

Mainstream Schools Local SEND Offer Form

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Background

The Draft Special Educational Needs Code of Practice stipulates that all early years and education providers are responsible for meeting the special educational needs of children and young people, and must publish information on all policies, services and facilities in place to assist them. The Informed Families section of the [FiND website](#) is where Redbridge's full Local SEND Offer will be made available. The purpose of this proforma is to ensure a consistent approach for the writing and publishing of school's Local SEND Offers and to make them more accessible to families and practitioners working with them.

The role of schools

All schools in Redbridge will welcome children with special educational needs and/or disabilities (SEND) by:

- Delivering high quality teaching to enable all children to make the best possible progress
- Developing a partnership approach with parents and carers of children with SEND
- Designating a member of the teaching staff as the Special Educational Needs Co-ordinator (SENCo) and a member of the governing body with responsibility for SEND
- Participating in the process of identifying, assessing and meeting children's needs.

In addition to the universally accessible services (also available on the [FiND website](#)), schools will consult with a range of specialist support services to assist them in meeting children's needs. This may include referrals to the following services – click on each one for more information.

Name of service	Ages	Name of service	Ages
Educational Psychology Service (EPS)	0 to 19	Early Years Advisory and Support Service (EYASS)	3 to 5
Children With Disabilities Team (CWDT)	0 to 19	Pre-school Liaison Group (PSLG)	3 to 5
Child Protection Assessment Team (CPAT)	0 to 19	Hatton Outreach Support Service	3 to 11
Special Education Resource Centre (SERC)	0 to 19	Newbridge Outreach Service	2 to 19
Redbridge Child Development Centre	0 to 19	Joseph Clarke Service for Visually Impaired	2 to 19
Speech and Language Therapy Service (NELFT)	0 to 19	Roding Outreach Service for Deaf & Hearing Impaired	5 to 11
Occupational Therapy Service (NELFT)	0 to 19	School Nursing Service (NELFT)	5 to 19
Physiotherapy Service (NELFT)	0 to 19	New Rush Hall Outreach Service	6 to 16
CAMHS (NELFT)	0 to 19	Little Heath Specialist Support Service	11 to 19
Churchfields Language Facility Outreach Service	3 to 4	Connexions (for young people with disabilities)	13 to 25



Guidance notes on completing the form

Notes about the form

Throughout this document:

SEND is used to describe children and young people's special educational needs and/or disabilities

Pupil(s) is used to describe children and young people

How to complete the form

The form is designed to be completed electronically where freetext boxes will expand according to content. Where applicable please use an 'X' to denote a tick.

What happens to your information?

All relevant information from your completed proforma will be published on the [FiND website](#) to enable families and practitioners to view them. An example of how this will look has been provided [here](#). By emailing the completed form you are verifying your agreement that:

- a) your Local SEND Offer can be published on the FiND website
- b) all information supplied is accurate and up to date

How is your information maintained?

All content on the FiND website is annually reviewed and the responsibility for keeping it up to date lies ultimately with the school or setting. We will send annual emails to request updates and any major changes to your SEND Offer should be communicated to FiND as soon as possible. Please note that all pages on the FiND website can be updated instantly.

Where do I send this form back to?

Please email your setting's completed proforma to informedfamilies@redbridge.gov.uk or contact the Informed Families Officer on 0800 587 7500 / 020 8708 9180.

Your Local SEND Offer

All relevant information from your completed proforma will be published on the [FiND website](#) to enable families and practitioners to view them. An example of how this will look has been provided [here](#). By emailing the completed form you are verifying your agreement that:

- a) your Local SEND Offer can be published on the FiND website
- b) all information supplied is accurate and up to date

Name of school	Winston Way Academy	
Name of person completing the form	Assistant Head	Tenn
Role of person completing the form	Assistant Head	SENDCo
Date completed	06/02/19	Reviewed June 2023

The following information will be made available to families, children, young people and practitioners, via the [FiND website](#).

1 An overview of the school

Give an overview of the school, including information such as size of school, statement of ethos, whether the school has a special unit/resource for a particular type of SEND.

