



THE WEST PARK ACADEMY

LABOR OMNIA VINCIT

SEND Local Offer 2024 - 2025

1. What kinds of special educational needs does the school/setting make provision for?

The West Park Academy caters for a wide variety of special educational needs. Including children with medical conditions such as: Autism, ADHD, Dyslexia, Physical disabilities such as Cerebral Palsy, Learning difficulties, Speech and Language delay and other emotional and behavioural difficulties.

2. (For mainstream schools & maintained nurseries only) How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?

On entry and throughout the academic year, we assess all the children using a variety of different assessments. This enables us to identify children who are working behind academically or children who are functioning at a lower than expected emotional/behavioural level. If you are worried that your child might have special needs you should, in the first instance discuss this with their class teacher. The teacher will be able to discuss this with you further and if appropriate will discuss further with the Inclusion Leader. Alternatively, any parents are welcome to make an appointment to meet with the Inclusion Leader (Miss S Baldwin). Further details are available in the Special Needs Policy which is located on the website.

3.a) How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

Our Inclusion team, supported by the SEN Trustee regularly review the SEN support that is in place and monitor the progress of children within our school. Through monitoring, observing and assessing a child's needs, staff work together with the Inclusion team to put in place appropriate support and provision to meet identified difficulties. We welcome parents support at all stages. Targets are set and these are recorded on an action plan e.g. in a pupil progress proforma, a provision map, a Structured Conversation Proforma, or in a Behaviour Support Plan.

3.b) How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?

We have an open-door policy so parents are always welcome to come and speak to class teachers or the SENCo. We also arrange regular review meetings for children with additional needs to discuss how they are doing and future targets. Parents are signposted to relevant support organisations if a specific need is highlighted.

3.c) What is the school's approach to teaching pupils with special educational needs?

We follow a fully inclusive curriculum and have high expectations for all children. We ensure that all children are given the opportunity to reach their full potential. Any children (with or without special educational needs) who are not making adequate progress are targeted and appropriate interventions are put in place. We support pupils with special educational needs by: • Specially

prepared learning materials • The use of appropriate ICT equipment • Deployment of teaching assistants • Individual and group teaching sessions/support sessions • Specialist equipment/resources • Signing and assisted communication • Using specialist intervention programmes within the Waves of Provision • Social skills programmes • Seeking support and involvement from Outside Agencies.

3.d) How will the curriculum and learning be matched to my child/young person's needs?

All lessons are tailored to the children's needs and work is planned and matched to the children's different abilities. Care is taken to identify a child's specific and preferred way of learning and work is planned accordingly. Where appropriate, a child might have an individual timetable and specific work or additional support depending on their additional need.

3.e) How are decisions made about the type and amount of support my child/young person will receive?

The teacher and SENCo discuss together the best support to give a child in conjunction with the parent/carer. Where appropriate, individual timetables are planned for specific children. If a child requires additional one to one support with an adult, then where appropriate the school can bid for additional funding. The child's additional needs would need to match the criteria to qualify for additional funding. This would be applied for by the SENCo.

3.f) How will my child/young person be included in activities outside the classroom, including school trips?

No children are excluded from any activities or school trips. If any child needs additional support of provision then this is provided.

3.g) What support will there be for my child/young person's overall well-being?

At The West Park Academy, the staff strive to ensure that the children have very positive relationships with the adults they work with. Therefore they feel they can talk to their teacher. We also have play therapy and ELSA which we offer to children who we feel might need some extra emotional support. We also have assessments in school that allow us to monitor and track a child's emotional wellbeing.

4. (For mainstream schools and maintained nurseries) Who is the school/setting's special educational needs co-ordinator (SENCO) and what are their contact details.

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5.a) What training have staff supporting special educational needs had and what is planned?

Staff have ongoing training and support. They have had training in working with children with a range of needs including Autism, Dyslexia, Downs Syndrome, Hearing Impairments, Visual impairments, Speech and Language Delay and Intensive Interaction. We also regularly complete in-school training where staff share expertise with other less experienced staff. All our newly qualified staff attend training with regard to SEN which is run by the Family SENCo. We now have 7 other schools within our Multi-Academy Trust and we regularly share knowledge and expertise in relation to children with SEN.

5.b) What specialist services and expertise are available or accessed by the setting/school?

We have close links with a wide range of outside agencies who offer specific guidance and support to our school and families. These include:

- The Educational Psychology Service (EP)

- Therapists including those for Speech and Language (SALT), Occupational (OT) and Physiotherapy (PT)
- Schools and Families Specialist Services (SFSS) – includes those for Early Years, Cognition and Learning, Communication and Interaction, Sensory Impairments and Physical Disabilities
- The Personal Social and Emotional Support Team (PSED)
- Mansfield Area Partnership (MAP)
- Education (Re-thinking Engagement & Approaches to Learning)
- Health Services including School Nurse, Paediatricians, Health Visitors and Child and Adult Mental Health services (CAMHS)
- North Ashfield Partnership (NAP)
- Social Care and Local Children’s Centres
- Out Reach and Voluntary Services Schools and Families Support Services:
- Manual Handling and Disability Access support

6. How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school/setting?

Please refer to academy access plan which is found on the academy website.

7. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child/young person?

Parents are invited to have a parent’s appointment with their child’s class teacher twice per year. We have an open door policy so parents are welcome to speak to their child’s teacher whenever the need arises. The SENCo has review meetings two or three times a year for the parents of the more complex special needs children. The SENCo also arranges other meetings with parents if school are concerned about a child. Parents can make an appointment or drop in to see the SENCo when they feel they would like to speak to her. We welcome the involvement of parents in their child’s education as we feel that this is essential to enable children to reach their full potential.

8. What are the arrangements for consulting young people with SEN and involving them in their education?

Children are involved with their target setting and can attend meetings if they would like. The teachers strive to find out the children’s interests and tailor the provision in school to meet these interests. The student council works hard to ensure that they have a correct representation of the children in the school and are involved in organising certain activities and in some strategic decision making.

9. What do I do if I have a concern or complaint about the SEN provision made by the school/setting?

We would always encourage parents to discuss any concerns they have with the class teacher in the first instance. Alternatively, they could make an appointment to speak to the SENCo. Please refer to the school complaints policy on the school website.

10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The SENCo provides a termly report to governors and liaises regularly with the governor who oversees Special Educational Needs. This enables the governors to see the progress data of children with additional needs and ask questions to ensure that all children’s needs are being met.

11. How does the school/setting seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

The school SENCo can signpost parents to a wide range of support organisations such as Family Support and other local support groups. The SENCo will also refer a child to obtain other professional support if she feels that staff in school needs some advice or training in relation to a specific need of a child. The school website is updated regularly and is a source of information for the parents of children with Special Educational Needs.

12. How will the school/setting prepare my child/young person to: i) Join the school/setting?

Children who join from different areas or during the school year have their transition carefully planned to ensure that it is positive and successful.

ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?

The West Park Academy has positive relationships with our feeder schools and plan comprehensive transitions for children with additional needs when they transfer into a different phase of their education. This might include additional visits and the staff from secondary school also come to visit children. Children have Vulnerable Pupil Profiles which also are used to aid transition to their next phase of education.

iii) Prepare for adulthood and independent living?

We tailor the curriculum for individual children, so if we feel a child needs further support to learn essential life skills, then this will be incorporated into their learning.

13. Where can I access further information?

Further information can be found by accessing:

<https://www.westparkacademy.co.uk/academy-information/special-educational-needs-disabilities/>