

Updated January 2021

William Davis Primary School

To be the best you can be



At William Davis Primary School we want to make sure that every child gets the best support we can offer in order to help them to enjoy their learning, feel confident and happy amongst their friends and make the best possible progress.

Every child has individual needs that will affect their learning. Sometimes children need special support to give them an extra boost or to help them catch up with other children of the same age. They may need this support for a short time or a longer period. During this time, they will be part of our Special Educational Needs (SEN) Register and we will carefully monitor their progress, look at what support they need and keep in close touch with their parents.

What is the Local Offer?

The Children and Families Bill Act 2014 requires Local Authorities (LA) and schools to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. This is the 'SEN Information Report'.

The purpose of the Local Offer is to enable parents and young people to find out more easily the services that are available in their area and how to access them. The Local Offer will include provision from birth to 25, across education, health, social care and the voluntary sector.

What is your Local Offer?

The LA Local Offer

For Children and Young People between 0-25 Years with Special Educational Needs & Disabilities (SEND) Tower Hamlets Local Authority have put together information to help you find out about all the services that exist in your local area. This is the LA SEN Local Offer:

<http://www.localoffertowerhamlets.co.uk>

The School's Local Offer

This utilises the LA SEN Information Report to meet the needs of SEN pupils, as determined by the school's policy and the provision that the school is to provide. This is the School's Local Offer, which is outlined in the Information Report below.

Your child has Special Educational Needs. What can we at William Davis Primary School offer you?

Please click on the **18 questions** below for more information about the Local Offer from William Davis and how we can support your child.

- 1. Who are the best people to talk to at William Davis about my child's difficulties with learning, special educational needs or disability?**
- 2. How does the school identify children who may have an SEN need?**
- 3. How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?**
- 4. How will the curriculum and the school environment be matched to my child's needs?**
- 5. What types of interventions might my child access?**
- 6. How will you help me to support my child's learning?**
- 7. How will you support my child to reach his/her learning outcomes?**
- 8. How is support allocated to children and how do they move between the different levels of support in school?**
- 9. What support will there be for my child's overall well-being?**
- 10. What is an Education Health Plan (EHC Plan) and who can request one for one for my child?**
- 11. How will the school know that the support has made a difference to my child's learning and how can my child and I be included in this review process?**
- 12. How will the school know that the support has made a difference to my child's learning and how can my child and I be included in this review process?**
- 13. How will the school consider my views and those of my child with regard to his/her difficulties with learning, special educational needs or disabilities?**
- 14. How is my child included in all the same activities as his/her peers at the school?**
- 15. How will William Davis support my child in transition stages?**
- 16. How does William Davis ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?**
- 17. If I have any other questions about my child at William Davis, who can I ask?**
- 18. Who can I contact if I have a complaint about the SEND provision made for my child?**

- 1. Who are the best people to talk to at William Davis about my child's difficulties with learning, special educational needs or disability?**
 - Talk to your child's class teachers about your concerns or the school's SENCo, Mrs Claudia Wesse.
 - If you continue to have concerns, arrange to discuss these with Mrs Annika Eadie, the head teacher.

- 2. How does the school identify children who may have an SEN need?**
 - We are committed to identifying special educational needs at the earliest opportunity. When a pupil first joins the school, we liaise closely with their previous setting to ensure they can access learning in the best possible way straight away. Within the school, each child's progress - academically, socially and emotionally, is monitored continuously by teachers and the senior leadership team. Pupil progress meetings are held termly, where the head teacher, the class teacher, teaching assistants, the SENCo and phase leaders discuss the progress and attainment of each child. Any concerns about a child are dealt with immediately and follow – up actions are put in place. Parents are able to discuss their child with either the class teacher, the SENCo or the senior leadership team.

- 3. How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?**
 - Your child's teachers may initially speak to you to arrange a time to discuss the concerns.
 - The teachers may also talk to you about concerns at a parent/teacher meeting.
 - The school's SENCo may contact you to arrange a meeting.

