



Whiston Willis Primary Academy

Whiston Willis Academy Local Offer Special Educational Needs & Disability Information Report

Children and Families Bill 2013

The Children and Families Bill underpins wider reforms to ensure all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them.

A child or young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

As part of the SEN reform programme Local Authorities must publish their Local Offer, providing a comprehensive, transparent and accessible picture of the range of services available. Local partners, including schools are required to co-operate with the Local Authority in the development and review of their Local Offer.

All Knowsley 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.

This document outlines our School Offer and the SEN Information required as stated in the SEN Code of Practice.



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The list below is a glossary of terms related to our School Offer.

AWO	Attendance Welfare Office
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ASC	Autistic Spectrum Condition
SEMH	Social, Emotional and Mental Health
CAMHS	Child and Adolescent Mental Health Service
EAL	English as an Additional Language
EH	Early Help
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
PP	Play Plan
PPP	Personal Provision Plan
INCO	Inclusion Co-ordinator – Helps to organise and monitors provision for children with additional needs, which includes SEN, English as additional language and Child Protection/Safeguarding.
Inclusion Team	SenCo, Inco. And LM
LM	Learning Mentor- supports children with attendance/social/emotional/behavioural needs/pastoral care
OT	Occupational Therapy
QFT	Quality First Teaching – an excellent standard of teaching, enabling all pupils to make progress at Wave 1.
PSP	Pastoral Support Programme
SPD	Sensory Processing Difficulties/Disorder
SALT	Speech and Language Therapy/Therapist
SEND	Special Educational Needs & Disability
SEN Code of Practice	The legal document (2014/15) which sets out the requirements for educating children with special educational needs.
SENCO	Special Educational Needs Co-ordinator - Organises and monitors provision for children with special educational needs.
SpLD	Specific Learning Difficulty e.g. Dyslexia
TA	Teaching Assistant

We have set out our School Offer / SEND Information Report through a series of questions through which you can get more information. You may also wish to refer to our SEND Policy which can be found [here](#) for further information.



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1. How does Whiston Willis know if children need extra help?

We know when pupils need help if:

- concerns are raised by parents/carers, teachers or the child
- limited progress is being made, despite interventions
- there is a change in the pupil's behaviour or progress

2. How can I let Whiston Willis know that I am concerned about any area of my child's development?

- The class teacher is the initial point of contact to raise any parental concerns.
- The next port of call will be a member of the Inclusion Team.

3. How will Whiston Willis support my child?

- The education that each child receives will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's needs through Wave 1 Quality First Teaching (QFT). This may include additional support by the Teacher or Teaching Assistant (TA) in class. Sometimes, reasonable adjustments are made to suit the needs of the learner such as teaching style, classroom organisation or resources.
- If a pupil has needs related to more specific areas of their education, such as Spelling, Handwriting, Numeracy & Literacy skills, then they may benefit from working in a small focus group. This will be supported by the Teacher or TA and recorded on a Differentiation Plan.
- If the pupil's needs remain a cause for concern then they will be supported through a more targeted intervention programme at Wave 2 and parents will be informed of this. The length of time of the intervention will vary according to the needs of the pupil. Details of such interventions will be recorded on the Class Intervention Record and School Provision Map (this is a record of the interventions, timings, cost and impact). Details will also be updated on Balance, which is a school information data base used to help monitor progress. If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCo.



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- Through the ACESS, PLAN, DO and REVIEW cycle, pupils are continually monitored by Teachers. The SENCo oversees this process through a termly monitoring cycle in order to support staff, pupils, and parents and ultimately, to ensure progress.
- Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion will highlight effective strategies as well as identifying any potential problems in order for further support to be planned.
- Occasionally, if insufficient academic progress is made or concerns remain regarding a pupil's social/emotional development, then specialist advice/support from an outside agency such as an Educational Psychologist (EP), Paediatrician or ASC Advisory Teacher may be required. When a pupil has a barrier to their learning which is having an impact on their ability to progress, then they will receive support at Wave 3. They can have a Play Plan (PP for Early Years) or a Personal Provision Plan (PPP for school age children), which are plans that feature personalised targets for that pupil. Parents are invited to discuss and sign such plans so they are involved in their child's learning and are aware of how to continue supporting their child at home.
- Such support is '*additional to and different from*' what other children are receiving. Parents will be informed and the pupil will be added to school's SEND register. This is simply a record of children that are being monitored more closely at Wave 3 and may have or may need involvement with external services.
- In this case, after parental discussions to inform and gain consent, a referral can be made to the most appropriate agency. Once specialist assessments have been conducted, a programme of support is usually provided to the school and parents/carers.
- As a school, we ensure that we engage with specialist schools for advice, support and training when necessary.
- The Governors of Whiston Willis Primary School are responsible for entrusting a named person, Mr Len Marlow to monitor Safeguarding and Child protection procedures. He is also responsible for the monitoring and correct administration of the Disclosure and Barring Service procedures and the school's Single Central record. In a supportive yet challenging role, the Governors ensure that our school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the Accessibility Plan and all other statutory policies as defined by the DfE.



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4. How will the curriculum be tailored to suit individual needs?

- When a pupil has been identified with special needs and/or disability (SEND) their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- Staff may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- If a child has been identified as having a specific need, they will be given a Play Plan (EYFS Nursery/Reception) or PPP (school age). Targets will be set according to their area of need. These will be monitored by the appropriate staff member and by the SENCO three times per year. PPPs will be discussed with parents at Parents' Evenings and a copy given to them for their agreement. If Parents are unable to attend, a copy will be posted to them.
- If appropriate, specialist equipment may be obtained for the pupil e.g. writing slopes, pen/pencil grips, iPads, wobble cushions, radio transmitter for Hearing Impaired.
- If pupils are academically two or more years delayed in comparison to their peers, they will be assessed using PIVATS. This scheme helps us to assess and address very specific areas in small steps to ensure progress.

