

Wigton Moor Primary School Universal offer statement for Special Educational Needs provision

Wigton Moor Primary School has an inclusive ethos and works in partnership with children, parents and other agencies to provide the best possible educational outcomes. We have high expectations of all our children and put support in place at the earliest possible stage where needed. All Special Educational Needs (SEN) is overseen and managed by the Senior Leadership team (SLT) in school and is co-ordinated by the Special Educational Needs Co-ordinator (SENCo). The Senior Leadership Team evaluate all special needs provision on a regular basis throughout the year and report to the school governing body on how individual needs are being met, and on how special needs funding is being spent.

All children are treated as individuals and the class teacher, alongside other support staff, plan an appropriately differentiated curriculum for children with additional needs to ensure high quality teaching and learning with effective support and resource. Clear Individual Educational and/or Behavioural Plans (IEPs and IBPs) are put in place and reviewed regularly. Key assessments are made to ensure children are on track to meet their targets and that planning accurately addresses need. Progress and plans are regularly reviewed and evaluated to inform next steps.

Parents are vital partners in their child's journey through school. They are invited to attend review meetings of their child's progress and are encouraged to engage in supporting learning in different ways. If a parent feels their child may have Special Educational Needs they should make an appointment to speak to their class teacher. This may lead to a further appointment with the Special Needs Co-ordinator. Parents may also be interested in reading the school's Special Needs Policy which further explains the provision for children with special needs. Staff in school are trained, and work alongside other professionals, to develop their skills, knowledge and expertise in specific areas of Special Educational Needs. Support is sought from other agencies where necessary in order to maximise learning potential. The schools policies (policy section on this website) reflect our commitment to inclusion, safety and well-being of children.

What do I do if I think my child or young person may have special educational needs?

Ensure your concerns are heard as soon as possible. Depending on the needs of your child, this could be school, GP or health visitor. If you believe your child's needs to be educational then the first contact at school should be with the child's class teacher. Teachers can be contacted via email (<http://www.wigtonmoor.leeds.sch.uk/staffmail.htm>) or by making an appointment with them via the school office (tel: 0113 2682341). The teacher will then discuss this with the special educational needs co-ordinator (SENCo) who will arrange a meeting between themselves, the teacher and parents/carers.

School will then take the appropriate course of action. This could be: monitoring of progress over a short period of time by the class teacher; inclusion in an intervention group to address specific needs, e.g. a maths booster group; an individual education plan (IEP) to address specific learning outcomes/behaviours or a referral to an external agency, such as the speech and language therapist.

How will school support my child or young person's learning?

The best way in which we can support children with special educational needs (SEN) is through quality first teaching. Class teachers plan an appropriately differentiated curriculum to ensure that all ability needs are met. If more specific support is required then a child will have an IEP. IEPs are usually delivered by a teaching assistant (TA) alongside the normal class teaching. They are monitored first and foremost by the class teacher but also by the SENCo. If a child has an IEP then meetings, in addition to parents evening, are available on a termly basis for parents/carers to meet with the SENCo and the class teacher/TA to discuss progress against any targets set and

next steps. It is through these meetings and discussions with the SENCo that the effectiveness of the IEP is monitored. Assessment data is also analysed termly, by phase leaders, to ensure that all children across school are making appropriate progress.

Who will be working with my child?

Staff within school including class teacher, support staff/TAs, SENCO and other agency staff as appropriate e.g. Speech and Language therapist, Specialist Teachers Autism Response Service (STARS). Children will not automatically receive full time individual support however a package of support will be designed to meet their individually needs whilst developing independence.

How will the curriculum be matched to my child or young person's needs?

The curriculum will be differentiated. This may be through level of task, resource or support. Children will be grouped in a variety of ways to support learning. This may include whole class learning, group support and individual support.

How accessible is the school?

The school has got allocated disabled parking; access to most of the school is available through the main school office and to the whole school is available through various external doors around the outside of school.

How will I know how well my child or young person is doing and how will you help me support my child's learning?

Parents will be invited in to school twice a year for parent consultations with the class teacher. In addition, parents will be invited into school to discuss progress with the SENCo and class teacher against targets/IEPs for SEN children at least once a term. School also has three open mornings across the year whereby parents can observe children working in their class and share the work that they are doing.

How can parent/carers be involved in planning their child's education?

Parents should share concerns with school staff and provide information from other agencies e.g. Child and Adolescent Mental Health Service (CAMHS) or GP so that school can incorporate this information into the planning of individual programmes.

What support will there be for my child or young person's overall well-being and social, emotional and behavioural development?

All of children take part in PSHE lessons and circle time. All staff work closely with the children and provide emotional and social support which may be tailored to individual needs.

Designated staff receive appropriate training in order to provide support for individual needs including medical needs. Social skills groups and mentoring sessions are provided for some children.

As part of the Alwoodley cluster, school also has access to a child counsellor.

What services and expertise are available or accessed by the school, including staff with specific specialist knowledge/qualifications?

Specialist and Targeted support is sought from other agencies where necessary in order to maximise learning potential e.g. Speech and Language service, school nurse, Occupational

Health service, CAMHS; local authority services e.g. school improvement , educational psychologists; cluster services e.g. behaviour support, family outreach TAMHS etc and the STARS team.

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

Children with SEN and disabilities will be involved activities outside the classroom that are appropriate to their needs and development. These needs are discussed at review meetings and pre-visits and individual risk assessments (IPRAs) are undertaken to ensure that where possible all children are able to access the activities we offer.

How will the school help children and young people transfer to the next phase of education?

The school works closely with other agencies to ensure smooth transition for individuals to appropriate placements. Parents are involved in this process throughout. When a child is moving to high school or a different setting then transition visits for the pupil are arranged and supported by school.

How are the school's resources/funding allocated and matched to children's needs?

The school is funded on a national formula per pupil. Blocks of £6000 are added to support SEN depending on the number of children who meet the criteria and are on the school's inclusion register. The school can apply for a 'top up', based on strict criteria, if it is felt that a child's needs are above that which can be provided through the £6,000 block. The school uses the funds to put appropriate support in place to meet the specific needs of a child.

Who would be the first point of contact if

- a) **I am considering applying for a place?** Headteacher
- b) **I wish to discuss something about my child?** Headteacher or SENCo
- c) **I want information about other support services?** SENCo
- d) **I want information about the local authority's local offer?** Leeds City Council, Leeds Parent Partnership Service

Main contacts

Head teacher: Elaine Bown (elaine.bown@wigtonmoor.leeds.sch.uk)

SENCO: Gillian Dudley (gillian.dudley@wigtonmoor.leeds.sch.uk)