



LOCAL OFFER – WYBORNE PRIMARY SCHOOL: 2023/24

Type of school	Mainstream
Specialist provision on site: None	N/A

All Greenwich maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs/ and or disabilities and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

This should be looked at together with:

- 1) The Royal Borough of Greenwich Local Offer for children and young people with SEND, which can be accessed via the following link: <https://www.greenwichcommunitydirectory.org.uk/kb5/greenwich/fsd/localoffer.page?localofferchannel=0>
- 2) The school SEND Policy, which can be accessed on our website under the policies section or upon request.
- 3) The school anti bullying policy, which can be accessed upon request.
- 4) The school pupil premium information, which can be access via the following link: <http://www.wyborne.greenwich.sch.uk/198/pupil-premium>

HOW COULD MY CHILD GET HELP IN SCHOOL?

Children in school will get support that is specific to their individual needs. This may be provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services and outside agencies.

	Types of support provided What would this mean for your child? Who can get this kind of support?	Types of support provided What would this mean for your child? Who can get this kind of support?	Types of support provided What would this mean for your child? Who can get this kind of support?
What are the different types of support available for children with SEN and /or disabilities in this school?	1. Quality first teaching	<ul style="list-style-type: none"> ● The teacher will have high expectations for all pupils. ● All teaching builds on what your child already knows, Available to all children. can do and can understand. ● Teachers use a variety of teaching strategies to ensure all learners can access the curriculum. ● Teachers carefully monitor the progress of all pupils to ensure extra provision is given to those who may not be achieving expected standards. ● Teachers differentiate tasks so that they are both accessible and challenging for all children. 	Available to all children.
	2. Specific small group work, which may be delivered by a teacher or a Learning Support Assistant. These are sometimes called Intervention or Booster groups.	<ul style="list-style-type: none"> ● Teachers monitor the development of pupils in their class and may decide to run short term booster groups to address gaps in knowledge. ● Teachers may refer to the SENDCo/Inclusion Manager to include the child in a specialist intervention to support their development if they have concerns. ● The SENDCo/Inclusion Manager may identify children who need interventions from their own monitoring. ● Interventions are timetabled throughout the week ● Interventions are recorded and monitored on a provision map and evaluated each half/ full term. ● If a child has achieved their target/s they will either no longer be taken for that intervention or their target/s will be changed. 	Any child who is identified as needing additional support beyond quality first teaching.
	3. Specialist support from outside agencies (SEN Support)	<ul style="list-style-type: none"> ● If your child has been identified as needing more specialist input, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. ● Before referrals are made the concerns will be discussed with you through a phone call or meeting. ● If it is agreed that the support of an outside agency is appropriate, you will be 	Children with specific barriers to learning that cannot be overcome through quality first teaching

		<p>asked to give your permission. This will help the school and yourself understand your child's particular needs better.</p> <ul style="list-style-type: none"> ● The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> o Making changes to the way your child is supported in class o Support to set targets o Your child's involvement in a group run by school staff under the guidance of the outside professional o Group or individual work with an outside professional or school staff 	<p>and school led intervention groups.</p>
	<p>4. Education, Health and Care Plan (EHCP)</p> <p>This means your child will have been identified as needing a particularly high level of individual and small group teaching, which cannot be provided from the resources already delegated to the school. The Borough outlines this threshold to be £10,000 of additional expenditure per year on top of the notional SEN budget.</p>	<p>The school, or parent/carers can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Royal Greenwich website:</p> <p>https://greenwichcommunitydirectory.org.uk/kb5/greenwich/directory/home.page</p> <p>The school will gather evidence over time and will arrange a meeting with you to put together a profile of your child's aspirations and needs.</p> <ul style="list-style-type: none"> ● The school will liaise with outside agencies who support your child in order to gather further evidence and gain their perspectives for the request. ● After the school has sent the request to the Local Authority, the request will be reviewed by a panel of professionals who will decide if an assessment for an EHCP should be carried out (NA1). ● If this is the case they will look at the advice submitted and may ask you and any other professionals involved with your child to write a report outlining your child's needs (NA2). ● Once the NA2 evidence is gathered, the panel will decide whether or not to issue an EHCP. ● The EHCP will outline the level of provision your child will receive to meet the outcomes identified to meet their needs. ● If an EHCP is not issued, the school will continue to provide support at the SEN Support level. 	<p>Children whose learning needs:</p> <ul style="list-style-type: none"> ● Are severe and complex ● Require support from multiple outside agencies . ● Require more than £10,000 worth of additional expenditure for their support each year.
<p>How will we support a child with SEND who is starting at school</p>	<ul style="list-style-type: none"> ● Once the SENDCo/Inclusion Manager has been made aware of a child's needs, they will arrange a phone call or meeting with the parent/carers. ● If other professionals are involved, the SENDCo/Inclusion Manager will liaise with them to ensure, where possible, recommendations are continued from the previous setting. ● We may suggest adaptations to the settling in period to help your child to transition more easily. 		

