

This information is provided as part of Hampshire's Local Offer. Under the Children and Families Act 2014 local authorities are required to publish and keep under review information about services that they expect to be available for children and young children with disabilities and special educational needs aged 0-25. The intention of the local offer is to improve choice and transparency for families. Follow this link to access Hampshire's Local Offer:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>



<b>School name</b>	Weeke Primary School	
<b>Type of school</b>	Mainstream Primary	
<b>Accessibility</b>	Fully wheelchair accessible	No
<b>How accessible is our school?</b>	Auditory/Visual enhancements	None
	Other adaptations	None
	Specialist facilities/equipment to support Special Educational Needs and Disabilities	Disabled toilet Disabled parking bay

### Core Offer

Weeke Primary School is a caring and inclusive school where all children have access to a broad, balanced and relevant curriculum. We aim to ensure that the needs of all children are met so that they are able to achieve highly, from their individual starting points. We believe that all children, including those with Special Educational Needs and Disabilities (SEND) should be able to flourish and thrive in a nurturing environment where they are taught the necessary strategies, skills and knowledge to succeed.

### Identification of SEND

#### How will you know if my child needs extra support and what should I do if I think my child has special educational needs?

Pupils at Weeke Primary School are identified as having SEND in a variety of ways and this is usually prompted by:

- Concerns raised by parents or carers
- Children attaining significantly below their age group
- Concerns raised by teachers
- Information from external agencies (e.g. educational psychologist/speech and language therapist)

If you are concerned that your child may have SEN, it is important that you discuss this with their class teacher who will then liaise with the SENDCO (Special Educational Needs Coordinator). We will evaluate the need for any additional support and also whether referral to, or advice from, external specialists is appropriate.

### Inclusion

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

The class teacher and SENDCO discuss pupil needs and, in liaison with parents, plan appropriate support and/or interventions. This is reviewed regularly and support is allocated flexibly to meet pupil need. The majority of support will take place in the classroom, provided through targeted quality teaching and task differentiation. In addition to this, children identified with special educational needs may receive extra support through either small group intervention or 1:1 adult support, as appropriate to the child's needs.

## Communication

### ***How will the school know how my child is doing?***

Intervention and support is implemented according to individual pupil need. Impact is evaluated and monitored by tracking pupil progress, on-going observation and assessment. This is reported to parents and the senior leadership team and anonymised data reported to governors. The SENDCO liaises with the SEND governor regularly to evaluate the effectiveness of provision. The school is committed to ensuring that staff training is monitored and kept up to date.

## Range of Provision

### **Communication and interaction**

*Children with speech, language and communication needs have difficulty in communicating with others. They may have difficulty with one, some, or all of the different aspects of speech, language or social communication.*

We have a range of individual and small group programmes and interventions to support children with speech, language and communication difficulties, including:

#### **Individual speech therapy programmes:**

Following the guidance of a Speech and Language Therapist (SALT)

#### **Speech and Language Groups:**

Small group intervention which develops speech, language and interaction skills

#### **Narrative Therapy:**

A small group intervention which focuses on improving speech, language and communication skills through stories.

#### **Talkabout:**

Talkabout will help introduce and practise the skills pupils need to develop and maintain relationships and to lead independent lives outside the school context.

#### **Lego Group:**

A small group intervention to improve social communication and group work skills.

### **Cognition and learning: Specific Learning Difficulties**

*Support for learning difficulties may be required when children learn at a slower pace than their peers. A child with a Specific Learning Difficulty may have difficulty with one or more aspects of their learning.*

We have a range of programmes, interventions and whole school approaches to support children with cognition and learning difficulties, which include:

#### **Little Wandle Catch-Up Phonics Intervention:**

Small group programme which provides structured lessons, age appropriate books and interactive activities to build confidence and fluency in reading.

#### **Precision Teaching:**

A regular 1:1 intervention which focuses on one specific aspect of learning that a child is finding difficult.

#### **Nessy Reading and Spelling:**

An individual programme that is proven to help children, especially those with dyslexia, learn to read and spell with confidence.