- 4. How will the curriculum and the school environment be matched to my child's needs?**
 - At William Davis Primary all children are provided with 'Quality First Teaching' delivered by the class teacher.
 - Teachers plan lessons according to the specific needs of all groups of children in their class.
 - All lessons offer the challenge and support necessary for each child to learn and where necessary differentiation occurs through the work set, questions asked and support given.
 - It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs.
 - Additional 'booster sessions' may be taught to prepare a child, where gaps have been identified for a new topic/area of learning.
 - Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.
 - Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.
 - William Davis regularly reviews its Accessibility Plan to ensure that all children have the fullest access possible to both the curriculum and the school site as possible.

5. What types of interventions might my child access?

- This depends upon the nature of your child's needs and difficulties with learning. At William Davis Primary School, provision matches the four broad areas of need as defined in the SEND Code of Practice 2014:
 - Communication and interaction
 - Cognition and Learning
 - Social, emotional and mental health
 - Sensory and/or physical needs

Our support to children takes a 3-tiered approach.

- Tier 1 - Universal support. This is the 'Quality First Teaching' your child will receive from his/her class teachers. The universal offer may include in class group support with reading, writing and/ or mathematics - as identified via pupil progress review meetings.
- Tier 2 - Targeted support. It may be appropriate to consider making additional short-term special educational provision to remove or reduce any obstacles to your child's learning. Specific targeted one to one or small group interventions may be run outside the classroom. You will be kept informed of your child's progress towards learning outcomes. Targeted support currently provided at William Davis includes phonics intervention, pre-teaching maths, pre-teaching vocabulary, pre-reading/reading booster, individual reader, LEGO therapy, nurture group, 1:1 or small group support from a teaching assistant.
- Tier 3 - Specialist support. It may be necessary to seek specialist advice and regular long-term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include Educational Psychology, Speech and Language Therapy, Occupational Therapy, Play Therapy, Outreach Advisory Teachers and the Child Development Team. The school may need to prioritise referrals to these services. However, for a very small number of pupils, access to these specialists may be through an EHC Plan. Specialist support currently provided at/accessible via William Davis includes:
 - Speech and Language Therapy
 - Phoenix Outreach Support (ASD)
 - Stephen Hawking Outreach Support (profound and multiple needs)
 - Child Development Team
 - Child and Adolescent Mental Health Services
 - BASS Behaviour Outreach Support (EBD)
 - Behaviour and Attendance Support Service (BASS)
 - Occupational Therapy
 - Play Therapy/counselling
 - Specialist advisory teachers for pupils:
 - With specific literacy difficulties (dyslexia assessments and support)
 - With hearing or visual impairment
 - Requiring assisted/adapted technology
 - Attendance and Welfare Support

6. How will you help me to support my child's learning?

- There may be suggested strategies or activities for you to do at home to support your child's learning.
- The school may sometimes run parent/carer workshops in school to help you understand the strategies used in school. In addition, we may be able to offer you individual training in specific support strategies relevant to your child.
- The SENCo may also support you with strategies, resources and ideas for supporting your child's learning at home.
- You may have an opportunity to meet with other professionals involved in supporting your child.

7. How will you support my child to reach his/her learning outcomes?

- The class teacher and other staff working with your child will ensure that your child receives appropriate teaching and support in order to reach these goals. If a child has a support plan, strategies and progress will be reviewed termly.
- External agencies and specialists may also review your child's progress and adapt their planning accordingly.

8. How is support allocated to children and how do they move between the different levels of support in school?

- The school receives funding from the local authority. These funds include money to support the learning of children with SEN and/or disabilities.
- The head teacher, in consultation with the school's governors, decides the budget for SEND provision on the basis of the needs of the children in the school.
- The head teacher and the SENCo discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional interventions, staff training and equipment needs.
- This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn.

9. What support will there be for my child's overall well-being?

- At William Davis we are committed to implementing the school's core values – 'communication', 'care', 'collaboration', 'commitment', 'respect' and 'honesty'. These are embedded within every aspect of school life and help ensure the happiness and well-being of all our children. We aim to develop children's social and emotional awareness and wellbeing via the delivery of the school's PSHE curriculum, which is linked to learning opportunities across the whole school. It provides a framework and some ideas for teaching social and emotional skills within discrete lessons, across subjects and outside the classroom. In addition, the school:
 - Has two learning mentors (KS1 and KS2)
 - Has its own play therapist
 - Has a family support worker/attendance and welfare worker who will support the school and parents
 - Has a behaviour policy, which is known, used and adhered to by all staff across the school

