



**Special Educational Needs Local Offer and SEN Regulations Policy**

This offer is specifically about our individual school provision, and is one part of a three tier Local Offer. West Wittering Parochial Church of England Primary School is a mainstream school, maintained by West Sussex County Council. We would recommend that in order to be aware of the full range of support available in West Sussex, it is read alongside the Manhood Schools Locality network Local Offer (of which we are a member), together with West Sussex County Council’s Special Educational Needs Local Offer; this is especially important if your child has a range of highly complex Special Educational Needs.

We are committed to providing the very best **education, care and support** for all pupils in our care. It is most important that pupils feel safe and secure, and we achieve this by having robust **safeguarding** procedures in place, and comprehensive risk assessments. Our school **Behaviour Policy** is robust, and all pupils understand the high expectations held by all staff – including during lessons, around the school and during break and lunchtimes. Behaviour in our school is generally very good, and the vast majority of pupils display high levels of care and understanding for one another. Staff are well trained in a range of strategies for dealing with challenging behaviour, and exclusions are rare.

The information below answers the 14 questions for parents/carers recommended to be provided in our Local Offer by the South East 7 Pathfinder [www.se7pathfinder.co.uk](http://www.se7pathfinder.co.uk)

\*\*\*\*\*

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

As a Church school our **Christian values** underpin both our philosophy and our actions. Our school **Governors** oversee all provision in our school, and take their role very seriously on behalf of all our pupils, both current and future. One Governor has the specific role of SEN Governor, and monitors that particular area of provision in our school. Regular progress reports are given, including specific data on SEN pupils, and Governors scrutinise this thoroughly, and ask questions about actions and impact. **Staff training** needs are monitored and reported on termly, ensuring that if new needs arise training is made available, and that afterwards outcomes and information are shared with other staff members through professional development meetings. Training includes supporting pupils with social, emotional needs, speech and language, precision teaching for phonics and reading, and focused maths work.

\*\*\*\*\*

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

The **budget** for SEN is mostly allocated to provide the appropriate levels of adult support for each child with SEN, and a smaller amount would be used to purchase special resources. Governors also monitor all spending in the school, which includes the SEN element of the budget. Parents should be aware that there is often no extra funding available to a school, even for pupils with quite complex or specific needs, and the support required is mainly found from the SEN element of the main school budget. If your child has a Personal Budget provided by the Local Authority this may be able to be used to meet their additional needs (but not to secure a place in our school, or any other).

\*\*\*\*\*

**1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?**

**3. How will the curriculum be matched to my child's needs?**

**6. What specialist services and expertise are available at or accessed by the school?**

**8. How will my child be included in activities outside the classroom including school trips?**

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

Our **Special Educational Needs Co-ordinator** (SENCo), Mrs E. Bowman oversees all SEN provision in our school, whilst being supported in that role by all staff. There are a number of staff in the school who have specialist knowledge and training, and who, under the guidance of the SENCo, work to support the needs of all pupils in our school. All staff are proactive in their assessment of individual pupils and termly progress meetings are held with the Headteacher and SENCo which supports early identification of any individual difficulties. If interventions have been put in place their impact will be regularly assessed, and changes in approach/provision implemented where impact appears to be minimal – this will be in the context of discussion with other professionals, and parents. The SENCo can be contacted via our School Office – 01243 513015 or office@westwittering.w-sussex.sch.uk

Below is a list of some of the duties carried out by our SENCo – it is not an exhaustive list - and where new or different needs arise the SENCo will endeavour to arrange the best provision possible.

**West Wittering School SENCo role:**

- Support staff in identifying individual pupil's specific needs – including the use of ongoing assessment and specific diagnostic tests
- Support staff in planning a suitable individual education programme – we recognise that every child's needs are different and ensure that learning is pitched at an appropriate level to ensure progress and challenge for each pupil, e.g. by provision of visual timetables (used in most classrooms), or individually tailored next step targets
- Support parents/carers to understand their child's needs and how they can help at home – all pupils have a home/link book which helps with this process
- Support parents/carers to understand the purpose and type of support being provided by our school for their child
- Support pupils to be involved and contribute their views in relation to their provision and support

- Ensure parents/carers are kept informed about their child’s progress through regular meetings with the classteacher (or SENCo if appropriate)
- Liaise with a range of outside agencies to procure specialist help and support – for example this could include educational psychologist, occupational or speech and language therapist
- Ensure that appropriate provision and risk assessments have been carried out to allow all pupils to participate in activities outside the classroom, educational visits and residentials – parents/carers, visit centre staff and other relevant professionals would be fully involved in this process

\*\*\*\*\*

**9. How accessible is the school environment?**

Our building is fully **wheelchair accessible**, although there is quite a steep slope in part of the corridor which may prove a challenge for some wheelchair users, or those with other types of walking aid. We have separate accessible toilet facilities but no wet room, shower facilities or nappy/changing bench due to space restrictions. We have an Intimate Care Policy which all relevant staff follow. Our outside play area has short pile astro turf pathways specifically designed for wheelchair users, and some other wheelchair accessible areas.

