

Selwyn School's Offer

1. How does the school know if pupils need extra help and what should I do if I think my child has special educational needs?

- The school **liaises** closely with previous class teachers/ schools and Special Educational Needs Co-Ordinator (SENCO) to identify children's needs.
- The Inclusion Team **observe children** alongside class teachers and external professionals.
- Parents have the opportunity to **discuss concerns prior to admittance**, during the admissions process and through discussions with Class teacher and the Inclusion Team.
- Children are **monitored** throughout the school year to track their academic progress and emotional well-being.
- Class teachers can approach the Inclusion team at any point during the academic year to **discuss concerns and seek advice** and strategies.

2. How will school staff support my child?

- Our school has an **Inclusive environment** which ensures that support is given to every child without excluding them from mainstream life.
- We have a series of **Intervention programmes** that target areas of need as identified by parents, pupils, class teachers and the Inclusion Team.
- All children have **personalised targets** aimed at supporting them in achieving their overall school targets.
- **One page profiles** are used to share essential information about children's needs, aspirations and how best to support them. These are further supported by a provision map which outlines strategies or support to help children achieve their full potential.
- **Teacher's assessment** and **Data** are used to track children's progress and attainment.

3. How will the curriculum be matched to meet my child's need?

- All teachers ensure that daily teaching plans identify learners with additional needs and how teachers will **differentiate the task**.
- Where applicable **Personalised targets** are set to meet children's individual learning needs within the curriculum.
- We have **Mini curriculums** for children with educational statements or Education, Health Care plans (EHC)

4. How will I know how my child is doing?

- We **review** the child's individual provision map termly and one page profile with the parent/carer, teacher, SENCO and child.

- **Parent teacher consultations** are held termly in which parents can discuss progress with the teacher.
- **Report cards** are given to parents at the end of Autumn and Summer term with an **Annual school report sent** home in Spring Term.
- **Person centred planning meetings** are held annually for children with statements and EHC plans.
- **Home/school diaries** (where applicable) are completed by adults working with the child and sent home on a daily basis where parents can respond.
- **Reports from multi agencies** are shared with parents, class teachers and any relevant adults working with the child.
- We **celebrate success** through weekly newsletters and significant achievement awards.

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

- **Home visits** are made by school staff during induction periods.
- **Weekly homework** is sent home to reinforce the learning which is taking place in school.
- **Homework Club** is available for children and parents to attend together.
- **Parent workshops** are held throughout the year to support parents with Literacy and Numeracy skills. These can be done through **Family Learning Programmes** or **Coffee Mornings**.

6. What is available to support my child's overall well-being?

- Family Support Workers
- Learning Mentoring (if applicable)
- Art therapist (where applicable)
- Referral to Social Inclusion Team
- Student Social Workers (where applicable)
- Outreach workers – home visits
- Multi agency links – specialist support (school nurse, educational psychologist, Speech and Language therapist)

7. What specialist services or expertise are available at or accessed by school?

- Art Therapist
- Speech and Language Therapist (SALT)
- Waltham Forest Dyslexic Association (WFDA)
- Whitefield's Outreach
- Educational Psychologist
- Karate Instructor
- Specialist Music Teachers
- Drama Teacher

8. What training have staff supporting pupils with SEND had or receiving.

- Positive Handling
- Nigel Bufton (Numeracy)
- Early Writing
- Sensory Difficulties
- Autism awareness
- Key word signing
- PECs
- Dyslexia Awareness
- Speech and Language and Communication Development
- UEL Lecturers Supporting Assessment for Learning
- Introduction to SCERTs training
- MENCAP – Story Telling through Sensory Play

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

- Our basic ethos is **INCLUSIVE** practice, however, all planning of community or learning events takes in to account individual needs of all children.
- Some interventions may require children to be withdrawn from mainstream class for short periods e.g. Speech and Language, Music therapy and art therapy.
- We offer some **Lunchtime Clubs** that are supported by Learning Assistants and Volunteers all aimed at addressing various needs.

10. How accessible is the school environment?

- The physical environment caters for disabled access and where necessary reasonable adjustments can be made.
- Classrooms are inclusive and have visual aids to support other forms of communication such as PECS and Makaton. There are two dedicated rooms for the ASD resources provision.
- **Visual aids** and signs around school.

11. How will the school support my child in starting school and moving on?

- **Transition Meetings** and **Plans** are conducted when there is significant change in the Childs provision e.g. at the end of each academic year.
- In some cases **Induction meetings** are necessary to ascertain children's needs and previous education provisions.

12. How are the schools resources allocated and matched to pupil's SENs?

- Areas of needs are assessed such as **Speech and Language, Social Interaction, Learning Difficulties, Cognitive Development and Emotional Difficulties and Mental Health.**
- Assessment Data is used to assess needs.

13. How are decisions made about how much support my child will receive?

- Consultation with specialist support (outside agencies).
- Consultation with Local Authority SEND department regarding funding.
- Based on the provisions listed in the child's EHC plan.
- Use of assessment data and discussions with Class Teacher.

14. How will I be involved in discussions about and planning for my child's education?

- One page profiles meetings and reviews involve parent/carers, child, SENCO and Class teacher.
- Person centred planning (Annual review)
- Parent/teacher consultation meetings (Termly)
- Pupil Progress meetings

15. Who can parents contact for further information?

- SENCO/Inclusion Manager
- Contact school office on admin@selwyn.walham.sch.uk

16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

- www.walthamforest.gov.uk/Pages/Services/send/localoffer.as