



Stowlawn Primary School Local Offer

1) Assessment, Targets & Review

<p>Details of how children and young people's special educational needs are identified.</p>	<p>We assess and monitor our children regularly to ensure learning and development is taking place and sufficient progress is being made in all areas of their development. If a child is not making expected levels of progress and are underachieving or have become 'stuck' at a level for some time, despite good quality first teaching, differentiations to the curriculum and adaptations to the learning environment, extra support and time to work towards specified skills will be provided through target time intervention sessions for the child to secure better progress. This support and progress is monitored on an 'Individual Action Plan' (IAP) which are monitored by the SENDCo and Assistant Head of Inclusion as well as a record being kept by the class teacher. The child will then receive targeted support/ intervention in aim to close the gap in their learning, providing opportunity to develop new skills, practise them and secure them with support from an adult as well as independently. If progress continues to be less than expected then this could indicate that the child has a significantly greater difficulty in learning than the majority of the children. The child will then have Special Educational Needs Support where intensive and personalised additional support and provision will be provided. Specialist advice from outside agencies may also be sought for example from: the Education Psychologist, Speech and Language Services, Wolverhampton Outreach or therapists for sensory and physical difficulties.</p> <p>Before children start our nursery, a home visit is organised whereby information from parents/carers can be shared regarding your child's well-being and development. We collect information regarding your child's likes, dislikes, strengths and difficulties, personal, social and emotional development, physical development, educational development and dietary and medical needs. From the information shared, any concerns raised about an area of need or a combination of needs can be acted upon quickly. For example if your child has emotional or social difficulties, a speech and language difficulty, hearing or visual impairment or physical difficulty, advice can be sought from other professionals or strategies and adaptations to the nursery curriculum and environment can be put into place to meet your child's needs to enable a smooth and successful transition.</p> <p>If a child joins our school during the school year, we will give an initial assessment alongside advice received from the child's previous setting or from professionals who have worked with the child recently. This information and the information from parents/carers and previous schools will be shared to ensure we build upon the child's prior learning, addressing any particular learning need/s they may have.</p> <p>If we have concerns about a child's progress, we always notify the parent/carer at the earliest point so we can share relevant information about their child's achievements, progress, strengths and needs. We will discuss with parents our concerns and</p>
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	<p>enlist their active help and participation for a way forward for their child. We aim to work as a team to ensure that each child is catered for regardless of any special educational need.</p>
<p>Details of how parents and carers are informed that their child may require special educational needs support. How the school communicates with parents and carers in particular parents and carers whose first language is not English.</p>	<p>We communicate with our parents via informal and formal meetings, parent consultation evenings, letters, phone calls and text messages. For parents whose first language is not English we encourage them to bring along a trusted friend who can translate for them or a translator will be provided by the school, (this may be a member of staff). Early Help Assessments (EHA), which involves the family, is our referral system to access outside agency support for families and children.</p> <p>If we believe that a child may need additional support in school, a conversation will be held between teacher/SENDCo and parent to discuss our areas of concerns and gather more information from Parents at first instance to ensure that strategies and support can be provided as soon as possible.</p>
<p>Details of how children and young people requiring special educational needs support are assessed.</p>	<p>Day-to-day assessments are carried out by the class teacher to find out the child's response to learning so adjustments to planning and provision can be made accordingly. Termly assessments take place for all year groups.</p> <p>All children in the Foundation Stage are assessed against the "Early Years Curriculum" criteria. This is carried out throughout the school day in all areas of the curriculum, through observations, children's work and responses. All children from years 1 to 6 are formally and informally assessed in reading, writing, mathematics and science. In Year 1, a formal assessment of each child's phonic ability is made and any child not achieving expected levels is re-tested in Year 2. In Year 2, children will be assessed by teacher assessment. In Year 6, pupils having special educational needs support who are not exempt from testing, will sit the SATs test. Accurate progress data from the class teacher, data from the impact of interventions and information from IAP's all contribute to the overall assessment of the child. We will also assess informally against all learning from wider curriculum subject areas including Art, PE and RE.</p> <p>The next steps for the child are determined based on prior attainment supported by accurate progress data from the class teacher, assessment from the child's progress tracker, interventions, IAPs and reviews.</p>
<p>Details of how progress is measured and evaluated</p>	<p>In addition, children having special educational needs support have a personal Individual Action Plan (IAP) where their areas of need are given specific targets to achieve outcomes. These targets are aimed at breaking down their learning into smaller steps, allowing key concepts to be re-visited on a regular basis, which in turn will facilitate progress to narrow the gap between themselves and their peers. The child is assessed against the outcomes achieved on a progress tracker in Reading, Writing and Maths, which also measures their small steps of progress across the year. From this, further targets can be obtained in order to ensure that learning is continuous for each child.</p> <p>If outside agencies are involved with a child, for example the Speech and Language Therapist, Physiotherapist or Sensory Inclusion Services, they will carry out an assessment and give advice to the family and school. This advice feeds into the class teacher's planning and the child's Individual Action Plan (IAP) targets to ensure the needs of the child are being met fully. Tracking of progress data, impact of provision on support maps and in-house moderation all evaluate the effectiveness of our provision.</p>
<p>Details of how children and young people's special educational</p>	<p>Outcomes are set prior to target setting and intervention and progress and achievement is monitored throughout. All staff are accustomed to following IAPs for the children they are responsible for. Staff discuss the targets with the child and will work with</p>

