



GREAT WALSTEAD
SCHOOL

Great Walstead School Local Offer Information

What is the Local Offer?

When the Children and Families Bill was enacted in 2014, local authorities were required to publish and keep under review information from services that expect to be available for children and young people with SEND aged 0-25. The intention of the Local Offer is to improve choice and transparency for families. From the Local Offer parents will know what they can reasonably expect from their local area and make informed choices about suitability of schools for their child.

How Great Walstead School knows if children need support

- Progress in academic, communication, interaction, social, emotional, sensory and physical development of all pupils is tracked to identify less than expected progress
- Concerns for less than expected progress are addressed by class / subject teacher based differentiation
- Continued less than expected progress concerns that cannot be met with the class / subject teachers' differentiation are discussed by staff and parents to plan strategies for support in order to target pupils' barriers to learning
- Regular assessment at transition phases helps identify pupils who may experience difficulties meeting the demands of the school's Common Entrance Curriculum

How parents raise concerns that their child may have special educational needs

- When making an enquiry to join the school; through discussion with the registrar
- Through discussion with their child's class / form teacher

How Great Walstead School supports pupils

- Through class / subject teacher planning for differentiation and participation of all pupils
- Staff reviewing and planning support targeted at identified areas of need
- Through seeking to match provision where reasonably possible with identified needs
- Through seeking the advice of professionals inside and outside the school – such as educational psychologists, specialist teachers and other services which may be appropriate or available
- Through monitoring the impact of provision on pupil's progress

How the curriculum will be matched to a pupil's need

The school prepares pupils for the academic demands of the Common Entrance Exam in year 8 and the curriculum through the school is designed to ultimately meet this goal. We recognise that the demand of the Common Entrance Curriculum is not suited to all pupils. We will use our best endeavours to match the provision available to pupils' needs in line with the goal of supporting pupils to

achieve success with the Common Entrance curriculum. The school matches the curriculum to pupil's needs by:

- Reviewing pupil progress and collaboratively planning targets and strategies to support pupils experiencing difficulties
- Seeking to embed differentiation in the curriculum and practices
- Offering, dependent on school-wide need and resources available, additional individualised learning programmes to support pupils' experiencing continued less than expected progress despite differentiated teaching and targeted interventions

How parents and the school will know how a pupil is progressing

- Through the school tracking pupils' progress
- Through reporting of pupil progress in regular parents' evenings and written reports over the year
- By an open invitation for parents to contact their child's teachers to arrange a mutually convenient time to discuss progress and concerns

How the school will help parents to support their child

- By offering parent information on a range of subjects such as early literacy development, independent study skills, curriculum development across the years, internet safety and parenting skills
- Discussing with parents pupil's individual needs and strategies to support development at home and school

What support is available for a pupil's overall well-being?

- Each pupil has a key worker, class teacher or form tutor who is a first point of contact on a daily basis for a pupil
- The Deputy Head, Section Heads and School Nurse collaborate to monitor and support the well-being of pupils
- Pupils' have a voice through the School Council
- The clear expectations and processes of the school's Behaviour and Anti Bullying policy
- Monitoring of pupil attendance
- Delivery of The Learning for Life curriculum
- The promotion and celebration of the school's Christian ethos

Which specialist services and expertise are available or accessed by the school?

- Advice from staff in the Learning Development Department and wider school body, with training in specific learning difficulties
- Established relationship with independent specialist support professionals and, for Foundation Stage pupils, LEA services such as the First Team

What is the training of staff supporting pupil's with SEND?

Meeting additional needs and inclusion are targeted through the school's long term goals and school development plan as such

- All staff have access to professional development opportunities and are able to apply for additional needs or inclusion training where a need is identified at an individual pupil or whole class level
- Regular monitoring of teaching enables evaluation of staff training needs
- Whole staff training updates staff of SEN developments
- Staff in the Learning Development Department, have undertaken further training in supporting learning difficulties

How pupils are included in activities outside the class including school trips

- The school strives to make all trips and activities inclusive through risk assessment and planning in advance.
- We aim to take all year 6, 7 and 8 pupils on residential trips. If pupils have additional needs that require specific consideration (either on or off the school site) we will discuss arrangements with the pupil's parents in order to make the most appropriate plans

How accessible the school environment is

- The school aims to provide all pupils in the school access to a broad and balanced academic and social curriculum and inclusion in all aspects of school life. As a result we strive to differentiate to make the curriculum, assessment, learning experiences and facilities accessible to all
- The school's Access policy identifies how the school is seeking to reasonably develop accessibility across the school
- The school's Admissions Policy acknowledges that Great Walstead welcomes pupils with disabilities, either physical or in terms of learning, and will explore with parents how the broad curriculum the school offers may be delivered. The school is prepared to make adjustments as far as is practicable and reasonable to accommodate such pupils.

How the school prepares pupils transferring to the next stage in their education

- One of the main aims of the school's Nursery is to prepare children for their later learning at Great Walstead. In preparation for transition into Reception it is expected that from Nursery pupils will use the range of specialist facilities the school's large site offers
- The school holds parent information sessions and induction sessions for pupil's beginning Reception. Pupils are admitted into Reception on a full time basis from September
- Led by the Headmaster the school liaises closely with parents and senior schools to achieve a successful transition to a school suited to the individual pupil

How the school's resources are allocated and matched to pupil special educational needs

- We seek to distribute resources within closely monitored budgets across the school to meet the needs of pupil's.
- We strive to respond to emerging and resolving needs across the school within closely monitored budgets which align with the School's Development Plan

- We target interventions and resources in the earlier years to support the demands for greater learning independence in the later stages stage of the Common Entrance curriculum

How decisions are made regarding the level and nature of the support a pupil will receive

- The school uses a graduated response to a pupil identified as a cause for concern
- The school regards all teachers as teachers of SEN and understands that high quality personalised teaching by class / subject teachers will meet the support needs of the majority of pupils
- Interventions for support that is additional to and different from that made generally have defined outcomes and are monitored for impact in an assess, plan, do and review cycle
- The SEN team (LD Section Co-ordinators) and where appropriate the Leadership Team, after review and in consultation with staff, parents and where appropriate pupils, determine the appropriate nature and level of additional support provision for a pupil. Included in the decision making processes is consideration to balancing the resources available and the needs across the school as a whole
- The Director of Learning Development oversees additional provision and shares updates and consults with the headmaster in addition to meeting with the SEN governor

How parents are involved in the school

- Through regular parent / school communication; including regular consultations, on – line learning journals, written reports, newsletters, information sessions, concerts, supporting class activities, Friends of Great Walstead parent group, school services and prayer groups

Who to contact for further information:

- In the first instance parents are encouraged to speak to their child's key worker, class teacher or form tutor
- Further information and support can be obtained from the school's Director of Learning Development or Head of EYFS
- The Headmaster
- The SEN Governor via the school office