



**Whitehall Junior  
Community School**

# Local Offer 2021

The link to Walsall's local offer is:  
<https://www.wald.co.uk/kb5/walsall/asch/localoffer.page?localofferchannel=0>

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The Whitehall TEAM: Together Everyone Achieves More.

### How we identify children with special needs.

- ✦ When pupils have an identified special educational need or disability before they join the school, we work very closely with the people who already know them. We use the information already available to identify what the possible barriers to learning may be within our school setting and to help us to plan appropriate support strategies.
- ✦ If you tell us you think your child has a special educational need we will discuss this with you and assess your child accordingly. Often these assessments will be carried out by the school, sometimes school seek advice from more specialised services such as Educational Psychology or Speech Therapy - we always share our findings with you and the next steps we need to take.
- ✦ If teachers feel that your child has a special educational need this may be because they are not making the same progress as other pupils. The earlier we take action and modify our provision, the sooner we can resolve concerns and help children towards success. We will observe your child's learning characteristics and how they cope within our learning environments, we will assess their understanding of what we are doing in school and where appropriate use tests to pinpoint what is causing difficulty. This will help us to decide what is happening and why. If school become concerned about your child you will be contacted immediately by their class teacher or the Special Educational Needs Coordinator (SENCO) Mrs Y Collins 01922 720778.
- ✦ Using all the information school will decide, in liaison with parent/carer, which level of provision would be appropriate for each child. The levels of provision are graduated dependent upon the needs of the child.

### How we involve pupils and their parents/carers in identifying special educational needs and planning to meet them.

- ✦ We are child and centred so you can expect 'no decision about me without me'.
- ✦ When we assess special educational needs we will discuss with you whether your child's understanding and behaviour are the same at school as at home; we take this into account and work with you so that we are all helping your child in the same way to help them make progress.
- ✦ Where appropriate we will write and review Assess, Plan, Do, Review grids (that contain targets) with pupils and parents/carers, a copy will always be available for you.

- ✚ We hold a meeting every term that allows all school staff, other professionals and family or carers involved with a child, to share information, celebrate progress and achievement and plan next steps.
- ✚ We recommend activities for home to repeat and practice activities that are new and present a challenge to a pupil. If you have any concerns about helping your child at home please discuss this with your child's teacher.
- ✚ Our staff are available by phone to discuss any concerns you may have about your child, or to share information that either party feels would be useful to the other.
- ✚ We have links to learning activities on the curriculum page of our school website so that parents can access them at home, with their children. If your child has misplaced their log on details please speak to their class teacher.

### How we use other adults in school to support pupils with special educational needs or disabilities.

- ✚ Our SENCO leads a team of talented support staff who are trained to support pupils with a wide range of educational, physical, social and emotional needs.
- ✚ Our SEND team are able to undertake small group work or one -to-one support as appropriate to meet the needs of pupils with special educational needs or disabilities.
- ✚ We have a team of support assistants that run pragmatics groups each week to help the children with communication difficulties.
- ✚ Our Designated Senior Person for Safeguarding (DSP) is a very supportive member of the team with an excellent knowledge of how to support our children and their families. No problem is too big or too small.
- ✚ Our learning mentor delivers nurture sessions in liaison with the DSP and class teachers.
- ✚ We have a dedicated pastoral team that can support families within the home.
- ✚ Our assessment coordinator analyses pupil performance data termly to ensure every child is making the best possible progress
- ✚ We have a dedicated Educational Psychologist to offer advice and support to both home and school.

### How we use specialist resources to support pupils with special educational needs or disabilities.

- ✚ We have a nurture facilities that are available for specialist groups who meet to develop social skills.
- ✚ Our SEN team make bespoke individual resources for pupils with special educational needs that support their specific learning targets and needs but also reflects the learning undertaken by their peers.
- ✚ We have a wide range of reading materials to appeal to both aural and visual learners and specialist schemes to revise lost learning.
- ✚ We use visual timetables and equipment such as countdown timers for pupils who need it.
- ✚ We have a dedicated medical room with shower facilities, hoist and adjustable physiotherapy bed.

- ✚ We seek advice and equipment from outside agencies as and when the need arises, such as specialist seating or handrails and steps in toilets.
- ✚ We use a range of software to help pupils engage with subjects they find difficult, to practice skills and work towards being independent learners.