<p>needs are monitored and reviewed.</p>	<p>the child in a small group or on a 1:1 basis and regularly review by noting achievements or new and recurring difficulties. When required, the targets will be revised and strategies, support or provision will be adjusted to meet the child's needs to enable them to achieve the outcomes set. Children work towards targets with support initially but we also aim to develop some confidence and independence in their learning so children will also work independently on target skills.</p>
<p>Details of how often monitoring and reviews take place.</p>	<p>Staff meetings are arranged on a half-termly basis for staff to get together to discuss and review each child's IAP and their progress towards the outcomes and discuss new outcomes needed. However, Staff and TA's working within a year group are encouraged to meet as and when needed to review a child's targets. This is to ensure that progress is continuous and that targets can be moved on quickly. The IAP is frequently reviewed with parents, child (if appropriate) and any outside agencies who are involved. Children and families on Early Help Assessments will have reviews every half term / term as appropriate for that child and family. The SENCO/Pastoral Manager will consult with staff to gather information on the child.</p>
<p>Details of how children and young people's needs are provided for (level of impact / of support)</p>	<p>A child's specific area of need is supported through intervention time and targeted work. This may be in small group sessions, 1-1 sessions, or working supported in whole class groups. Children with speech and language difficulties have speech and language therapy delivered by school staff or a trained speech and language therapist. Children work in RWI phonic groups specific to their ability and progress quickly through groups. All children who are receiving support and advice from an outside agency have recommendations implemented within the classroom as well as in their Individual Action Plans. These are reviewed regularly to ensure that work towards targets is continuous.</p> <p>All SEN interventions/target time planned and delivered across the school, are recorded on the IAP. Progress is monitored throughout the interventions and the impact of the intervention is evaluated and recorded. Teachers are encouraged to evaluate the provision in place regularly and adapt when needed. The SENDCo & Assistant Head of Inclusion, along with the support of SLT and Inclusion Team regularly monitor the impact of IAP targets, the work completed, the provision in place and the progress of children on the SEND register.</p> <p>Wolverhampton Outreach provide a service who we can refer to for equipment, advice, training and support.</p>
<p>Details of how parents/carers can be involved and how they can support their child.</p>	<p>Parents/carers and teachers discuss interventions their child is receiving via informal face-to-face meetings, at parent evenings and formal review meetings. Teachers and parents are encouraged to work collaboratively on targets so that the parental contributions can be incorporated in school and at home. Also, strategies to support their child are given along with suggestions of extra activities they can do at home with their child. A selection of reading books are sent home weekly and parents/carers are encouraged to make comments about their child's reading in the reading journal. Outside agencies / professionals are available for us to contact to ask for advice and ideas on how parents can best support their child. We are able to refer families/children to these agencies to enable families to access these services.</p> <p>Early Help Assessments are aimed at supporting families with greater need.</p> <p>Informal meetings can be arranged for parents/carers of children receiving SEN support to update on any changes in provision, to discuss strategies and activities to support their child at home with their targets and to voice any concerns they may have. This is also the case for parents who have concerns regarding their child and whether they believe they have a special educational need, who wish to ask for advice and support.</p>