<p>How can I let the school know I am concerned about my child's progress in school?</p>	<ul style="list-style-type: none"> ● If you have concerns about your child's progress you should speak to your child's class teacher first. ● If you continue to have concerns you should speak to the SENDCo/Inclusion Manager, if appropriate. ● If you would like to follow up your concerns you can speak to the Headteacher or school SEND Governor.
<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<ul style="list-style-type: none"> ● When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENDCo/Inclusion Manager. ● Schools also have meetings every term (Pupil Progress meetings) between each class teacher and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected. ● If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you. ● If your child is still not making expected progress the school will discuss with you: <ul style="list-style-type: none"> ○ Any concerns you may have ○ Discuss with you any further interventions or referrals to outside professionals to support your child's learning ○ To discuss how we could work together, to support your child at home/school.
<p>How do we ensure that the views of your child (and other children with SEND in the school) are used to plan for them and for SEND within our school?</p>	<ul style="list-style-type: none"> ● When we are developing one page profiles, writing individual plans or holding review meetings, we involve pupils in the process through discussion, class observations, and conversations with adults who work closely with them. ● We aim for pupils with SEND to be represented on our school council so that their views feed into this work in school. ● We carry out pupil voice surveys for a variety of things in school and ensure the views of children with SEND are included.
<p>How is extra support allocated?</p>	<ul style="list-style-type: none"> ● The school budget, received from Greenwich LA, includes a notional budget for supporting children with SEND. ● The Headteacher, in consultation with the school governors and senior leaders, allocate the budget according to the needs of the children currently in the school. ● The budget may be used for training adults, specialist resources, additional support from outside professionals and specific adult support for children. ● Support is allocated on a needs basis and those requiring a higher level of support beyond the notional SEN budget will be considered for an EHCP application. ● All resources/training and support are reviewed regularly and changes made as needed.

Who are the other people providing services to children with SEN in this school?	A. Directly funded by the school	<ul style="list-style-type: none"> ● Learning Mentor ● Behaviour Support Officer ● Additional Speech and Language Therapy input to provide a higher level of service to the school ● Additional Educational Psychology input to provide a higher level of service to the school ● EAL support ● Additional CAMHS top up support ● Counsellors ● Dyslexia assessments through STEPS
	B. Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> ● Autism Outreach Service ● Core Educational Psychology Service ● Sensory Service for children with visual or hearing needs ● STEPS (Assessment, advice and resources for children with literacy or numeracy difficulties) ● Speech and Language Therapy (provided by Health but paid for by the Local Authority). ● Occupational Therapy ● Physiotherapy ● Professional training for school staff to deliver medical interventions ● Waterside Behaviour advice service ● CAMHS consultation service
	C. Provided and paid for by the Health Service (Oxleas NHS Trust) but delivered in school	<ul style="list-style-type: none"> ● School Nurse ● Core Speech and Language Therapy (provided by Health but paid for by the Local Authority) for children with EHCP's. ● Occupational Therapy ● Physiotherapy
	D. Voluntary and other agencies	<ul style="list-style-type: none"> ● National Autistic Society ● British Dyslexia association ● MENCAP ● Greenwich Parent Voice ● SENDIASS (to support families through the SEN processes and procedures).

