

## Western House Academy Local Offer 2018-2019

Western House Academy is a mainstream primary school and nursery with over 600 pupils aged 3 – 11. It is nestled within the heart of Cippenham, on the Western edge of Slough. We are one of eight schools that form The Park Federation Academy Trust. Our community is culturally diverse and rich in aspiration giving our school a family centred quality which we hugely value. Our children are encouraged to celebrate difference and diversity and to develop into caring, respectful young citizens who actively participate in all areas of life.

### The Local Offer – What is it?

The Children and Families Bill (April 2014) outlines the Government’s plans to require Local Authorities to publish information on services and provision across education, health and social care for children and young people aged 0 – 25 with Special Educational Needs and Disabilities (SEND

2015). The purpose of a local offer is to enable parents and carers to see more clearly what services are available for children with SEND in their area and how to access them. The information below is Western House’s contribution to the local offer.

<b>A</b>	<b>Response</b>
<b>1. Special Educational Needs Policy</b>	<p>Western House Academy provides every opportunity to all pupils to reach their full potential by creating a positive environment which recognises the achievements of all individuals in our school community.</p> <p>Our Special Educational Needs Policy can be found on our school website</p>
<b>2. Teaching and Learning</b>	<p>It has been continuously proven that all children learn and develop at different rates. We meet our children’s needs by ensuring high quality teaching and outstanding classroom practice. We have a variety of support systems and strategies in place to aid children who may be finding it harder than their peers to succeed in any area of learning. These include:</p> <ul style="list-style-type: none"><li>• differentiating lessons</li><li>• adapting resources</li><li>• working closely with parents</li><li>• action plans /Individual Education Plans</li><li>• additional adult support</li></ul> <p>Children who have been identified as having special educational needs may have certain barriers which prohibit and hinder their learning. We support those children identified through:</p>

	<ul style="list-style-type: none"> <li>• Differentiated planning and teaching of the curriculum</li> <li>• Small group work covering a range of skills such as literacy, numeracy, developing fine and gross motor skills</li> <li>• Individual learning support through specific programmes</li> <li>• Support for behavior difficulties</li> <li>• Support for health needs</li> <li>• 1:1 tutoring as appropriate</li> <li>• Nurture Support</li> <li>• Careful liason with outside agencies</li> <li>• Bespoke support from our school Educational Psychologist</li> </ul>
<p><b>3.</b> <b><i>Identifying and Assessing Special Educational Needs</i></b></p>	<p>At Western House Academy, we believe that it is vital to quickly identify a child who is finding it difficult to make progress with their learning as early as possible. Early support often helps children to succeed. Children may be identified as having a special educational need by:</p> <ul style="list-style-type: none"> <li>• Concerns raised by parents / carers</li> <li>• Concerns raised by a class teacher / member of staff</li> <li>• Lower than expected levels of achievement – these are reviewed regularly by class teachers, SENDCo (Special Needs and Disabilities Co-ordinator) and Principal</li> <li>• Lower than expected rates of progress</li> <li>• Information shared by medical professional and speech and language therapists.</li> </ul> <p>In the first instance, teachers will continually assess each child and highlight areas where support may be beneficial. The teachers share concerns with the SENDCo at an early stage so the appropriate provision can be put in place</p> <p>All concerns are investigated by the Senior Management team and the necessary interventions and support is put in place. These are reviewed regularly and next steps are discussed and put into place as appropriate.</p> <p>We have meetings with Educational Psychologists, Speech and Language Therapists and other special needs professionals on a regular basis, where we discuss individuals emotional, academic and</p>

**4. Involving  
parents and  
Children  
and Young  
People in  
planning  
and  
reviewing  
progress**

We value and respect each child's view. We strive to fill each child with confidence so that they can make their voice and opinion heard. We encourage communication through verbal and non-verbal means. Children can use sign language, drawings, photographs or visual aids to express themselves as well as verbal expression, depending on the needs of the child.

