

## Ysgol Gymraeg Llundain / London Welsh School

### School SEND Offer

#### *Our Aims*

Ysgol Gymraeg Llundain London Welsh School believe that every child should reach their full potential in all areas of the curriculum regardless of gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs. We work hard to ensure all children access the curriculum in a safe, nurturing and inclusive environment.

#### *Identifying Additional Needs*

We aim to identify, at the earliest possible opportunity, all children who need additional or differentiated support in order to progress. Once identified, we work together with parents in a collaborative relationship to decide on next steps and to implement the additional support needed. We strongly believe that home-school relationships are essential for children's development and progress. Parents are always informed of children's development and are encouraged to reinforce learning at home, in order to accelerate progress.

#### *Inclusive Learning*

Where possible, we aim to provide inclusive learning for all children. Every child is involved in school life, with each individual child contributing views and accessing a variety of school activities. At times, we offer small group or 1:1 support for children with additional needs in order to achieve their targets. Interventions and provisions are personalised in this way to ensure barriers to learning are removed and that progress is achieved.

#### *Parent Information*

Listed below are useful documents which are available on our website for further information. If you would like any other information about what we offer here at Ysgol Gymraeg Llundain London Welsh School, please do not hesitate to contact us directly.

- School Additional Learning Needs Policy 2014
- Accessibility Policy 2012-2015

Ealing Local Authority describe their Local Offer for children with Special Educational Needs and Disabilities (SEND) in Ealing schools at

[http://www.ealing.gov.uk/info/200994/special\\_educational\\_needs\\_and\\_disability](http://www.ealing.gov.uk/info/200994/special_educational_needs_and_disability)

In accordance with Ealing, we have outlined the provision that the school provides for children with additional needs. These needs are termed Special Educational Needs and Disability (SEND) in the document for consistency with the Local Offer. This document should provide information regarding how we aim to support all pupils, including children with SEND. It is intended as an overview of the provision to meet the needs of every individual pupil within the school, rather than a list of all resources, skills or schemes used by the school to support SEND, as these are modified and reviewed regularly according to the variety of needs.

Please see below for our School SEND Offer.

*1. How can I let the school know I am concerned about my child's progress in school?*

Please raise any concerns you may have about your child's progress with the class teacher. We believe it is important to have an open and honest relationship between parents/carers and staff members. Communication is key to achieving this relationship. If you are unhappy with how your concerns are managed by the class teacher, please inform the designated teacher in charge of SEND (thus being the SENCo) or the school SEND Governor.

*2. How will the school let me know if they have any concerns about my child's learning in school?*

If we have any concerns about your child's progress, the school will arrange a meeting to discuss our concerns and to outline next steps. Please take this opportunity to voice any concerns you may have too and to ask for advice for any additional support you could provide for your child at home. We might also take the opportunity at this time to discuss referrals to outside professionals to support your child's learning if appropriate.

*3. How is extra support allocated to children and how do they move between the different levels?*

The Head Teacher and SENCo regularly review each child's support within the school. They decide what resources and training is needed. Training and support is offered every term to all teaching staff, with access to Ealing training programmes. They are reviewed regularly and adapted as needed.

The school only receives allocated money from Ealing LA for supporting children with an Educational Health Care Plan (EHC Plan), formerly called a 'Statement'. If additional funding is required, over and above the budget allocation, the matter would be considered by the Governing Body.

*4. Who are the other people providing services to children with SEND in this school?*

Depending on need, children with an EHC Plan can gain access to additional services, such as Speech and Language Therapy, Educational Psychology Service, Physiotherapy and Occupational Therapy. The school works with the services to deliver and implement the specific recommended interventions.

*5. How are the teachers in school helped to work with children with SEND and what training do they have?*

It is the role of the SENCO to support the class teacher in planning for children with SEND and to ensure that they are providing adequate support in the classroom. The school also

has regular training to improve teaching and learning. This includes whole staff training and/or individual training on SEND issues such as ASD and Speech and Language difficulties. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

#### *6. How will the teaching be adapted for my child with SEND?*

Teaching staff aim to address the differing needs of all children in the class. Should your child need additional, or differing, support to access the curriculum, then staff work together to adapt and modify planning and lessons to deliver specially selected support programmes which are delivered individually or in groups. These are constantly monitored and adapted to ensure that your child's needs are met.

If staff believe there are home support strategies you can use to complement the learning in school, you will be informed of any specific resources and strategies during an Individual Education Plan (IEP) meeting.

#### *7. How will we measure the progress of your child in school?*

Pupil progress is monitored, and reviewed regularly in consultations between the class teacher and SENCo. The teacher and teaching staff will also check that your child is making good progress within any individual work and in any group that they take part in. For all pupils, progress in Literacy and Maths is formally assessed, and data is recorded and tracked termly.

Children receiving SEN Support will have an IEP which will be reviewed every term with your involvement. Next steps will be discussed and implemented following the discussion. If your child has a Statement /EHC Plan, this is formally reviewed at an 'Annual Review', where all agencies are invited to discuss the child's progress.

#### *8. What support do we have for you as a parent of child with SEND?*

The school is always mindful of ways in which we can help and support parents. The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school for similar strategies to be used. Individual support plans (IEPs) will be reviewed with your involvement each term.

Should you also wish, the SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. We can also help you gain access to parent support groups and other agencies.