### How we modify teaching approaches for individual pupils.

- ✚ All our staff are trained in a variety of approaches which means that we are able to adapt a range of SEN.
- ✚ We use a number of teaching methods that are adapted to the needs of both groups and individual pupils, including: objects of reference, intensive interaction and visual support.
- ✚ We are an inclusive school. Wherever possible children are taught alongside their peers in clearly differentiated groups. Teachers adopt their teaching constantly in order to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional support in small groups outside the classroom, or to provide one-to-one support.
- ✚ All our staff are trained to adapt resources to either offer a greater level of support or make learning more challenging so that every child is able to achieve their very best.
- ✚ We use additional schemes/materials so that staff can ensure work is always at the right level for pupils with special educational needs or those who are gifted and talented.

### How we assess pupil progress towards the outcomes we have targeted for pupils. How we review this progress so that pupils stay on track to make at least good progress. (Including how we involve pupils and parents/carers.)

- ✚ When assessing the children, we use the 2014 national curriculum as a basis. Teachers assess children on a termly basis.
- ✚ Our assessment coordinator analyses the progress of every child. This is then discussed with the class teacher. Each teacher plans targeted interventions for all children whose progress is causing concern and write an individual education plan for children whose needs fall outside normal classroom differentiation. We run a number of 'intervention groups' for children who are not making the expected level of progress. These groups are run in every year group and their content and cohort vary termly depending upon the needs of the children.
- ✚ We regularly use staff meetings to get all teachers to assess anonymous pieces of work to check our judgements are correct (moderating).
- ✚ We set challenging targets that are based on nationally agreed guidelines on progress.
- ✚ We check how well a pupil makes progress in each lesson. Target 'Going for gold' ladders help the children to understand what is expected of them if they are to succeed.
- ✚ We gather views of parents and carers at our termly parent consultation evenings and make notes of important points so that they can be revisited at each successive meeting to review progress. At the first stage of the graduated response (Walsall's SEN Team define this as the Early Response Stage) Assess, Plan, Do, Review grids are reviewed and new targets set at parent's evenings.

- ✦ Parents of children with special educational needs whose provision is at the second stage (Walsall's SEN Team define this as the SEN Support Stage) and third stage (Education and Health Care Plan) of the graduated response are invited to a special review meeting each term where we discuss progress and create Assess, Plan, Do, Review grids that outline small steps, progress targets. These are set in consultation with parents and other professionals involved in the care and education of the child.

### What extra support we bring in to help us meet SEN and how we work collaboratively.

- ✦ We can access support from specialist teachers and support staff for advice about accessing the curriculum and SEND related needs such as speech, language and communication, hearing impairment, visual impairment, behaviour related needs, severe learning difficulties and autism.
- ✦ We get support from the local authority services on training, policy and funding.
- ✦ Our local authority provides educational psychologist support for assessment, advice and training.
- ✦ We liaise with the School Health Advisor regularly.
- ✦ We have an Educational Welfare Officer that visits school on a weekly basis who works closely with staff, pupils and families in raising attendance and punctuality.
- ✦ We get support from Walsall's NHS Speech and Language Therapy Department (SALT) to whom we can refer pupils for assessment if we believe they need a period of therapy.
- ✦ As part of a local cluster of schools, we purchase the services of a private speech and language therapist, the company involved is called Chatterboxes.
- ✦ We get support from Walsall's NHS Paediatric Occupational Therapy Service and Physiotherapy Department for pupils who need assessment for issues such as special seating or advice about exercise programmes. They guide staff in meeting the needs of pupils with disabilities.
- ✦ For pupils with physical disabilities we also have the help of Outreach from Lindens Primary School. They provide advice on remaining fully inclusive whatever the activity from swimming to educational visits.
- ✦ Together we review your child's progress and agree what everyone will do to make teaching more effective and learning easier. We include your child in these discussions when appropriate.

### What other activities are available for pupils with SEN in addition to the national curriculum?

- ✦ We have breakfast club with trained staff capable of looking after pupils with special educational needs.
- ✦ We have a number of clubs such as archery, dodgeball, art and many more. Pupils with SEN are included.
- ✦ We have out of school educational visits and many visitors to school that bring a wide range of experiences to our children. For example The Community Police Officers, The

Fire Service and our local MP to name but a few. Pupils with special educational needs and disabilities are always included in these activities and we provide staff to support their full involvement if needed. We always choose enhanced school provision to be accessible by all.

