

What is the Local offer?

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This information is easier to understand and sets out what is normally available to help children with lower level SEN as well as other options available to support families who need additional help for their child.

What will it do?

The Local offer will provide parents/carer with information about how to access services in their area, and what they can expect from those services. Regarding Education it will let parents/ carers and young people know how school and colleges will support them.

There are 14 questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide parents and carers to enable them to make decisions about how best to support their child's needs.

How does the setting/school/college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

At The Willows we use our best endeavours to make sure that all children get the support that is needed for them to reach their full potential. (6.2 of the new code)

Before our children join the nursery, we carry out home visits to meet all the children and their families. This can identify at the earliest point if a child may have additional needs before they enter our setting so that we can plan for them appropriately. (6.14) We communicate with the day nurseries to find out about any child who has been identified as having additional needs and will carry out observations in nursery or home environments to gather information to help make their transition into our school as smooth and successful as possible. Once a child is part of The Willows, their progress and development is tracked half termly and any concerns about a child are raised and discussed with parents, relevant staff and the SENCo. Appropriate intervention and provision is then planned to meet each child's needs. If a child, who has additional needs, joins The Willows mid-year, we ensure discussions are held with the previous setting to gain as much information as possible to help them settle and make progress. If you are concerned that your child may need extra help, speak to their class teacher in the first instance. If after discussion with the class teacher there are still concerns, please speak to a member of the Inclusion Team. Together we can discuss any additional intervention or support that your child may need.

How will early years setting/school/college staff support my child/young person?

Your child will be supported from the day they arrive at The Willows to be happy and successful throughout their school life with us. They will be encouraged to pursue and develop any interests and/or talents they display and will

be supported to overcome any difficulties or barriers they experience. At The Willows we aim to develop the whole child and work closely with our families to achieve this so that they will achieve their best and become a more confident individual. (6.1) We provide a rich, vibrant, exciting curriculum where the children have opportunity to take part in performing arts; a whole range of sporting activities and events; outdoor teaching and we give regular opportunities to develop our pupils creativity. We aim to provide the opportunity for all children to reach their full potential.

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

Our curriculum is planned and personalised to meet the needs of all our children whether or not there is a learning difficulty or disability (6.15,6.24). Additional support by the class teacher or teaching assistant may also be given according to the pupil's individual need and we make any reasonable adjustments where necessary. (6.9)

If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, maths or English etc. specific interventions will be used to support them. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

The Head Teacher, Deputy Head Teacher and class teacher regularly hold progress monitoring meetings to discuss each pupil's progress. This will often highlight any areas of potential problems and to discuss further support that may be needed. (6.5)

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

We use a range of strategies to report to parents about how your child is doing. Children are formally assessed each half term against National Curriculum targets in reading, writing and maths. We also use standardised

assessments to measure the impact of any additional interventions that your child has been involved with. The Home/School Planner is your daily opportunity to communicate with parents and we expect that this will be used by all involved with your child. We invite parents to termly consultation meetings to share children's progress in all areas of their development. We are keen that if you need to discuss your child at any point in the year, we will arrange this through whichever is the most convenient form of communication whether it be face to face meetings, telephone conversations or notes home. If your child has any additional support for their Special Educational Needs, you will be informed and they will have their progress reviewed three times a year and the SENCO (Mrs Harrison) will be involved in these reviews. We are able to support families as a whole, through the Early Help Framework and are keen to meet regularly with you if there are any areas of support that you feel you and your child would benefit from. (6.8)

What support will there be for my child's/young person's overall wellbeing?

All staff at The Willows give above and beyond to ensure that the health and wellbeing of your child is paramount.

The school offers a wide variety of pastoral support for pupils who are encountering emotional, social and mental health difficulties. Our pastoral staff are Mrs Brindley, Mrs Ellis and Mrs Harrison (SENCO) they are readily available for pupils who wish to discuss issues and concerns. During the school week there are various social groups that children can access at lunch times pupils may also seek guidance from our trained peer mentors with any issues that may occur during lunch or playtime.