Winston Way Academy has over 700 pupils aged 3 -11, it is in the London Borough of Redbridge. We recognise that every child is unique and we encourage them to develop and grow in a way that is best for them. Our aim is to identify and break down all possible barriers to learning whilst supporting and encouraging children to become confident and independent learners. This principle is upheld alongside our school values of respect, ambition, enthusiasm, creativity, determination and confidence.

At Winston Way we value the abilities and achievements of all our pupils. Through our emphasis on personalised learning, we aim to ensure that each child's needs are addressed and that he/she is supported in his/her environment and his/her learning. We endeavour to help every child make as much progress as possible and reach his/her full potential, irrespective of level of need and any barriers to learning they may face.

We make provision for a wide range of SEND. However, Winston Way is a mainstream school and does not have a specialist resource unit for SEND.

2 Identifying pupil's additional needs

How will the school know if a pupil needs additional help and how do they keep parents informed, e.g. regarding assessments?

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. The SEND Code of Practice (2015) outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as **action that is additional to or different** from the provision made as part of the school's usual differentiated curriculum and strategies.

Pupils are assessed on entry, building on information from previous settings and key stages where appropriate. If concerns are raised by the parent or class teacher, a vulnerable children form is completed and handed to the SENDCo. The SENDCo then observes the child in class and provides support or makes the necessary referrals after meeting with the parents.

Class teachers are constantly reviewing and assessing their pupils' work and progress, to inform day-to-day and week-to-week lesson plans and learning objectives. The Assess – Plan – Do – Review cycle is used to address gaps in learning. Based on data collected, we decide on the interventions required.

The SENCO and SLT monitor the effectiveness of the intervention programmes. These are recorded on the school tracker and discussed at Pupil Progress Meetings which are held half termly. These meetings should seek to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- Is below age related expectations
- Has made little or no progress since the last review
- The attainment gap between child and peers are widening

Pupil progress is monitored on a termly basis in line with the SEN Code of Practice.

3 Dedicated contacts at the school

Who should parents/carers contact if they have any questions or concerns about their pupil's SEND, e.g. class or form teacher, SENDCo, Parent Support Adviser etc?

Special Educational Needs Coordinator (SENCO): Ms Tenn

Contact via the school office – telephone: 020 8478 5626

4 Involving pupils and parents/carers in planning support

How does the school involve pupils and parents/carers in planning to meet SEND and in general school life? Add supplementary information in the notes box

X	Planning and review meetings	X	Individual pupil/teacher conversations
X	Advice on how to support learning at home		Mentor, e.g. adult or peer mentoring.
X	Regular contact between home and school, e.g. home/school book, email or text.		Parent Support Adviser (PSA)
	Other, please specify		

Additional notes

Parents/carers of children with SEND are informed about the identification of their children as having SEND at, or soon after, that identification. They are kept informed about the school's provision for their child's SEND, and their child's progress, through termly APDR parent consultations, a termly meeting drop in meeting with the SENCO and through meetings with their children's class teacher and/or SENCO at their own or the school's request.

5 Range of support available to pupils with SEND

X	Curriculum adaptations/differentiation		groupings of pupils
X	Specific teaching interventions	X	specific individual support
X	Support for behaviour	X	specialist teaching groups
X	Support for health needs		support for communication needs/assistive technologies
	Other, please specify		

Additional notes

We provide support to the following range of SEND needs:

1. Communication and Interaction
2. Cognition and learning
3. Social, mental and emotional health

4. Sensory/physical

6 Measuring pupils' progress

How will the school know how well pupils with SEND are doing and how will they inform parents/carers about this?

At Winston Way we have tracking systems for monitoring the progress of all our pupils, including those with SEN. Pupil progress meetings are held termly which are attended by the class teacher, SENCO and assessment coordinator. We assess the child's needs, deliver appropriate intervention and support, review progress in order to ensure that we match provision closely to each child's needs and to ensure progress.

The 'assess, plan, review, do' cycle ensures that we match provision to each child's needs and that we respond to any evidence of inadequate progress.

The progress of SEN pupils in relation to the objectives in their outcomes in their Education, Health and Care Plan are reviewed annually. A child's outcomes are broken down into smaller steps and recorded on the child's APDR Plan. These shorter term targets are reviewed at least termly. We involve the child and family fully in the planning and review process.