- Will identify and offer support to children who need specific support with emotional wellbeing, self-esteem or their behaviour
- Offers a wide range of activities within school to support children's social and emotional development such as school visits, educational trips, music lessons and links with the community
- Has a medicine policy, which supports parents/carers with the management of their child's medication within school
- Ensures staff regularly undergo training in key areas such as asthma, diabetes, epilepsy and the use of Epipens
- Operates an open door policy where you are encouraged to make an appointment to meet your child's class teacher or a member of the senior leadership team if you have any concerns

10. What is an Education Health Plan (EHC Plan) and who can request one for one for my child?

- The purpose of an EHC Plan is to make special provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/she gets older, prepare for adulthood. An EHC Plan will contain:
 - The views and aspirations of you and your child
 - A full description of his/her special educational needs and any health and social care needs
 - Agreed outcomes for your child's progress
 - A statement of specific need the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes

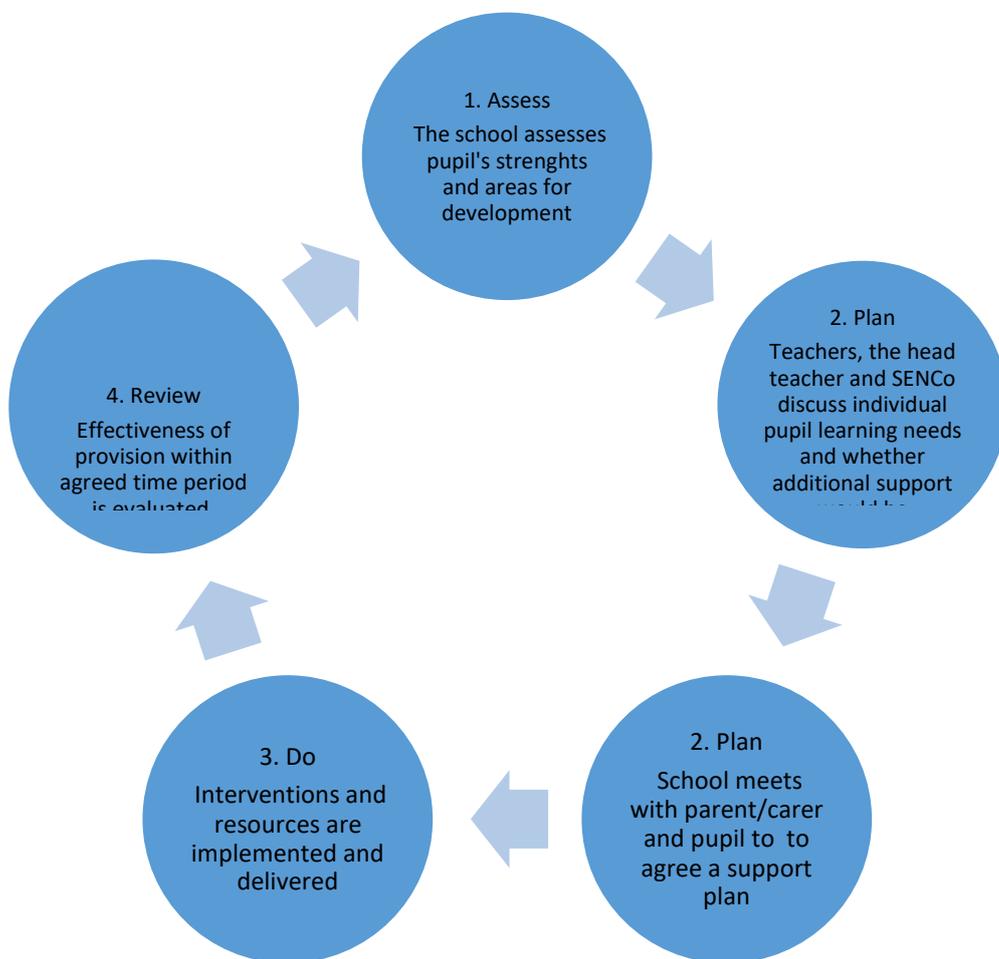
You, your child (where appropriate and aged 16 and over) and/or the school, usually the SENCO or head teacher, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan.