Senior Management and Mrs Harrison (SENCO) regularly review how the expertise and resources are used to address SEN within our school in order to

build the quality of the whole- school provision as our approach to school improvement. (6.3)

What specialist services and expertise are available at or accessed by the setting/school/college

There is a wealth of subject expertise within our school and we also have close links with outside agencies that offer a more specialised area of expertise. The outside agencies that may be accessed by the school are as follows: Safeguarding Children Advisors, SENDS, the Behaviour Support Service, the Educational Psychology Service, School Nursing Service, CAMHS, Occupational Therapy, Speech Therapy and the Children's Centres.

What training are the staff supporting children and young people with SEND have had or are having?

All staff have received some training related to SEND These have included sessions on how to support pupils with emotional needs, how to support pupils on the Autistic spectrum, how to support pupils with Speech & Language problems and how to develop their social skills. Furthermore, a proportion of a recent whole staff training day was used to familiarise both teaching and support staff with Numicon (a resource to support pupils' understanding in basic mathematics). Individual staff have received more specialised training which they have used to train and support other staff. These have covered reading and writing support techniques for supporting individuals and social and emotional training. In addition, where a child has a very specific special educational need, staff allocated one to one will be supported with the relevant training.

How will my child/young person be included in activities outside this classroom including school trips?

Your child will be included in all activities. Reasonable adjustments will be made wherever necessary and we will work with the families and specialists to enable this to happen. Every situation is dealt with on an individual needs basis.

How accessible is the setting/school/college environment

We are happy to discuss any individual access requirements. Facilities that we have at present are 2 disabled parking spaces. All the classes are accessible to wheel chair users (except year 5 which has 2 steps to access). We have 3 disabled toilets and accessible corridors and doors. In addition all rooms are fitted with sound field systems to assist children with any hearing impairment.

How will the setting /school/college prepare and support my child/young person to join the setting/school/college or the next stage of education and life

We take transition very seriously and do as much as we can to make it as smooth and comfortable an experience

as we can. Home visits are carried out before your child starts in our nursery and a number of stay and play sessions are offered to all the children and their parents to introduce your child to the staff and school during the Summer Term before their Autumn start. A transition week takes place each year for children in Key Stage 1 and 2 during the Summer Term which enables all classes to move up to their next teacher and classroom. For children for whom this move may be more of a concern, additional sessions are planned in to build relationships with key members of staff.

Secondary school staff visit pupils prior to them joining their new school. All children will have a transition day at their chosen high school and any child who has additional needs or may find the move more difficult will have specific additional sessions planned. Discussions are held between key staff in our school and the high schools to share all the relevant information about your child to ensure their individual needs are met.

How are the setting's /school's/college's resources allocated and matched to children's/young people's special educational needs?

Teachers are given a class budget to cater for the general needs of the children in their class and all subject leaders have a further budget to enhance their area of responsibility. The Inclusion Team also have a budget and resources. Training or specialist services purchased aim to meet the needs of each individual child whether that involves buying specially adapted furniture, training for staff in a particular area of SEND or programmes to support the provision for our children.

How is the decision made about what type and how much support my child/young person will receive?

All of our children receive quality first teaching which is rigorously monitored and evaluated every term. Where this is not enough for an individual child, additional support or intervention will be planned to address your child's needs initially by the class teacher. If this is still not having the impact required, discussions will be held with the class teacher, parent, SENCO and an additional layer of support will be planned for which may involve requesting advice from one or more of the outside agencies mentioned above.

**How are parents involved in the setting/school/college?
How can I be involved?**

Parents are involved daily through the use of the home school planners. We hold parent's evenings twice a year and parents are invited to meet the class teacher to discuss their child's annual report during the Summer Term. Parents are also encouraged to become part of the PTFA or the Governing Body. If this is something you are interested in please contact the school. There are also opportunities throughout the year for parents to be involved with trips and visits and to celebrate your child's achievements through Awards' Day and Class Assemblies and Sporting events.

Who can I contact for further information?

The first person to contact if you have any concerns is the class teacher. The teachers see the pupils out at the end of the day and are more than happy to talk about any concerns you may have or alternatively ring the office and they will pass on any messages to the class teacher.