### How we support pupils in their transition into our school and when they leave us.

- ✚ We liaise very closely with our partner infant school to ensure that the transition is as smooth as possible. The process begins for all children in the spring term prior to their transfer. Staff from our school deliver an assembly for parents and children at the infant school and regular visits are set up so children become familiar with both the building and staff. For children with special educational needs the SENCOs from the two schools will meet to share information and arrange for the children to have extra visits, photographs of the building and staff and meetings with parents as part of their termly reviews.
- ✚ We write individual transition plans in collaboration with staff from the previous school and the key professionals who are already familiar with the needs of the child. This ensures a smooth and supportive start to life in our school.
- ✚ Parents and children who are joining our school midterm are encouraged to visit the school before the start.
- ✚ Transition between classes within our school occurs in the summer term when children spend the morning with their new year group and support staff accompany the SEN children they have been supporting all year.
- ✚ If a child has an Education Health and Care Plan (EHC plan) then parents are advised, during their year 5 annual review meeting, to begin to consider which secondary school they would like to select. The SENCO from our school will arrange visits to secondary schools for parents to ask questions and look at the school environment, if that is required.
- ✚ We liaise very closely with our partner secondary school to ensure that the transfer from junior to secondary school is as smooth as possible. The SENCO from the secondary school chosen by parents is invited to the last special, termly review meeting for children with special educational needs, whose provision is at the second and third stages of the graduated response.

### How additional funding works.

- ✚ Schools receive funding for all pupils with special educational needs and we are able to provide what pupils need from this (including equipment). The local authority will top-up funding for pupils with a high level of need.
- ✚ If a pupils Education, Health and Care Plan identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund any agreed plan formulated by professional advisors, parents and school.

## Where pupils can get extra support.

- ✚ We listen to what children tell us about how they like to learn. Their views and feelings are important to us and have an impact on our practice.
- ✚ Our children are made aware of the support that surrounds them in school. They know who to talk to if they are worried or have any concerns they want to share. Our open door approach means they have access to a member of the senior management team at all times.
- ✚ We have a high level of staffing at unstructured times such as lunchtime, to ensure children are well supervised and well supported.
- ✚ We have a playground pal system that promotes peer-to-peer support. These children are trained by school staff and supported in their work.
- ✚ The school always welcomes parents to contact school and encourages them to discuss any issues however small they feel they are. A problem shared is a problem halved. A problem identified is a problem solved.

## Where parents/carers can get extra support.

- ✚ Our inclusive philosophy aims to support parents of children with special educational needs or disabilities so that their child's journey through school is smooth, successful and anxiety free. Our practice is enhanced by your views, it is important that people listen to them and that you are satisfied with what happens as a result of our collaboration.
- ✚ Walsall's Special Educational Needs and Disabilities Information, Advice & Support (SENDIAS) (formerly Walsall Parent Partnership Service) can offer advice and support to parents of pupils special educational needs or disabilities. Their telephone number is 0808 802 6666 and email address [Walsallsendiass@family-action.org.uk](mailto:Walsallsendiass@family-action.org.uk).
- ✚ Our pastoral team can put parents in touch with a wide range of support groups as appropriate to the specific needs of your child. Please contact school and discuss your needs.

## What parents/carers can do if they are not satisfied with a decision or with what is happening.

- ✚ Our school operates an open approach. Your first point of call is your child's class teacher, who is available by phone via the school office. In addition, our SEND team are here to listen to your concerns. If you are not satisfied that your concern has been addressed then you may speak to the head teacher at any time. If she cannot solve your issues, then you may speak to any of our school governors. We have a governor responsible for SEND who may be contacted through the school office.
- ✚ If your concern is with the local authority, follow a similar path. The person who will log and track your complaint is the head teacher.
- ✚ The local authority has a multi-agency panel who consider unresolved issues. You are entitled to appeal against any decision made about your child that you are not in

agreement with. They will offer you an independent mediator if you are still not satisfied. The mediator will try to help you to agree a resolution with the local authority that you are happy with. Telephone 01922 652800. Alternatively, Walsall's Special Educational Needs and Disabilities Information, Advice & Support (SENDIAS) (formerly Walsall Parent Partnership Service) provide independent information and advice. Their telephone number is 0808 802 6666 and email address [Walsallsendiass@family-action.org.uk](mailto:Walsallsendiass@family-action.org.uk).