<p>How are the adults in school helped to work with children with an SEND and what training do they have?</p>	<ul style="list-style-type: none"> • The Inclusion Manager’s job is to support, where needed, the class teacher in planning for children with SEN. • The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc. • Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school’s approach for children with an SEND. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the ASD Outreach service, STEPS and Sensory service or medical /health training to support staff in implementing care plans. • A broad CPD menu is available for all staff, ensuring that they have access to training appropriate to their role in supporting children with SEND. <p>Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or Inclusion Manager.</p>
<p>How will the teaching be adapted for my child with learning needs (SEN/ and or disabilities)</p>	<ul style="list-style-type: none"> • Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible. • Teachers and support staff work with individuals and small groups during lessons to support learning. • Specific resources and strategies will be used to support your child individually and in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child’s learning needs and increase your child’s access to what is on offer.
<p>How will we measure the progress of your child in school? And how will I know about this?</p>	<ul style="list-style-type: none"> • Your child’s progress is continually monitored by their class teacher to plan next steps in learning. • If a child receives an intervention, the progress they make within this session will be recorded on a provision map. • Class teachers record data for reading, writing and maths on a termly basis. • If your child is in Year 1 and above, but is not yet working within the National Curriculum, an additional assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called ‘P levels’. • The government requires all schools to carry out and record standardised assessments at various points. These include; Reception baseline assessment observations, Reception Early Learning Goals, Year 1 phonics screening, End of Key Stage Standard Assessment Tests (SATS) in Year 2 and Year 6 and Year 4 multiplication assessment <p>The class teacher and SENDCo/Inclusion Manager will decide with parents how to support children with SEND during these tests.</p> <ul style="list-style-type: none"> • Pupils may have a Personalised Learning Plan or Individual Behaviour Plan and the targets from these will be reviewed with your involvement, every term and the plan for the next term will be made. • The progress of children with an EHCP is also formally reviewed at an Annual Review with all adults involved with the child’s education. • A range of ways will be used to keep you informed, which may include: <ul style="list-style-type: none"> ○ Home/school book ○ Letters/certificates sent home

	<ul style="list-style-type: none"> ○ Additional meetings/reviews as required ○ Reports ○ Email ○ Parent/carer evenings
<p>What support do we have for you as a parent of a child with an SEN/and or disabilities?</p>	<ul style="list-style-type: none"> ● SEND meetings with the Inclusion Manager ● Signposting to SEND support groups. ● A link to the Greenwich Local Offer on the school website, SEND policy and information report. ● If an outside agency is supporting a child, the SENDCo/Inclusion Manager can organise meetings for parents with the outside agency if parents would like further information. ● A referral to Early Help/FAASS can be made to support parents who are struggling at home with children with SEND. ● School staff can help parents to fill in forms and paperwork regarding their child's SEND.
<p>How will we make arrangements to ensure that the social and emotional needs of your child are met in school?</p>	<ul style="list-style-type: none"> ● There is a calm, trusting and friendly atmosphere around the school. We support pupils to be polite, respond positively to adults and to consider the needs of other pupils. Pupils are kind to each other and voluntarily offer to help those who may be facing difficulties with their learning. We celebrate the diversity within the school community. Pupils work collaboratively in lessons and during playtimes. ● Clear expectations, a consistent timetable and regular routines provide a predictable environment, which helps all pupils feel emotionally safe and secure. ● The school has an effective and consistent approach to behaviour expectations. We use positive strategies and rewards balanced with clear and proportionate consequences. While this approach supports most pupils with SEND, some are provided with individual behaviour plans. ● One of the key drivers for our school curriculum is Emotional Health and Well Being. We enable children to understand and value their own and others social and emotional needs, and to implement this in their day to day lives. ● All staff members provide initial pastoral support when this is needed ● More information is on our PSHE and Citizenship policy
<p>How does our school make special arrangements for looked after Children (LAC) with SEND?</p>	<ul style="list-style-type: none"> ● We consult with the virtual school – Head Teacher and Inclusion Manager as appropriate for personalised support as required. We also liaise with the allocated social worker, to ensure all agencies are working collaboratively to develop an appropriate support package (PEP/EHCP) for each child. ● We review the child's needs and progress regularly, for example, before entering the school to ensure a smooth transition from their previous setting and then at regular intervals. ● We ensure Pupil Premium Plus is being used to effectively enable the child to meet their outcomes ● The Inclusion Manager ensures that training and policies are supportive of looked after children with SEND ● The Designated Governor for LAC (Jan Beams) works to ensure provision is enabling LAC with SEND to make good progress. ● We have a Designated Teacher for looked after children who keeps up to date with LAC guidance. ● We run staff training on attachment and trauma and how to support children who have had adverse childhood experiences

