

## **Ash Grove Primary Academy's Contribution to the Local Offer with Wakefield Local Authority 2022-2023**

Ash Grove Primary Academy is contributing to the Wakefield Local Authority's Local Offer in the following way.

On our website, we have specific school policies that give detailed information on the following:

- Special Educational Needs Policy
- Disability Equality Scheme & Disability
- Equality & Objectives
- Medicine & First Aid Policy
- Admissions Policy

Please follow the link provided to access Wakefield's Local Offer.

The following information provides a brief insight into how we at Ash Grove can support you as a parent of a child with special educational needs. See documents below for more information.

At Ash Grove Primary Academy we provide teaching and learning which enables all children to gain access to a broad, balanced and appropriately differentiated curriculum. We strongly believe in the role of Quality First Teaching and Curriculum Entitlement for all children.

Our aim is to ensure all children are supported in order that they may work confidently towards reaching their full potential. The Principles of the SEN Code of Practice 2014 set out the following guidance:

- A child with special educational needs should have their educational needs met
- The views of the child should be sought and taken into account during any decision making
- The early identification of children's needs and intervention to be put into place to support them
- A greater choice and control for young people and parent's support
- Collaboration between Education Health and Social Care services to provide support

- High quality provision to meet the needs of children with SEN
- Become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education
- To become confident individuals living fulfilling lives

At Ash Grove close regard is paid to the three key principles of inclusive education:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

#### **Assessment/ Early Identification:**

We believe that early identification of any special needs is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The class teacher and SENDCo assess and monitor the children's progress in line with existing school practices. This is an ongoing process. The SENDCo works closely with parents, teachers and practitioners to plan an appropriate programme of support. The Local Authority seeks a range of advice and detailed reports from outside agencies before assessing a formal referral for an Educational Health Care Plan (EHCP). The needs of the child are considered paramount in this.

#### **Parents' and Pupils' Views:**

The school works closely with parents to support those children with special education needs and we encourage an active partnership through an ongoing dialogue with them. We care for and nurture all children in school but are aware that children with SEN need a flexible structure at times and we aim to meet their needs by talking with the children and getting to know their likes and dislikes so we can make each day a purposeful learning journey.

#### **Provision:**

At Ash Grove, we aim to create an environment that meets the special needs of each child. This can vary in the resources we access depending on the child's needs. We also have a range of interventions in school, which we use to meet specific needs i.e. Music Interaction, that aims to develop turn taking and social communication needs, encouraging children to talk and communicate with their peers. We try to use an effective intervention to meet the needs of the child seeking advice from specific agencies if necessary.

The SENDCo at Ash Grove has very strong links with outside agencies including Speech and Language, Educational Psychology Services (EP), Wakefield Inclusion Special Educational Needs & Disabilities Support Service (WISENDSS) and Future in

Minds. School will always seek advice from the advisors, as we truly believe that with small, SMART steps in place this is a way of moving a child forward. See our Provision Map for full details.

Frequently Asked Questions	
Parent's Questions	Answers
How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs? CoP p 83 6.14 – 6.18	<p>Children who require extra help are identified by firstly by the class teacher who will then seek advice and support from the SENDCo and/or Headteacher. We look at the rate of progress of children which is tracked and reviewed termly. Any gaps that may be occurring identify where additional support may be required for children.</p> <p>If parents/guardians have concerns that their child may be having difficulty they can make an appointment to speak to the class teacher or SENDCo who will listen and offer further advice and support.</p>
How will early years setting / school / college staff support my child/young person? CoP p 84 6.19 – 6.27	Our Early Years Lead will plan a clear education programme for all children in our Early Years Setting. Within Foundation Stage, we have 2 Nursery Nurses and additional teaching support staff to support and work with any child receiving additional support or any groups of children requiring additional time to revisit and consolidate their learning. The regularity and structure of support will be outlined and discussed with parents.
How will the curriculum be matched to my child's/young person's needs? CoP p 88 6.36 – 6.44	Every child receives Quality First Teaching from their class teacher. Work is scaffolded according to the child's current levels and needs. This will help the child to grow in independence and work at the right level to build on their

	skills and have some challenge available when appropriate.
How will I know how my child/young person is doing and how will you help me to support my child's/young person's learning? CoP p 93 6.64 6.71	We hold annual parent's evenings twice a year where teachers will discuss progress and explain the support in place for a child and will share any SEN information. SEN formats for recording child's needs are discussed and shared with parents. The formats are reviewed and next steps outlined with the parents. If a child has a My Support Plan or an Education, Health and Care Plan parents and pupils will be actively involved in creating them and reviewing them termly. School operates an open door policy and welcomes parents to make an appointment if they wish to discuss progress.
How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs? SEN Information Report	Resources can be personalised according to need. If specialist equipment is required to meet the needs of a child, the special needs service may provide school with the equipment or school will endeavour to purchase the necessary items to ensure that the needs are met.
How will school/college support my child in making transitions to new schools/colleges or into employment?	As children move from Key Stage 2 (Year 6) to Secondary School, we prepare children by arranging extra transition meetings for the child if they feel they need this before initial transition or after the main transition day. Class teacher and SENDCo liaise with SENDCo from the high schools to aid a smooth transition. If a child is leaving us to attend another school we also plan a smooth transition where the child visits their new school.

	<p>SENDCo will ensure the new school has all the information about the pupil to aid transition.</p>
<p>How is the decision made about what type and how much support my child/young person will receive?</p>	<p>If a child is working at SEN Support the class teacher and SENDCo will agree on effective time management to provide the child to work on their SMART targets in order to narrow the gaps that they may have. This is shared with parents on the One Page Profile. If a child requires additional support from external agencies and clear targets are recommended then the support service will recommend a time allocation of support in discussion with the class teacher and SENDCo. If a child has a My Support Plan or an Education, Health and Care Plan the agreed support will be written within the documentation and parents will be involved within the discussion. If it is recommended that adult support would be required at times then the Headteacher would allocate an Teaching Assistant to work alongside the child specifically for their needs outlined in the plan. The support is reviewed termly. Any plans that are updated are shared with parents.</p>
<p>Who can I contact for further information?</p>	<p>If you have any concerns regarding your child then please do not hesitate to make an appointment to speak with the class teacher, SENDCo or Headteacher. Staff will be prepared to listen to your concerns or questions and staff will be able to offer you advice.</p>