Details of training opportunities/learning events provided by the school for parents/carers.	<p>We invite all parents to school once per term to work on different subjects with their child including morning maths tasks and reading sessions.</p> <p>If children receive a diagnosis by professional, for example Autism Spectrum Disorder, they may be invited to attend workshops with other parents provided by Local Authority Services. School aims to share all parent workshops/courses ran by Wolverhampton Outreach Service.</p>
Details of how parents and carers/ children and young people can raise any general concerns they may have.	The head teacher, deputy head teacher, SENCO and class teachers are available to parents/carers on a daily basis, both at the beginning and end of the school day. Appointments for further discussion will be made if needed; these can be via telephone or face-to-face. Parents/carers consultation evenings and afternoons are held on a termly basis.
Names, roles, telephone numbers of key contacts within the school (SENCo, Inclusion Manager etc.)	<p>All staff can be contacted on the school number:</p> <p>01902 556463</p> <p>SENCO: Mrs Rachel Glover</p> <p>Pastoral Support Officer: Mrs Debbie Manby</p>

2) Curriculum Access

Details of the school curriculum offer. Including curriculum provision, mapping of provision and differentiation.	<p>For information regarding the curriculum please visit the school website:</p> <p>https://www.stowlawn.wolverhampton.sch.uk</p>
Details of how the curriculum is organised (Policy) and made	Copies of the curriculum Policies are available on the school website.

accessible to all, including organisation of teaching groups.	All lessons are taught in classes across the school and differentiated appropriately other than phonics, which is taught in ability groups.
Details of Governor involvement in terms of curriculum provision.	SEN Governor: Sheryl Davies
Details of staff expertise and professional development/training of staff.	<p>The SENCO holds the National Award for SEN coordination and keeps updated on a regular basis through Network meetings and training. This information is then shared with staff during staff meetings. All new members of staff are advised on our SEN Policy and procedures.</p> <ul style="list-style-type: none"> • Mrs S Whitehouse is an Autism Lead Teacher • Mrs S Whitehouse and Miss R Glover has the National Award for SEN Coordination • Several staff have accessed the Outstanding Teaching Programme (OTP) and the Improving Teaching Programme (ITP) at Manor Primary School or St Bart's. (Mrs S Whitehouse, Mrs L Vaughan and Mrs R Glover) • ELKLAN training under 5's (Speech and Language) • Maths Masters Course (Mrs L Vaughan and Mrs K Naik) • Team Teach Training – All Staff • We share a site with Green Park School where we can access advice and assistance. We also access outreach work from other special schools when necessary • Mrs D Manby/R Glover are qualified in delivering sessions including Lego Therapy, Drawing and Talking and Nurture • Mrs R Glover has drawing and talking training • Mrs K Smart has Therapeutic Approaches to the classroom training • Mrs S Whitehouse and Miss D Sadler have Early Talk Boost Training • Miss S Lochhead EYFS Leadership • Mrs R Glover/Mr T Powell – Cook Kids training • Mrs R Glover & Mrs S Whitehouse – Sensory circuit • Mrs R Glover- Zones of Regulation to support emotional wellbeing • All staff – basic Makaton • All staff – Autism 1 training
Details of the types of special educational needs for which provision is made.	<p>There can be various needs amongst our children who may require SEN support. A difficulty may occur at any time during their education. A child is regarded as requiring SEN support if they have a need/s in the following areas.</p> <ul style="list-style-type: none"> • Speech, Language and/or Communication and interaction, • Cognition and learning, • Social, emotional and mental health difficulties • Sensory and/or physical needs. <p>Our children who require SEN support have needs in one or more of these areas, some have multiple areas of need. We have children with physical needs and are wheelchair users, sensory needs, Attention Deficit Hypoactive Disorder (ADHD), dyslexia, dyspraxia, moderate learning needs and medical issues which include visual need,arthritis, diabetes and epilepsy. There are also children who have an Education, Health and Care Needs Plan.</p>

