Identification and assessment procedures for pupils causing concern:

Step 1: High Quality Teaching for all pupils. At Woolmore we consider this to be the first consideration when there are concerns about a pupil's progress.

Step 2: Regular half termly assessment for ALL pupils as part of the whole school assessment cycle.

Step 3: Pupils who are falling behind and making less than expected progress are discussed at half termly pupil progress review meetings. The class teacher provides extra support targeted at their area of need/weakness and targets are set. This support comes from the school's CORE OFFER.

The impact of the support is reviewed after 8 weeks, by the class teacher, the SENCo and the adult carrying out the support. Key questions are asked eg Has the pupil met the target? Has good progress been made?

Step 4: If a pupil fails to make expected progress despite high quality first teaching targeted at their areas of weakness the class teacher will work with the SENCo to assess whether the pupil has a 'significant learning difficulty'. A concern meeting is held involving parents and where possible the pupil.

Step 5: NO SEN and underachieving: Class teacher & subject leader should investigate further to consider any other underlying issues

Step 6: SENCo and class teacher carry out an analysis of need and create an individual SEN support plan for the pupil. Specialist advice should be sought at this stage. The support plan is monitored with the class teacher, SENCo, parent and where appropriate the pupil every term.

How is our SEN budget used to target the needs of groups or individuals?

We use our SEN budget to meet the needs of pupils with SEN. The money may be used for additional support in the classroom, specialist support for learning and/or particular resources and equipment.

If a child requires assistive technology/ ancillary aids we either loan the items from Stephen Hawking School or purchase them from the school's SEN budget.

How do we decide what type and how much support an individual child will receive?

Again, this is dependence in reviewing and evaluating the needs of each child.

How do we check that a child is making progress?

We monitor and assess a child's progress and learning through regular book looks, teacher assessment, formal assessment eg testing, marking & feedback and observation in the form of informal learning walks and formal termly teaching and learning observations.

Where an intervention programme is put in place there will be assessment on-entry and it will be monitored for 8 weeks with the impact measured at the end of the 8 weeks. We follow the 'assess, plan, do & review' cycle as outlined in the new SEN Code of Practice 2014. If the pupil has failed to make adequate progress despite the intervention parents will be informed by the class teacher and a meeting will be arranged with the class teacher, SENCo and parent to discuss next steps. This could involve seeking the advice of the relevant professional and/or a referral to an outside agency for further assessment.

How do we keep parents informed?

- Ongoing discussion and information sharing with class teacher
- Annual reviews for pupils who have a statement of Special Educational Needs.
- Coffee Morning SENCo drop in one per term
- SENCo and class teacher are both available for meetings by appointment
- We hold termly parent teacher consultations, which we strongly advise all parents to attend. At this meeting the pupil's targets are shared and parents are informed of how they can support their child's learning at home.

We will be holding parent workshops on supporting your child in math English in the spring term so watch this space!

What support do we offer for children's overall health and wellbeing?

At Woolmore we support and educate all children to think about healthy lifestyles and their own wellbeing. Our PSHE curriculum is led and monitored by the PSHE leader and promotes healthy eating, emotional literacy and social relationships. We take part in an anti-bullying and friendship week every year. All pupils have two PE lessons a week and some children attend after school sports clubs. All staff are expected to embody the school's values and policies and ensure that children are secure, happy and safe. All staff have up-to-date safeguarding training and we have a robust child protection procedures. In addition to our core offer:

- We have a school counsellor/play therapist who works with individual children. She also offers drop-in sessions.
- Our family support worker runs a healthy breakfast club and communicates with parents about healthy eating (including packed lunches) and healthy living
- Depending on the need we offer lego therapy, a sensory circle and a communication circle
- Lunchtime clubs for targeted children

Medical support

- Our Medical policy has been updated with new guidelines
- Where necessary (and possible) we make referrals to the school nurse
- There are yearly height, weight & dental checks in reception.
- First Aid policy and procedures are clear and followed by all staff. Recording systems for accidents is robust and clear. Parents are informed by note of any accidents their child has been involved in at school.
- We have a team of first aiders led by a senior first aider

What specialist in-house and external services and expertise do we use when we think extra help is needed?