7 Support and training for school staff

Have any staff received specialist training in SEND? How are school staff supported to work with pupils with SEND? Please include details of training undertaken within the last 12 months and numbers of staff that attended.

Staff receives regular in-house training, as well as sessions delivered by external experts.

- SENDCos attend regular training provided by the Local Authority to keep abreast of initiatives and research related to SEND.
- Staff receives regular training over the year as part of their professional development, for example: Autism, Differentiating for children with SEND, Word Aware etc.
- SENDCo: two days' training minimum to update on the latest developments in relation to special needs (including external providers).
- Training for teaching assistants
- Relevant training for teachers/TAs for pupils with asthma/EPI-Pen needs as well as additional medical needs where appropriate (e.g. diabetes training).

8 Accessibility of the school

How is the school accessible to pupils with SEND, e.g. fully/partly accessible, facilities for personal care, specialist teaching areas?

The school has the following facilities:

- A flat pathway leading to the entrance of the school building
- A disabled toilet on each floor and one including shower and changing facilities
- Two hoists
- Appropriate furniture such as special chairs, standing frames and tables which are usually kept in the child's classroom
- Modified ICT hardware, laptops etc., including for left-handed use
- Modified equipment such as pens, pencils, scissors, etc., including for left-handed use, will be provided as required;
- Wide corridors which make our school very accessible to pupils, parents and staff who may have mobility difficulties
- A lift which provides access to all floors
- A SEND budget to allow the SENCO to buy equipment and resources (in consultation with teachers, staff, parents and external professionals) needed to meet the child's needs (e.g. adapted toilet seat, fidgets for children who find it difficult to keep still, books with Braille).

9 Inclusion

How does the school ensure that pupils with SEND are included in all activities at school, after school clubs and on school trips, e.g. risk assessments, provision of additional support, planning with parents?

Children with SEND take part in all classroom learning.

Children with SEND are taught in the classroom, using the same learning objectives, as far as possible, as the rest of the class, with differentiated resources and success criteria. When their needs require radically different learning objectives and activities, children are taught in class as far as possible; however group rooms may be used to support children with a statement and those who require an individualised tailor made curriculum.

Arrangements are made where practicable to ensure children with SEND are able to join in educational trips to, e.g., museums and galleries, as part of the curriculum and where necessary risk assessments will be put in place.

During examinations, the class teacher, Assistant Head and SENCO will work together to identify access arrangements and put these in place appropriately.

Children with physical disabilities are enabled to join in physical education activities (including swimming) with the rest of the class, using equipment such as wheelchairs or walking frames when appropriate, and/or with teaching assistant support.

Special equipment, such as ICT equipment, customised furniture, pens, pencils etc. and differentiated resources, is provided as necessary to enable children with SEND to join in classroom learning and activities. Care is taken that children with hearing or visual impairment, and left-handed children, are always seated appropriately.

10 Transitions - starting or changing schools

How will the school support pupils with SEND to change classes and/or move on to a new school when they reach the appropriate stage(s)?

When a child with SEND is admitted to the school, we liaise with his/her former school to obtain information, including relevant documentation, about provision for, and the progress of, the child while at that school. A transition meeting is held to support the child on entry.

When a child with SEND leaves to go to another school, during their primary school career or for transition to KS3, we provide their new school with verbal and documented information about provision for, and the progress of, that child.

After a child has left to go to another school, we cooperate with that school at any time in providing any information or advice which is still felt necessary or helpful.

11 Support and training for parents/carers

What support and training within the school is available to parents and carers?

	Parent learning/support groups		Parent Support Adviser (PSA)
X	Coffee mornings with parents		Other, please specify
Additional notes	Year group parental meetings are held in the autumn term to inform parents about the expectations for learning, behaviour and homework. There are other parents workshops that are held throughout the year such as phonics, maths and reading – bug club		

12 Further information for parents/carers, pupils and practitioners

Where can further information on services available be found, e.g. school website?

Further information is available on the schools website - <http://www.winstonwayschool.co.uk>
 Have a look at our policies for SEND.