5. How will I be informed of my child's progress?



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- There are planned occasions throughout the year to discuss your child's progress, such as Parents' Evenings, SEND Parent's Day, Pupil Progress meetings, SEND Coffee Mornings.
- Your child's class teacher will also be available if you would like to discuss anything in between such occasions. Appointments can be made by calling the school office on 0151 477 8270, to speak to the class teacher or SENCo.

6. How will you help me to support my child?

- The class teacher may suggest ways of how you can support your child, through weekly Homework and termly Curriculum Plans that are sent home to inform Parents of what topics pupils will be covering.
- Family Learning activities are planned throughout the year to encourage parental engagement and ideas of how parents can help consolidate what their child has learned.
- Information about individual classes can also be found on our website and/or Twitter account for example, termly curriculum overviews.
- Parents are invited to SEND Coffee Mornings relating to specific areas of SEN when specialist are invited to provide support and training.
- A member of the Inclusion Team will be available to meet with you at a convenient time to discuss how to support your child, using the strategies advised regarding the area of concern.
- If outside agencies e.g. Educational Psychologist, Speech & Language, Physiotherapy have been involved suggestions and programmes of study are usually provided that can be used at home.



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7. What support will there be for my child's overall wellbeing?

Whiston Willis offers a wide range of pastoral support for children who are encountering social, emotional, behavioural and mental health difficulties. These include;

- Learning Mentor support at lunch times.
- Art Therapy
- Clubs available for those who find lunchtimes a challenge such as Friendship Club
- Dolphin Cove ~ a calm, sensory room for children who may need emotional support.
- Lego Club
- Art Therapy
- 1:1 Time to Talk sessions
- SENCO Support
- Sensory Circuits
- Emotional Wellbeing Groups
- Emotional First Aid

Pupils with Medical Needs

- If a pupil has a medical need they are added to our Medical Register. If necessary, a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- Staff receive regular training to support medical needs, such as Epipen, Asthma, Diabetes and Defibrillator training.
- We have designated First Aiders in each school building (Infant, Junior and Nursery).



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8. What specialist service and expertise are available at or accessed by the setting to support my child?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- ASC Advisory Teachers
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)
- Sensory Impairment Service to support pupils with hearing/visual Impairment
- Southern Inclusion Team (SpLD support, Parent support)
- Social Care
- Children's Therapy Team (Speech & Language/Occupational Therapy)
- Alder Hey Hospital (Paediatricians)
- School Nurse
- ICSS (Individual Children's Support Service)
- Continence Team
- Ophthalmic Department
- Occupational Therapy
- Local specialist school support
- Virtual School
- Listening Ear & Butterflies

9. How accessible is Whiston Willis?



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As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- Ramps into school to make the building accessible to all.
- Toilet facilities adapted in both buildings for accessible users.
- Wide doors in some parts of the building.
- Stair lift in the Key Stage 2 building.
- Sound Field system available in KS1 building.
- Accessible outdoor facilities for play.
- In addition to accessible classrooms, there are specific work stations/rooms, which are available for the implementation of structured programmes of support

School Trips

- Activities and school trips are available to all.
- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- On occasions, the parents/carers of children who require additional support may be invited to accompany their child on the activity.

10. How will Whiston Willis prepare and support my child when joining or transferring to a new school?

Many strategies are in place to enable the pupil's transition from or to another school to be as smooth as possible.

These include:

- Ensuring all records from previous schools are obtained.
- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- All pupils attend a Transition session where they spend some time with their new class teacher.
- Intake meetings are arranged for new starters.
- Additional visits are also arranged for pupils who need extra time in their new school.
- The Inclusion Team are always willing to meet parents/carers prior to their child joining the school.



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- Secondary school staff visit pupils prior to them joining their new school.
- A member of the Inclusion Team will liaise with the SENCOs from the secondary schools to pass on information regarding SEN pupils.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with a member of the Inclusion Team, the secondary school SENCO, the parents/carers and where appropriate the pupil.
- Transition booklets are created to support vulnerable pupils with their transition.

11. How are the school's resources allocated and matched to children's special educational needs?

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- The additional provision may be allocated after discussion at planning and review meetings, staff meetings or if a concern has been raised by parents/other staff.
- Resources may include deployment of staff depending on individual circumstances.
- Children who have been granted an EHCP will receive extra funding from the Local Authority (LA).
- Children who are Looked After (CLA) or Previously Looked After (PLAC) may be entitled to additional funding from the Virtual School.

12. How is the decision made about how much support my child will receive?

- These decisions are made in consultation with class teacher, Inclusion Team and Senior Leadership Team.
- Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies.

13. How will I be involved in my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher
- During parents evenings
- During discussions with Inclusion Team or other professionals
- Parents are encouraged to comment on their child's PPP/Play Plan with possible suggestions that could be incorporated.



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- Parent questionnaires
- Suggestion Boxes
- Coffee Mornings
- Family Learning Activities

14. Who can I contact for further information?

If you wish to discuss your child's SEND needs or have queries about something:

- Arrange to speak to class teacher to discuss the issue.
- If the issue remains to be a concern, arrange to speak to a member of the Inclusion Team. They will seek further advice from specialist services and relay information back to relevant people.

We hope that these have answered any queries you may have but do not hesitate to contact the school if you have further questions on 0151 477 8270.

The Local Offer can be found on the Knowsley Council website by clicking [here](#).

Additional information can also be obtained from Knowsley Family Information Service at knowsleyinfo.co.uk