11. How will the school know that the support has made a difference to my child's learning and how can my child and I be included in this review process?

- Your child's progress will be assessed both in terms of his/her regular learning within the class and with regard to specific intervention programmes.
- The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are required. It may be decided that a further period of support would be beneficial for your child.
- You and your child will be kept informed and encouraged to be actively involved at all stages of this support.

The school implements are four part process:

- 1) Assess
Assessment data will be collated by the school and, where relevant external professionals.
- 2) Plan
A support plan is put in place. This is done with the child's class teacher, the child, his/her parents/carers and the SENCo. In some cases, other professionals may be involved, too.
- 3) Do
Agreed adaptations to the curriculum and/or additional support are put in place.
- 4) Review
Outcomes set at the planning meeting are review. Both the pupil and his/her parents/carers are involved in the review.



12. How will the school consider my views and those of my child with regard to his/her difficulties with learning, special educational needs or disabilities?

- At William Davis we believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions. We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning.
- You will be able to share your views and discuss your child's progress at meetings with the class teacher, and where relevant with the class teacher, SENCo and any other professionals.
- If your child has an identified special educational need you will be invited to regular SEN review meetings with the class teacher and SENCo to discuss current progress, support strategies being used and expected outcomes.
- If your child has a Statement of Special Educational Need or an Education, Health and Care plan (EHC Plan) you and your child will be able to share your views at the Annual Review. The school adopts a 'person-centred' approach, which puts children and families at the centre of the review. Prior to meetings, parents and pupils are given the opportunity to feedback and complete a parent - and pupil perspective sheet.

13. How is my child included in all the same activities as his/her peers at the school?

- William Davis Primary is an inclusive school and committed to providing equal opportunities for all children.
- School clubs, educational visits and trips are available to all children.
- When necessary the school will make reasonable adjustments to ensure that children with SEND and/or disabilities are included in all activities.

14. How will William Davis support my child in transition stages?

- We liaise closely with the school or nursery your child is transferring from. We discuss with the relevant teachers any individual needs and how best to support your child in school. This could involve, for example the Educational Psychologist, the Speech and Language Therapists and other relevant partnerships.
- At William Davis Primary we take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupil's needs, learning progress and best support strategies.
- The (KS2) Phase Lead and SENCo are available to support parents in making their decision on the selection of the appropriate secondary school for their child. The school can also signpost parents to services which can assist them with both the selection and application process.
- William Davis Primary makes arrangements to ensure there is a smooth transition when your child transfers to his/her secondary school of choice. Transition sessions are facilitated by the school's speech and language therapist in school for any pupil who may require additional support. Additionally, pupils may be offered a transition programme facilitated by Tower Hamlets Behaviour Support Team in conjunction with their secondary school. The Phase Lead and SENCo also liaise closely with relevant secondary school staff to ensure a smooth transition can be facilitated.
- If your child has an EHC Plan, we will facilitate their review in sufficient time prior to him/her moving between key phases of education and will ensure key staff from the new school are invited to a review meeting. You will be kept informed of these arrangements and asked to attend the review.

15. How does William Davis Primary ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?

- At William Davis we believe that your child's learning needs will be met in the first instance through the high quality teaching delivered by his/her class teachers.
- We regularly review the school training schedule and professional development for all teaching and support staff to ensure there is the appropriate expertise to support children with special educational needs.
- The school is able to access training programmes from different organisations including Tower Hamlets' Support for Learning Service, as well as training from other external specialist services.
- Individual training can also be arranged when necessary.

16. If I have any other questions about my child at William Davis Primary, who can I ask?

- At William Davis we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following in this order: the class teacher, the SENCo (Mrs Claudia Wesse), a team leader/an assistant head teacher (Mr Martin Worthington, Mrs Siobhan Freeman), the deputy head teacher (Mrs Charlotte Barrington), the head teacher (Mrs Annika Eadie).

17. Who can my child/who can I contact if I have a complaint about the SEN provision made for my child?

- If your child is concerned, he/she is encouraged to speak to their class teacher or any staff member of that year group.
- If you are concerned about your child's progress or provision should initially speak to the child's class teacher and/or the SENCo. Hopefully they will be able to address any concerns.
- You can then contact the head teacher, who may direct you to the school's Complaints Policy and Procedure - see link on school's website.