<p>How have we made this school physically accessible to children with SEND?</p>	<ul style="list-style-type: none"> • The school is accessible to children with physical disability via ramps (down stairs only) • We ensure that equipment used is accessible to all children regardless of their needs. • Access to disabled toilets on ground floor
<p>How will we support your child when they are leaving this school? Or moving on to another class?</p>	<p>We recognise that ‘moving on’ can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> • If your child is moving to another school: <ul style="list-style-type: none"> ○ We will contact the new school’s SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. ○ We will make sure that all records about your child are passed on as soon as possible. • When moving classes in school: <ul style="list-style-type: none"> ○ Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All PLP’s will be shared with the new teacher. ○ If your child would be helped by a transition book to support them understand moving on then it will be made for them. • In Year 6 <ul style="list-style-type: none"> ○ The SENCO will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school, and the specialist session for students with an ASD, as appropriate. ○ Your child will attend a small group in school, to support their understanding of the changes ahead. This may include creating a ‘Personal Passport’, which includes information about themselves for their new school. ○ Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school. ○ Your child may be invited to transition sessions organised by external agencies, for example SALT.

SCHOOL BASED DATA/INFORMATION: 2022-2023

How many students did we have at our school with EHC plans at the end of July 2023?	22
How many students did we have at SEN Support at the end of July 2023?	52 (children with a diagnosis are not necessarily classed as SEN Support as in line with the New SEN Code of Practice 2014)
Total number of SEN children on the Register at the end of July 2023?	16.9% across the school (children with a diagnosis are not automatically placed on the SEN Register, they are however monitored and added when they meet the requirements as per the New SEND Code of Practice 2014.)
What were the outcomes for children within our school with SEND for 2022-2023?	<p>Phonics</p> <ul style="list-style-type: none"> • 100% of Year 1 children with SEN achieved the Year 1 Phonics test • 25% of Year 2 children with SEN achieved the Year 1 Phonics test retake <p>EYFS</p> <p>Please note that the SEN children in this cohort consisted of 6 children, including 5 with an EHC Plan.</p> <ul style="list-style-type: none"> • 0% of pupils at the expected standard or above in Reading • 0% of pupils at the expected standard or above in Writing • 0% of pupils at the expected standard or above in Maths <p>KS1</p> <p>Please note that the SEN children in this cohort consisted of 4 children, including 2 with an EHC Plan.</p> <ul style="list-style-type: none"> • 25% of pupils at the expected standard or above in Reading • 25% of pupils at the expected standard or above in Writing • 25% of pupils at the expected standard or above in Maths <p>KS2</p> <p>Please note that the SEN children in this cohort consisted of 8 children, including 3 children with an EHC Plan.</p> <ul style="list-style-type: none"> • 25% of pupils at the expected standard or above in Reading • 12.5% of pupils at the expected standard or above in Writing • 12.5% of pupils at the expected standard or above in Maths

<p>What training did staff at our school have in SEND over the year 2022/23?</p>	<ul style="list-style-type: none"> • PECS's training occurred for appropriate LSA's by Speech and Language to support children with their communication • STEPS training for appropriate LSA'S • Using intensive interaction to support pupils with ASD in school • Supporting children with complex needs. • Speech and Language support within the classroom training • Clicker 7 training • ICT to support pupils with SEND • ECT training package • Working with children with complex needS • Sensory support including sensory circuits - Designated staff • Word-up whole word reading programme - Designated staff • ASD outreach training - Designated staff
<p>How were governors kept informed about progress, attainment and provision for pupils with SEND over 2021/2022?</p>	<p>The governors hold termly meetings which includes an update from the SEND department advising about the SEND provision in the school.</p>
<p>Were there any other important changes in SEND over the year 2021/2022?</p>	<p>N/A</p>

GLOSSARY OF TERMS

<p>PLP</p>	<p>Personal Learning Plan</p>
<p>SEN Code of Practice</p>	<p>The legal document that sets out the requirements for SEN</p>
<p>EHC plan</p>	<p>Education, Health, Care Plan</p>
<p>SEN</p>	<p>Special Educational Needs</p>
<p>SEND</p>	<p>Special Educational Needs and or Disabilities</p>
<p>SALT</p>	<p>Speech and Language Therapist</p>
<p>CAMHS</p>	<p>Child & Adolescent Mental Health Service</p>
<p>EP</p>	<p>Educational Psychologist</p>
<p>SENCO</p>	<p>Special Educational Needs Coordinator</p>
<p>ASD</p>	<p>Autistic Spectrum Disorder</p>