	<p>We work collaboratively with the Wolverhampton Outreach team who are a team of professionals from other special schools across the city. They support children with Special Educational Needs in mainstream settings.</p> <p>We aim to provide an excellent curriculum for all children, regardless of their need and ensure that all children are treated fairly. Adaptations and differentiations are made for all children, regardless of their needs, in order for them to access the full curriculum and be successful in making progress.</p>
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3) Grouping and Pastoral Care

<p>Details of the school pastoral support system.</p> <p>Details of what support mechanisms are in place and how groups are planned, including what social support is available i.e. mentoring.</p>	<p>Class teachers are responsible for the pastoral care of their children. They will raise any concerns with the head teacher, deputy head teacher, Pastoral lead or SENCO. The SENCO will then make appropriate referrals or organise appropriate support. The school can access support for children and families with Personal, Social, Emotional and mental health difficulties through the Child and Mental Health Services or NHS School nurse service and services such as a Strengthening Families Hub where children can be supported on a 1:1 basis small group or whole class. We encourage peer support across the school. Staff training fully equips staff with the skills to mentor children.</p>
<p>Details of how parents and carers/ children and young people raise any concerns they may have about progress, or request for additional support.</p> <p>Details of opportunities for pupils/students to have a voice.</p>	<p>The head teacher, deputy head teacher, SENCO and class teachers are available to parents/carers on a daily basis, both at the beginning and end of the school day. Appointments for further discussion will be made if needed by contacting the school.</p> <p>School evaluation forms are sent out regularly and any issues or suggestions made by parents/carers feed into the School Improvement Plan for the following year.</p> <p>Children who are receiving special educational needs support are involved in the setting of their targets where appropriate. They are given the opportunity to discuss their progress and identify areas where they feel they need support. They are encouraged to work towards these targets throughout the day and gain a sense of achievement when a target has been met. Children show pride in their work and are praised for their hard work and achievements.</p> <p>Mrs Manby is available to take initial concerns from parents, should they feel they need to talk with someone from school.</p>
<p>Details of the strategies available to support regular attendance, including what support is available.</p>	<p>First day contact is made by phone if a child is not in school and a parent has not made contact.</p> <p>The Education Welfare Officer (EWO) offers support for families. She meets weekly with the head teacher to analyse attendance and target support for children whose attendance is a concern.</p>
<p>Details of the strategies available to support good behaviour, including what support is available.</p>	<p>Behaviour reporting (CPoms) is analysed carefully to enable interventions to be put in place. We Liaise with the Pupil Referral Unit (PRU) where needed. Meetings are held regularly between staff and Senior Leaders to discuss any concerns with regards to behaviours in school.</p>

	<p>Children in each year group aim to earn 'class rewards' by collecting class pom pom points. The rewards are chosen by the children as a group and may involve reward afternoons/ special visits/ particular activities. Children are also split across school into 'House Teams'. They can earn house points by demonstrating our Stowlawn Six Values of Kindness, Resilience, Creativity, Independence, Ambition and Honesty. Teams points are collected from all classes each week to be added to a leader board, displayed in school. Parental involvement is encouraged through signing up to class dojo and receiving notifications of points awarded for our Expectations and Attributes.</p> <p>A copy of the Schools Behaviour and Discipline Policy is available for parents.</p>
<p>Details of access activities out of the classroom and support available, including how parents are involved in planning of school trips etc.</p>	<p>The School Curriculum and out of school activities are fully inclusive and accessible to all. Arrangements for children receiving SEN support are made as required.</p> <p>Trips out or visitors are organised to link with the year group topic. All children are expected to attend and additional support is organised if needed.</p> <p>Children from Reception, KS1 and KS2 have full access to the after school clubs on offer and parents/carers need to specify which clubs their child would like to attend at the beginning of each term.</p> <p>The Wolverhampton Wanderers Foundation are providing Social, Emotional and Mental Health sessions for some of our children across school and also delivering Physical Education sessions with different groups of children / classes across school.</p> <p>A copy of the Schools Equal Opportunities Policy is available for parents.</p>
<p>Details of the transition procedures and arrangements i.e. moving into school and moving on from school. Plus details of how the school prepares young people for adulthood/ independent living.</p>	<p>Meetings for the transition of children receiving SEN support from year 6 to secondary are held between the SENCO, the year 6 class teacher, any outside agency involved and secondary school staff. Children with an Education, Health and Care Needs Plan (EHC) will discuss the options of Secondary School at their Annual review, which is held before the end of the Autumn Term when they are in Year 6.</p> <p>Visits to a prospective new school for a child receiving special educational needs support can be arranged by the school where the head teacher and/or SENCO will accompany the child and parent for the initial visit.</p> <p>If a child receiving special educational needs support transfers to our school, we offer a pre-visit for the family or we can do a home visit.</p>
<p>Details of medical and personal care procedures.</p>	<p>Training is delivered with regards to asthma, allergies, epilepsy and any other medical needs related to the children in the school. Training is also completed with support for specific children depending on their need (for example; moving and handling)</p> <p>Many of our staff have received Paediatric First Aid Training. We always ensure that a trained member of staff accompanies all school trips and visits.</p>