We employ specialist staff and work with outside agencies for both staff training and pupil support, including:

- Phoenix School outreach for pupils with ASD
- Speech and language therapist
- Language and communication teacher
- Educational psychologist
- Behaviour support teacher

- School Social worker
- School counsellor/play therapist
- Attendance Welfare Officer
- Specialist computer teacher.
- CAMHS

The current Inclusion leader is an experienced qualified teacher who has the National qualification in Special and Inclusive Education.

What training have our staff supporting children with special educational needs and disabilities had? What training is planned?

Since September 2014 Teaching Assistants have had basic training to help them support pupils with Speech Language and Communication Needs, behaviour for learning and how to use computer programmes to support learning and develop basic skills in maths and English.

How are children included in activities outside the classroom including school trips

At Woolmore we make reasonable adjustments to ensure that ALL children are included in all activities both inside and outside of the classroom. Our year 5 and 6 pupils attend weekly swimming sessions and extra staff have been put in place to support pupils with medical and self-care needs.

Parents are invited to attend most trips, and their advice is sought on best ways to support their child on school trips eg with feeding, travel on public transport, crossing roads etc.

All of the pupils at Woolmore are eligible to sign up for after school clubs. We also offer a 30 minute lunchtime art and games club three times a week (Mon -Weds). Which is open to all pupils in year 1 and 2. The club is also targeted toward children with SEN who find lunchtimes difficult to manage.

How accessible is our school environment?

Woolmore is not currently wheelchair accessible. However we will be moving to a new purpose built school in January 2015, which will be fully accessible. In the new school we will also have disabled changing and toilet facilities.

How do we prepare and support children before they join and when they move/transfer to another school?

- We have a year 6 transition group that runs in the summer term in preparation for secondary school transfer.
- The SENCo attends the summer term SENCo transition handover conference run by the local authority.
- To ensure that the transition to a new class is as smooth as it can be, the current class teacher is expected to write a social story for those children that need one as well as completing a detailed pupil profile that outlines the learning, behaviour and social needs of the pupil. This information is then passed on to the new class teacher and the class support staff.
- Opportunities for pupils and the new class teacher to spend time together is encouraged and wherever possible new class teachers spend time getting to know the pupils they will teach the following academic year, during the summer term.
- Parents are included in the process, as appropriate

How are parents involved in the life of Woolmore School?

We pride ourselves on our strong partnership with parents.

Our formal meetings are:

Autumn term	Welcome coffee mornings; learning review meetings
Spring term	Open Day/evening
Summer term	Annual reports and meetings on request

Throughout the year:

- Parents are invited to assemblies and other school events
- Parents receive school and class newsletters
- Parents are encouraged to regularly check the school website
- Teachers are in the playground at the beginning and end of each day

- Both the teacher and the SENCo are available to meet with parents by appointment.
- If an outside agency is involved with a child then the parents are invited to a feedback meeting where an assessment has been carried out
- The school regularly carries out parent questionnaires
- Parents are encouraged to use Parent View
- We have a number of staff who are able to translate during meetings and or discussions with parents.

Who can a parent contact for more information or to discuss a concern?

- Class teacher
- SENCo - currently job-shared:
 - o EYFS - Ingrid Cleaver
 - o KS1 and Y3L - Rachel Watkiss
 - o KS2 - Shelley Corsinie
- Family support worker (Monday - Thursday) - Tasneem Raja
- Inclusion Leader - Shelley Corsinie
- Leads for Medical needs - Shelley Corsinie and Gwen Hunt

How can they do this?

- Staff are around at the beginning and end of each day so please speak to them then
- You can speak to the family support worker and she will help you to make an appointment
- You can speak to someone in or call the school office

We are an inclusive school and places are allocated by pupil services at Mulberry Place, London Borough of Tower Hamlets.

Pupil Services: 7364

Our offer to children with special educational needs and disabilities was prepared in September 2014. It will be reviewed in February 2015

GLOSSARY OF TERMS	
IEP	Individual Education Plan
PLP	Personal Learning Plan
S	Statement stage of the SEN Code of Practice
SA/SA+	School Action stage of the SEN Code of Practice
SA+	School Action Plus stage of the SEN Code of Practice
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and/or Disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENCO	Special Educational Needs Coordinator
ASD	Autistic Spectrum Disorder