EARL'S COURT FREE SCHOOL PRIMARY

KENSINGTON PRIMARY ACADEMY

WEST LONDON FREE SCHOOL PRIMARY

SEND School Offer

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Please click here for information on the Hammersmith & Fulham local offer.

Please click here for information on the Royal Borough of Kensington & Chelsea local offer.

West London Free School Primaries School Offer for SEND

Parents/Carer's Questions and Answers

1. Who are the best people to talk to at WLFSP about my child's difficulties with learning, special educational needs or disability?

- Talk to your child's class teacher about your concerns.
- There is close communication between the class teacher and with the SENDCo.
- You may wish to arrange a meeting with the SENDCo*.
- If you continue to have concerns arrange to discuss these with Laura Lund the Executive Head Teacher*. (*See Roles and Responsibilities below.)

2. How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?

- Your child's class teacher may initially speak to you at the beginning or the end of a normal school day and arrange a further time to discuss the concerns.
- The class teacher may also talk to you about any issues at a parent/teacher meeting.
- The SENDCo may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.

3. How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational needs or disabilities?

- At WLFSP we believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage a collaborative approach. We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning.
- You will be able to share your views and discuss your child's progress at regular meetings with the class teacher and others.
- If your child has an identified special educational need you will be invited to a termly meeting with the class teacher and SENDCo to discuss current progress, support strategies being used and expected outcomes.
- If your child has a *Statement* of special educational need or an *Education, Health and Care plan* (EHCP) you and your child will be able to share your views at the Annual Review but also at regular meetings throughout the year.

4. How does WLFSP ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?

- At WLFSP we believe that your child's learning needs will first be met through quality first teaching delivered by her/his class teacher.
- We regularly review the school training schedule and professional development for all teaching and support staff to ensure there is the appropriate support children with special educational needs.
- The school is able to access training programmes from the Triborough Training and Outreach team based at QE2 School.
- Individual training can also be arranged when necessary.

5. How will the curriculum and the school environment be matched to my child's needs?

- At WLFSP we believe that your child's learning needs will first be met through quality first teaching delivered by her/his class teacher.
- We carefully plan and differentiate our core knowledge curriculum to match the age, ability and needs of all children.
- The class teacher will adapt lesson planning and teaching to match your child's special educational needs and/or disability.
- It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs.
- Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.
- WLFSP regularly reviews its Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible.

6. What types of support may be suitable and available for my child?

This really depends upon the nature of your child's needs and difficulties with learning. Our education provisions will match the needs of the four broad areas of need as defined in the SEND Code of Practice, January 2015;

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

➢ At WLFSP we have a 3 tiered approach to supporting a child's learning.

Universal – this is the quality first teaching your child will receive from her/his class teacher and may include some adaptations to match learning needs.

Targeted - it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four-part approach

a) **assessing** your child's needs by looking closely at specific targets for your child and establish goals with any additional adults working with your child

b) **planning** the most effective and appropriate intervention

c) **providing** this intervention. This intervention may be run outside the classroom, individually or in small group sessions. We strive to provide an appropriate learning space for all children. You will be kept informed of your child's progress towards learning outcomes.

d) **reviewing** the impact on your child's progress towards individual learning outcomes.

Specialist – it may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology (EP), speech and language therapy (SaLT), occupational therapy (OT), sensory advisory teachers and the child development service. The school may need to prioritise referrals to these services. However, for a very small number of pupil's access to these specialists may be through a Statement of SEND or an EHC Plan.

7. How will you support my child to reach his/her learning outcomes?

- The class teacher and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach these goals. The learning plan, strategies and progress will be reviewed termly.
- External agencies and specialists may also review your child's progress and adapt their planning accordingly.

8. What is an EHC Plan and who can request one for one for my child?

The purpose of an EHC Plan is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/her gets older, prepare for adulthood. An EHC Plan will contain;

- the views and aspirations of you and your child,
- a full description of his/her special educational needs and any health and social care needs,
- establish outcomes for your child's progress,
- specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes

You, your child (where appropriate and aged 16 and over) and/or the school, usually the SENDCo or Executive Head Teacher, can request that the local authority conduct and assessment of your child's needs. This may lead to an EHC Plan.

9. How will you help me to support my child's learning?

- There may be suggested strategies or activities for you to do at home to support your child's learning.
- We run regular parent/carer workshops in school to help you understand the strategies used in school. In addition, we may be able to offer you individual training in specific support strategies relevant to your child.
- The SENDCo may also support you with strategies, resources and ideas for supporting your child's learning at home.
- You may have an opportunity to meet with other professionals involved in supporting your child.

10. How is support allocated to children and how do they move between the different levels of support in school?

- WLFSP receives funding from the Education Funding Agency and the local authority. These funds include money to support the learning of children with SEND.
- The Executive Head Teacher, in consultation with the Schools Governing Body, decide the budget for SEND provision on the basis of the needs of the children in the school.
- The Executive Head Teacher, Deputy Heads and the SENDCo discuss the effectiveness of the schools' current interventions and provisions and prioritise an action plan, which may include additional or altered interventions, staff training and equipment needs.
- This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn.

11. How will the school know that the support has made a difference to my child's learning and how can I and my child be included in this review process?

- Your child's progress will be assessed both in terms of his/her regular learning within the class and with regard to specific intervention programmes.
- The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child.
- You and your child will be kept informed and encouraged to be actively involved at all stages of this support.

12. What support will there be for my child's happiness and wellbeing at WLFSP?

- At WLFSP we believe that the happiness and well being of all our pupils is paramount. All members of staff take this aspect of school life very seriously.
- You can be confident that in particular your child's class teacher, learning support officers and the SENDCo are available to provide support to match your child's needs.
- You should also feel free to contact your child's class teacher if you have any concerns.

13. How is my child included in all the same activities as his/her peers at school?

- WLFSP are inclusive schools and committed to providing equal opportunities for all children.
- Inclusion in WLFSP means:
  - Equality of opportunities for all children
  - Rights of all children in line with the Children and Families Act 2014 and the Children's Act 1989
  - Carefully considered planning and appropriate adjustments to teaching and learning
  - Ensuring a holistic approach to each child including the development of their social and emotional wellbeing
  - An ethos underpinned by comprehensive policies
  - Working collaboratively with outside agencies
- School clubs, educational visits and residential trips are available to all children where possible.
- When necessary the school will make reasonable adjustments to ensure that children with SEN and/or disabilities may be included in all activities.

14. How will WLFSP support my child in transition stages?

- We liaise closely with the school or nursery your child is transferring from. We are able to discuss with the relevant teachers any individual needs and how best to support your child in school.
- While at WLFSP we take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils needs, learning progress and best support strategies.
- WLFSP make arrangements to ensure there is a smooth transition when your child transfers to his/her secondary school of choice. Please contact us for further details.
- If your child has an EHC Plan, we will participate and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend these reviews.

15. If I have any other questions about my child at WLFSP, who can I ask?

At WLFSP we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following in this order;

- The class teacher
- The SENDCo
- The Executive Head Teacher