	<p>We consult our school nurse for advice on medical and personal care procedures and she will offer advice to parents/carers. We also have the added support of trained medical staff from Green Park School.</p> <p>All requirements with regards to medical care are kept in the first aid box in each area of the school so that it is accessible when needed. Parents/carers are required to fill out a medical consent form for any medication needed during the school day. Children with long term medical needs have a designated member(s) of staff identified. Any medication given is recorded.</p> <p>Staff will support children in the event of their personal needs and spare clothes are provided if necessary. Parents/carers are informed at the end of the school day or by a phone call if required.</p> <p>If a child has a minor accident in school it is recorded in an accident book and parents are notified by either phone or face to face on the same day. Children are always sent or taken to hospital in the case of an emergency and parent/carers contacted.</p>
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4) Equipment & Resources

<p>Details of the specialist staff working within the school and qualifications.</p>	<p>The school will employ appropriate staff to support children with an Education, Health and Care Needs Plan. If we require specialist staff, they are organised through outside agencies. All staff work together to support the needs of all children, regardless of their special educational need or disability.</p> <p>Particular training and qualifications have been awarded to specific staff working with our children with more significant, physical needs and who may require lifting in and out of a wheel chair.</p>
<p>What services the school accesses, including other educational establishments, health and social care services.</p> <p>What links does the school have with Voluntary organisations, including support services for parents and carers.</p>	<ul style="list-style-type: none"> • Speech and Language Therapy Service • Special Needs Early Years Team • Occupational Therapy: Gem Centre • Physiotherapy: Gem Centre • Sensory Impairment Team • Outreach Services • Green Park School, Penn Fields School, Westcroft School, Penn Hall School, Tettenhall Wood School • Behaviour and Referral Unit (PRU) • Educational Psychologist and Assistant Educational Psychologist • Child & Adolescence Mental Health Services (CAMHS) • Parent Support Advisor • Strengthening Families Hub • Spurgeons • Bereavement Counselling • Believe to Achieve Counselling • School Nurse / Health Service

<p>Details of the schools access arrangements</p>	<p>The school building was rebuilt in 2009 and has received an award for 'SEN Schools' due to the focus on inclusive practice. All areas are accessible for children or staff with a special educational need or physical difficulty. All classrooms are spacious and safe for wheelchair access and all furniture is arranged to meet the needs of children, regardless of SEN or disability. All children have access to the playground, forest walk and PE Hall. Adaptations are made for any child with SEND to ensure that they have a safe and inclusive environment at all times.</p> <p>The accessibility policy is reviewed annually.</p>
<p>Details of how the schools SEN budget is allocated</p>	<p>Contribution to SENDCo provision Outside Agencies Training for staff Staffing Budget: We have high child/staff ratios.</p>
<p>Details of travel arrangements to and from school.</p>	<p>Most children live locally and either walk, cycle or are brought by car to school.</p> <p>Taxi is supported to transport a child with specific medical needs to and from school</p>

Updated March 2022 by Mrs R Glover
To be reviewed: March 2023

Signed: S Nicholls

_____ **(Chair of Governors)**