#### *9. What support is there for my child's overall wellbeing?*

We pride ourselves in the caring and nurturing team looking after our children. We work hard to ensure children feel safe and supported in school, and their overall wellbeing is cared for daily.

The class teacher has overall responsibility for the pastoral, medical and social welfare 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 Care, and/or specialist educational services.

*10. How does the school manage the administration of medicines?*

The school has a Health and Safety policy which includes a section on the administration and managing of medicines on the school site. Parents need to contact the class teacher if medication is recommended by Health professionals to be taken during the school day, and complete the Administer Medication Form for our records. As a staff we have regular training and updates on conditions and medication affecting individual children so that all staff are able to manage medical situations.

*11. How is Ysgol Gymraeg Llundain/London Welsh School accessible to children with SEND?*

The school is on the ground floor which is accessible to children with physical disability. We ensure that teaching resources and equipment used is accessible to all children regardless of their needs. After school and extra-curricular provision is accessible to all children.

The school is aware of the BB93 (acoustics) and the BB90 (lighting) standards requirements and will be reviewing these accordingly.

*12. How will we support your child when they are leaving this school?  
OR moving on to another class?*

As a small school, with only two classes, we offer seamless transitions due to weekly integrated activities between the two key stages. We recognise that transitions can be difficult for a child with SEND. We take steps and work with parents to ensure that any transition is as smooth as possible.

Upon moving to another school we will ensure that the SENCo is contacted and well informed of any arrangements of support needed. All records will be passed on as soon as possible.

When your child leaves in Year 6 there will be focused learning sessions on all aspects of transition to support their understanding of the changes ahead. Where possible your child will visit their new school on several occasions. 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. If your child has a Statement/ EHC Plan an Annual Review will be planned as a transition meeting during which we will invite staff from both schools to attend.

*13. How will my child be able to contribute their views?*

Children are encouraged to express their views on all aspects of school life. Teachers aim to incorporate children's views and opinions where feasible, and children feel safe and secure sharing their worries with their peers and staff. In particular, it was the children's idea to set up a worry box by the playground, regularly checked by the class teacher and acted upon, alongside the 'Happy Chairs' where children seeking help can take time out.

Pupil voice is also important in terms of their education. All children discuss targets with their class teacher, and these are included in their IEP if appropriate. If your child has a Statement/ EHC Plan their views will be sought before any review meetings and they will be invited to attend if this does not distress them.

*14. What support is there for behaviour, avoiding exclusion and increasing attendance?*

We encourage positive behaviour in all pupils and have been praised by Ofsted for the children's outstanding behaviour and positive attitudes.

"The real strength of the school's curriculum lies in how it promotes pupils' good social and personal development and exceptional regard for each other as seen through their outstanding behaviour" Ofsted.

Should a behavioural incident occur, we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour. If a child has continual behavioural difficulties, an Individual Behaviour Management Plan (IBMP) will be written, alongside the child and parents, to identify the specific issues. Targets are set and reviewed.

Attendance of every child is monitored on a daily basis by the administrative department. Lateness and absence are recorded, in accordance with government directives and monitored by the Head Teacher.

*15. 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 and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised.

*16. How are the school's resources allocated and matched to children's SEND needs?*

We ensure that all children who have special educational needs have their needs met to the best of the school's ability with the funds available.

We have a team of teaching assistants who are trained to deliver provisions and support needs for children with SEND.

*17. What specialist services and expertise are available at or accessed by the school?*

Our SENCo is fully qualified with a National Accreditation. (2014).

External services and assessments, such as clinical psychologists, paediatricians, speech & language therapists, visual impairment specialists, physiotherapists and occupational therapists, can be accessed through a GP referral via the parent. If your child has an EHC Plan (or Statement), these services can be funded by the associated budget.

Support from Social Services, including locality teams, can be accessed via the school or home.

*18. What training has the staff supporting children with SEND had or is currently having?*

All members of staff have regular training for a range of SEND needs. A designated member of staff has also received training in ASD, delivering speech & language programmes as recommended by Speech & Language Therapists, and training in running a 'Lego Club' for Key Stage 1 which focuses on communication skills. All of our TAs have had training in delivering reading, spelling and phonics programmes.

*19. What if I need to complain?*

Should a parent feel that the school, governors or LA has failed in its duty, or if the parent disagrees with a decision and feels that there is discriminatory practice, the following avenues are available should they wish to take it further:

- The school's or LA's complaints procedure
- Complaints to OFSTED (about whole SEN provision rather than in relation to individual children and where the complaints procedure has not resolved the complaint)
- An appeal to the SEND First-Tier Tribunal about EHC Plan assessments/plans and/or disability discrimination. This must follow mediation, unless it is a complaint over the naming of a school placement
- A complaint to the LA Ombudsman (for complaints against LAs if not resolved)

through the LA complaints procedure)

- Complaint to the Secretary of State (against schools or LAs).

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ASD	Autism Spectrum Disorder
EHC Plan	Educational Health Care Plan (formerly named 'Statement')

HI	Hearing Impairment
IBMP	Individual Behaviour Management Plan
IEP	Individual Educational Plan
LA	Local Authority
TA	Teaching Assistant
SEN	Special Educational Needs
SENCo	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disabilities
VI	Visual Impairment