\*\*\*\*\*

**5. What support will there be for my child’s overall wellbeing?**

We are able to support pupils with some **medical needs**, e.g. diabetes or nut allergies. If your child has serious medical needs we would recommend that you contact us directly and provide as much information as possible, so that a decision can be made as to whether or not we could meet those needs. If we felt unable to meet those needs we would be able to point you in the right direction, for example through the network Local Offer, or the Local Authority Local Offer.

We do not have a working kitchen, as our hot meals are provided through Chartwells; parents of pupils with **dietary needs** would need to liaise directly with that company. All children are able to bring a packed lunch to school.

The whole school team supports all our pupils with their social and emotional development through a consistent and well-planned range of activities from Reception through to Year 6, including regular Working With Others strategies. We encourage pupils to develop independence and perseverance and there is an expectation that all pupils strive to achieve the best they can. There are high levels of respect across all groups of adults and pupils, which can be readily observed in all areas of our school life and curriculum. There is a strong learning ethos where staff and pupils support and challenge each other to achieve highly. Pupils who struggle in these areas may benefit from specific provision, for example through focused small group work, to develop their social and emotional capacity.

\*\*\*\*\*

**4. How will both you and I know how my child is doing and how will you help me to support my child’s learning?**

**13. How are parents involved in the school? How can I be involved?**

The **views of all pupils and parents** are highly valued, and they have opportunities to share them and express their ideas in a range of ways. For example, pupils can do this through our School Council, through class discussions, assemblies, leading fundraising activities, conferencing with Governors, and representing the school in sporting or environmental activities. Parents input is highly valued by teachers, and parents are encouraged to attend our annual Way Forward Meeting (March) where there are opportunities to learn more about how their child has been learning and for parents to interact with staff and children and to visit all the classrooms and see for themselves; all meetings for parents include a feedback sheet so that we can work together even more effectively. The Ofsted run Parentview website also offers a more formal, anonymous way for parents to share their views – this is useful for inspection purposes, but not so helpful to us as a school, as we cannot address concerns as they are not specific, and we do not know who has raised them. <https://parentview.ofsted.gov.uk>

The role of **parents/carers** in supporting their child to become a confident, independent individual with good means of communication is key. Positive parental attitudes to our school and the activities that their child participates in will ensure that pupils too bring a positive approach to their learning. This would include supporting pupils with homework and take home tasks, and taking time to attend parents evenings, and our annual Way Forward meeting. From time to time other special events are arranged for parents, such as information evenings about maths or reading.

If parents/carers have **concerns** about their child we encourage them to initially speak with the classteacher so that an appropriate time can be arranged to meet which will allow the parents and classteacher to work together to resolve any problem areas (please not at the start of the school day as the teacher has 30 children to greet). If they are not satisfied with the response they may speak to the School Secretary and request an appointment with the SENCo, or Headteacher. The Headteacher is often on the playground at the start and end of the school day, and is happy to arrange a suitable time and place for any concerns to be voiced. Small, but important information (e.g. your child was awake coughing in the night so may be rather tired) can be passed to the School Secretary who will ensure that the right adults are informed. Should you follow these steps we would expect that any concerns you may have would have been dealt with to your satisfaction. However, on the rare occasion when this may not be the case the school has a formal complaints policy (on school website), which must be followed, and if necessary this process will lead to Governor involvement.

\*\*\*\*\*

## ***2. How will early years school staff support my child?***

### ***10. How will the school prepare and support my child to join the school, or transfer to a new school?***

If your child is offered a place in our school (see Admissions section below) we have a range of **induction** processes in place, to make the **transition** as smooth as possible. We always liaise with previous settings, whether that be pre-school, or other state or private schools. For a child with SEN we would expect parents to give us as much information as possible about their child's needs before they start, so that we can make suitable arrangements to meet their needs, including any previous involvement by

outside support agencies or professionals, such as speech and language therapists or the FIRST team. On leaving our school we will provide the next setting with as much information as possible, in order to ensure the next steps in your child's learning journey are as smooth as possible.

Finally, having read this, and hopefully visited our website ([www.westwitteringschool.co.uk](http://www.westwitteringschool.co.uk)), our school Leadership Team and Governors would strongly advise that you come and **visit**. Just phone and make an appointment (01243 513015) to meet with the Headteacher, who will be able to show you round the school and try to answer any specific questions you may have with regard to your child and their needs, and our ability to meet them.

The **Manhood Schools Network Locality Local Offer** is available at..

The **Local Authority's Local Offer** is available at <https://westsussex.local-offer.org/services/new> and will signpost where parents of pupils with special educational needs can access a range of organisations and services that can help provide additional support.

This school is in the Western Education Area of the West Sussex Authority. **Admission** to Community and Voluntary Controlled schools is the responsibility of the LEA and applications **must** be made through their offices at:

Area Education Office (South), Pupil Admissions Office, Centenary House, Durrington Lane, Worthing, West Sussex BN13 2QB.

Telephone: 03330 142903

Email: [admissions.south.ed@westsussex.gov.uk](mailto:admissions.south.ed@westsussex.gov.uk)

This Local Offer and SEN Regulations Policy was written following consultation with parents and was approved by the Full Governing Body September 2014.

Review Date: January 2018