18. Whom else can young people and parents contact if they have any concerns?

The Parent Advice Service offers advice, information and support to parents and carers of children with special educational needs (SEN) and to young people aged 16 to 25 independent of their parents. Parents can self-refer to this service.

Parent's Advice Centre

30 Greatorex Street

London E1 5NP

Tel. 020 7364 6489

E-mail: pac@towerhamlets.gov.uk

Provision Map

Intervention or Provision	Year Group	Duration and Frequency (All interventions reviewed half-termly or termly)	Staff	Staff : Pupil Ratio
Targeted				
Pre-teaching vocabulary	Year 1 to Year 6	20 – 30 minutes 2 times per week	Teaching Assistant	1:6
1:1 Writing conferencing	Year 4 to Year 6	20 – 30 minutes Once a week	Teacher	1:1 to 1:4
Phonics group	Nursery to Year 3	45 minutes 5 times per week	Teacher or Teaching Assistant	1:4 to 1:8
1:1 phonics	Nursery to Year 3	Duration varies 5 times per week	Teaching Assistant	1:1
Pre-reading	Year 3 to Year 6	30 minutes Once a week	Teaching Assistant	1:3 to 1:6
Individual reader	Nursery to Year 6	15 – 20 minutes Once a week	Teacher or Teaching Assistant	1:1
Beanstalk reading	Nursery	20 minutes 2 times per week	External	1:1
Beanstalk reading	Year 3 to Year 6	30 minutes 2 times per week	External	1:1
Reading Partners	Year 3 to Year 6	Once weekly 30 minutes	External	1:1
Pre-teaching maths	Year 1 to Year 6	30 minutes 2 times per week	Teacher or Teaching assistant	1:6
Attention Autism (Bucket Time)	Nursery to Year 1	15 minutes 5 times per week	Nursery Nurse or Teaching Assistant	Attention Autism
Lego Therapy	Year 1 to Year 6	30 minutes 2 times per week	Teaching Assistant	1:3
Word Aware	Year 1 to Year 6	30 minutes Once a week	Year 1 to Year 6	1:4
Colourful Semantics	Rec Year 3	20 minutes 2 times per week	Teaching Assistant	1:2 to 1:6
Shape Coding	Year 3 to Year 6	15 minutes daily 3 to 5 times per week	Teaching Assistant	1:2 to 1:6
Zone of Regulation	Year 1 to Year 6	20 minutes 3 to 5 times per week	Learning Mentor	1:1
1:1 Learning Mentor sessions	Year 1 to Year 6	30 minutes Once a week	Learning Mentor	1:1
Motor-skills programme	Nursery to Year 6	20 minutes 2 to 3 times per week	Teaching Assistant	1:1 to 1:4
Specialist				

Speech and Language Group	All year groups	20 - 45 minutes Once a week	Speech and Language therapist	1:2 to 1:6
1:1 Speech and Language Input	All year groups	20 - 45 minutes Once per week	Speech and Language therapist	1:1
Transition Group (Speech and Language)	Year 6	45 minutes Once a week for 4 weeks (Summer)	Speech and Language therapist	1:6 to 1:8
Phoenix Outreach Support (ASD)	All year groups	Duration and frequency varies	Specialist Teacher	1:1, plus advice to school
Stephen Hawking Outreach Support	All year groups	Duration and frequency varies	Specialist Teacher	1:1, plus advice to school
Specialist Teacher for Hearing Impaired	All year groups	Duration and frequency varies	Specialist Teacher	1:1, plus advice to school
Specialist Teacher for Visually impaired	All year groups	Duration and frequency varies	Specialist Teacher	1:1, plus advice to school
Specialist Teacher for Pupils with Literacy Difficulties	All year groups	Duration and frequency varies	Specialist Teacher	1:1, plus advice to school
Behaviour and Attendance Support (BASS)	All year groups	Duration and frequency varies	Specialist Teacher	1:1, plus advice to school
Occupational Therapist (fine-motor skills, gross-motor skills, coordination)	All year groups	Duration and frequency varies	Occupational Therapist	1:1, plus advice to school
Play Therapy/ Counselling	Year 1 to Year 6	60 minutes Once a week (Minimum 2 terms)	Play Therapist	1:1