

**Richard Wakefield
C.E Primary
Academy Offer**

**Accessible and
Open and
Honest
Communication**

How will I raise concerns if I need to?

How will school support my child?
Who will oversee, plan and work with my child and how often?

Who will explain this to me?

What support can the school provide to avoid exclusion and improve attendance?

How accessible is the school environment?

How do we manage the administration of medicines?

**Appropriate and
Effective
Teaching and
Learning**

How does the school know how well my child is doing?

What support will there be for my child's overall well being?
What is the pastoral, medical and social support available in school?

What training have the staff supporting children with SEND had or are currently having?

**A Partnership
Approach**

How does the school know if children need extra help and what should I do if I think my child has special educational needs?

How are the Governors involved and what are their responsibilities?

How is the decision made about what type and how much support my child will receive?

How will my child be included in activities outside the classroom including school trips?

How will I know how my child is doing and how will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?

How will my child be able to contribute their views?

What specialist services and expertise are available at or accessed by the schools?

How will the school prepare and support my child when joining the school and transferring to a new school?

How do we know if the additional support has had an impact?

HOW WILL I RAISE CONCERNS IF I NEED TO?

- Talk to us – firstly contact your child’s class teacher, if concerns still exist speak to the SENCO Mrs C Larkin. Mrs Larkin can be contacted via the school office:
Phone number: 01283 247535
Email: office.richardwakefield@deferrerstrust.com
- We pride ourselves on building positive relationships with parents. We are open and honest with our parents and hope that they are able to do the same with us.
- If further concerns are raised after following the avenues above then please refer to our complaints policy.

[Back to Home
Page](#)

HOW WILL SCHOOL SUPPORT MY CHILD? WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?

- The SENCO, Mrs C Larkin, oversees all support and monitors the progress of any child requiring additional support across the school.
- The SENCO then works in conjunction supporting the class teacher to oversee, plan and work with each child with SEND in their class to ensure that progress is made in every area.
- There may be a Teaching Assistant (TA) assigned to work with your child, either individually or as part of a small group.

[**Back to Home
Page**](#)

WHO WILL EXPLAIN THIS TO ME?

- The class teacher will meet with the parents on a termly basis (this could be part of Parent's evening) to discuss your child's needs, support and progress.
- For further information the SENCO is available to discuss support in more detail.

[Back to Home
Page](#)

WHAT SUPPORT CAN THE SCHOOL PROVIDE TO AVOID EXCLUSION AND IMPROVE ATTENDANCE?

- As a school we have a very positive approach to all types of behaviour, which is informed by a school behaviour policy.
- Parents are informed immediately if staff see a change of behaviour in a pupil that is cause for concern. In turn, we encourage parents to inform us of anything that may have happened at home, which may change the child's behaviour in school.
- If a child has on-going behaviour difficulties an Individual Behaviour Plan is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets.
- The attendance of every child is monitored on a daily basis. Lateness and absences are recorded and reported to the Principle. The Attendance Officer and the Principle hold meetings for parents of pupils whose attendance is causing some concern to see if any support is required and look at possible actions. Education Welfare Officer will be contacted if further support is needed.

[**Back to Home
Page**](#)

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

The school site is virtually wheelchair accessible with two disabled toilets. We also have a changing room, complete with a drop down changing table and shower, to help change children unable of doing this themselves. The school is almost all on one level. Any wheelchair user will be accommodated and have access to fire exits.

Please refer to our accessibility plan for information as to we have made our academy more accessible for students with disabilities.

[Back to Home
Page](#)

HOW DO WE MANAGE THE ADMINISTRATION OF MEDICINES?

- The school has a policy regarding the administration and managing of medicines on the school site.
- Parents need to contact the School Office if medication is recommended by Health Professionals to be taken during the school day. The class teacher will then be informed.
- We have a nominated member of staff (Alison Scott) who administers medication.
- As a staff we have relevant training including updates of conditions and medication affecting children so that all staff are able to manage medical situations.
- As a school we implement care plans and issue assessments where appropriate.

[Back to Home
Page](#)

HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- As a school we measure children's progress in learning against National expectations.
- The class teacher continually assesses each child and notes where they are improving and where further support is needed.
- Children who are not making expected progress are picked up through review meetings with the class teacher, Principal, Vice Principal and the SENCO.
- When the child is reviewed, comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.
- During this meeting a personalised plan is put together. This is reported to the parents during a termly meeting.