#### **SNIP Spelling**

A dyslexia spelling programme aimed at increasing reading and spelling using the primary high frequency words (HFW). These words are grouped by selecting those that visually look different to each other.

#### **Maths on the Move:**

A unique and innovative programme aligned with the national curriculum. Using physically active learning, MOTM enhances children's confidence and attainment in maths.

### **Sensory and/or physical**

*There are a wide range of sensory and physical difficulties that affect children and young people across the ability range. Children may require adaptations to the curriculum or the physical environment.*

As well as making reasonable adjustments, we can support children with the following programmes:

#### **Individual OT/physiotherapy programmes:**

Clever hands / Bodies OT Programme (using activities from the programme incorporated into a child's daily routine or as a whole class based activity)

Achieving Body Control (ABC) OT programme (activities incorporated into EYFS whole class PE lessons. After EYFS these activities can be incorporated into a child's daily routine).

#### **Write from the Start and Speed Up Handwriting programmes**

### **Social, Mental and Emotional health**

*Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways.*

We have a caring, nurturing environment at our school. A range of strategies and programmes are in place to support children who are experiencing social, mental and emotional health difficulties. These include:

#### **ELSA support:**

ELSA (Emotional Literacy Support) is small group or 1:1 support with a trained support assistant to work on aspects of emotional literacy such as: emotional awareness, self-esteem, anger management, social and friendship skills, loss, bereavement and family break-up.

#### **TALA support:**

1:1 child led support with a trained support assistant who can offer a young person a safe and supportive environment to talk about difficult issues in confidence.

### **What specialist services, experience and support are available at or accessed by the school?**

If your child has SEND, they may be involved with a range of external agencies to help us assess and support them. These include:

- Educational psychologists (EP)
- Occupational therapists (OT)
- Speech and language therapists (SALT)
- Primary Behaviour Service (PBS)
- Outreach support from local resourced provision including Shepherds Down School and Lanterns Children's Centre.

If we feel your child would benefit from a referral to one of these services, we will discuss this with you in detail to gain your views and gather parental consent.

### **Parental Support and Involvement**

#### ***How are parents involved in the school?***

**Our school communicates progress and involves parents in a number of ways, which include:**

- Parents evenings
- School reports
- Review meetings with external agencies
- Annual Review meetings for pupils with Education and Health Care Plans (EHCPs)
- School website
- Letters and articles shared in the fortnightly school newsletter 'In the News'

### **Who can I contact for further information?**

As parents and carers, you are also able to access a number external specialist services for support.

- SENDIASS – providing impartial SEND information, advice and support.
- Links with charitable organisations which support families i.e. Hampshire Parent Carer Network, Friends of the Family, Barnardos Specialist Parenting.
- Family Support Service
- CAMHS support helpline
- Educational Psychologist helpline
- Primary Behaviour Service

### **Transition**

#### **How will school prepare pupils with a SEND to join their next setting?**

The school has carefully planned and structured transition programmes in place for pupils with SEND at the start of their time in EYFS and at the end of Key Stages 2.

EYFS staff and the SENDCO meet with playgroups and pre-schools prior to children starting in EYFS. Year 6 staff and the SENDCO meet with secondary staff to plan transition arrangements for pupils who need additional support when moving to Year 7. A special meeting called a Transition Partnership Agreement is arranged for pupils with complex needs.

A carefully planned and structured transition programme is also in place to support pupils with SEND as they move through the school. This may include additional visits to their new classroom, time with new staff team members, transition booklets and parent and child meetings with existing and new teaching staff.

### **Pupil Voice**

#### **How are children involved in their own education at the school?**

Children at Weeke Primary School are involved in their own education in a number of ways, including:

Self-assessment in lessons

Pupils' contribution and attendance at TPA and EHCP reviews

Pupils' contribution and attendance at PCP meetings and regular target reviews

Pupil conferencing

School Council / Eco group and other roles of responsibility

### **Medical Needs**

School staff manage the administration of medicines and personal care as appropriate, according to the school's Supporting Pupils with Medical Conditions policy.

Health care plans are written for all pupils with significant care needs, in line with Hampshire Health and Safety Guidelines.

<b>Completed by</b>	SENDCO:	Rebecca Jakes
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