During reviews, children's opinions are sought and parents are encouraged to share their goals for their child. Parent's views, experiences and knowledge of their child is invaluable to us, as

	<p>they provide a fuller picture of what the child is experiencing. Translators can be provided for any parent requiring this service.</p> <p>Children identified as having an additional need will be given an Individual Education Plan (IEP), this will have small achievable targets for the child, these will be discussed with parents and reviewed once a term. At all times, staff work closely with parents and utilise professionals outside of school as required. The school holds parents' evenings on a termly basis, but parents are welcome to come at any time to discuss their child's progress. Parents are invited to attend meeting with professionals to discuss their child's concerns and progress.</p>
<p><b>5. Additional Support</b></p>	<p>Relevant specialist support from outside agencies will be offered to any child who is highlighted as having a special educational need as it is required and with parent's permission. This support could come from any of the following agencies which support our school:</p> <ul style="list-style-type: none"> <li>➤ Speech and Language Service</li> <li>➤ Educational Psychology Service</li> <li>➤ School Nurse</li> <li>➤ Services Supporting Behaviour</li> <li>➤ Autism Outreach Service</li> <li>➤ Learning Difficulties and Disabilities Service – specialist teacher assessing and offering advice and strategies.</li> <li>➤ Physiotherapy and Occupational Therapy Services</li> <li>➤ Sensory Consortium Service</li> <li>➤ Parent Partnership</li> <li>➤ FIRST (<b>FIRST - Family Information Resource Team</b>)</li> </ul>
<p><b>6. Extra Activities</b></p>	<p>Western House Academy always makes all reasonable adjustments for any school trips to include the needs of all children. Risk assessments are carried out for all trips.</p> <p>All children have the choice to attend any extra curricula clubs and activities which are held at the school.</p>
<p><b>7. Meeting the Social and Emotional Needs of CYP with SEN</b></p>	<p>One of our school's core principals is to nurture every child and ensure they develop in self-esteem and confidence. Every member of staff is responsible for the emotional and social well-being of each child under their care.</p> <p>We have a positive behavioural policy and maintain high expectations at all times.</p> <p>We encourage children to be well mannered, kind and considerate towards one another and to take pride in themselves and their behaviour.</p>

	<p>For children who may need some assistance in this area we are able to offer:</p> <ul style="list-style-type: none"> <li>• Support from Mrs Akehurst – our child and family support worker</li> <li>• Specialist Counselor</li> <li>• Social skills groups</li> <li>• Specialist SEN LSA support</li> <li>• Peer mentoring</li> </ul> <p>If required, referrals can be made to outside specialists such as:</p> <ul style="list-style-type: none"> <li>➤ Social care</li> <li>➤ Early help</li> <li>➤ SEBDOS – Services</li> </ul> <p>The school is a Values based school and we care passionately about installing positive values in all children. The staff and pupils reflect our values consistently.</p>
<p><b>8. Keeping up to Date with knowledge and skills.</b></p>	<p>Once training needs have been highlighted, relevant training for teachers and support staff is organised to ensure the child with additional needs has their requirements met as soon as possible.</p> <p>We have regular INSETs where staff can develop their skills and knowledge.</p>
<p><b>9. Transitions</b></p>	<p><b>Nursery – Reception</b>  Our Nursery staff visit every new pupil in their home environment where they feel safe and comfortable, so we can find out as much as we can about them.</p> <p><b>Between Year Groups –</b>  Visits to new classrooms, new teacher visits children  Transition books  Meet with parents, introduce new teacher, show classroom and cloakroom</p> <p><b>To Secondary School –</b>  Annual review – secondary school SENDCo visits  Visits to new school  SENDCo has strong links with secondary SENDCo  Use of transition books – photos  Transition support for some of our more vulnerable Year 6 pupils</p>
<p><b>10. Helpful Contacts</b></p>	<p>Mrs Snowden– Principal  Mrs Pearce – SENDCo  Mrs Akehurst– Child &amp; Family support worker</p>