[**Back to Home
Page**](#)

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING? WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

- We are an inclusive school. All staff believe that children having high self esteem is crucial to a child's well being. We have a caring, understanding team looking after our children.
- The class teacher has the overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher liaises with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, The Behaviour Support Team, Autism Outreach, Educational Psychologist etc.

[**Back to Home
Page**](#)

WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

- We have a member of staff who has had training in delivering Tier 2 child counselling called 'HOPE' and another training in the role.
- We have one member of staff and the SENCO who are trained to support children with speech and language difficulties. However, school adopt a communication friendly environment and approach to teaching.
- All of our Staff have had training in delivering reading and spelling/phonics and maths programmes.
- Every member of staff has had Dyslexia Friendly Strategies training.
- The school has a training programme to regularly train and inform staff about ASD/BESD/SLCN/SpLD

**Back to Home
Page**

HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?

This will be through on-going discussions with parents. If your child needs more specialist support this will be discussed. The class teacher alongside the SENCO will discuss the child's needs and what support would be appropriate.

[**Back to Home
Page**](#)

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?

- All children are included in all parts of the school curriculum, including school educational visits. We will provide the necessary reasonable support to ensure that this is successful.
- If a child has a physical need, all lessons, including PE are adapted to provide an inclusive learning environment for all.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised.

[Back to Home Page](#)

HOW DO WE KNOW IF THE ADDITIONAL SUPPORT HAS HAD AN IMPACT?

- By reviewing children's targets on PLP's and ensuring they are being met.
- By monitoring the child's progress academically against national expected expectations and decide if the gap is closing.
- Verbal feedback from the teacher, parent and pupil.
- Children may move off the SEND register when they have made sufficient progress.

[Back to Home
Page](#)

HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

At Richard Wakefield C.E Primary Academy children are identified as having Special Educational Needs (SEND) through a variety of ways, including the following:

- Liaison with previous school, pre-schools and nurseries.
- Liaison with external agencies e.g. Health Visitors, EP.
- Health diagnosis through paediatrician.
- Child performing below age expected levels.
- Concerns raised by parents.
- Concerns raised by teachers e.g. behaviour or self esteem is affecting their performance.

[Back to Home
Page](#)

HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING? WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or the SENCO and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers; therefore we aim to keep communication channels open and communicate regularly, specially if your child requires more specialist support.
- If your child is on the SEN register, they will have a Personal Learning Plan (PLP) which will have individual targets. This is discussed at a termly meeting and parents are given a copy of the PLP. The targets set are aspirational and SMART (Specific, Measureable, Achievable, Realistic and Time related) targets with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has a SEND they will have regular meetings as part of their support (in certain cases this is known as a CAF/Team around the child meeting). They may have an Education Health Care Plan EHC. This would involve a more formal meeting to discuss your child's progress and a report will be written.

[Back to Home Page](#)

HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- We are a school that values and celebrates each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or view points raised.
- Children who have PLP's (Personal Learning Plans) discuss and set their targets with their class teacher.
- There is an annual pupil questionnaire where we actively seek the view points of children, especially concerning being able to speak to an adult if they have a worry.
- If your child has a PLP or or Education Health Care Plan, their views will be sought before any review meetings and when appropriate, they will attend the meetings.

[Back to Home Page](#)

WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- We have an experienced staff team who have a great deal of experience of working with children with Special Educational Needs.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school – for example:
 - Behaviour interventions,
 - Health including GP's, School Nurse, Paediatricians, Speech and Language Therapists, CAMHS, Health visitor, Educational Psychologist
 - Local Support Teams and Social Workers, Autism Outreach, Family and education engagement workers, Education Welfare Workers.

[Back to Home Page](#)

HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL AND TRANSFERRING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. Secondary Schools run programmes specifically tailored to aid transition for the more vulnerable pupils.

[**Back to Home Page**](#)

HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?

- The SENCOs report to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One of our Governors (Kate Fox) is responsible for SEN and meets regularly with the SENCO. They also report to the Governors to keep everyone informed.
- The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

[**Back to Home Page**](#)