SEND Local Offer and Annual Report

Waterside Primary Academy

Report to be reviewed

1st September 2027

What is the local offer?

The Children and Families Act (2014) outlines the Government's plans to require Local Authorities to publish information on services and provision across education, health and social care for children and young people aged 0 -25 with special educational needs and disabilities (SEND). The purpose of a local offer is to enable parents and carers to see more clearly what services are available for children with SEND in their area and how to access them. The process extends to early years settings and all the information below forms our local offer and shows how we provide for children with SEND.

At Waterside Primary Academy we strive to support **all** children and enable them to achieve their potential at school. Quality First Teaching is vital: however for some children there are occasions during their school life when additional support may be needed to help them to achieve their best.

1. The SEND provision at Waterside Primary Academy is on an individual needs basis and includes but is not limited to:

1.1. Interventions personalised to the child's needs, where school has identified areas for development. These may be in the form of 'Keep Up not Catch Up'. Support is offered as soon as possible after teaching to ensure no child falls behind.

1.2. Additional 1:1 support in specific subjects may be provided in exceptional cases.

1.3. Nurture group or Social skills sessions are provided for pupils who need more targeted support.

1.4. Learning Support Assistants are used flexibly for both in-class support, small focus group support and for 1:1 sessions. The type of support depends on the pupils' needs.

1.5. Access arrangements may be made for exams where a professional/specialist report identifies a need. Types of provision may include the use of a reader, additional time or sitting separately. Where there is an identified medical need further arrangements may have to be made and school will support parents in making these requests.

1.6. Where a pupil needs specialised support, external agencies and other professionals may become involved.

1.7. A Personal Education Plan (PEP) for Looked After Children (LAC) who also have a SEND.

1.8. If a child is on the SEND register, a Learning Support Plan (LSP)is written by the class teacher and will detail the support that is in place to meet their needs.

Pupils with medical needs

1.9 If a pupil has an additional medical need a detailed care plan will be compiled with support from the school and appropriate medical professionals, in consultation with parents/carers. These are discussed with all staff who are involved with the pupil and appropriate support is put in place.

2. Pupils are identified as needing extra support in different ways such as:

2.1. Concerns raised by parents/carers or the child/young person.
2.2. Information from preschools, nurseries or child minders is passed on prior to transfer.
2.3. Observations and assessments may be carried out on entry.
2.4. Class teachers identify pupils whose progress is slower than expected and will inform the SENDCO if appropriate.
2.5. Ongoing and statutory assessments are analysed to identify needs.
2.6. If other specific learning difficulties are suspected then other external agencies may be involved.
2.7. The SENDCO analyses termly summative data to identify pupils who are not making accepted progress
2.8. Information from medical professionals or other specialists.

How we monitor provision

2.9 In consultation with the pupil and parent/carer, pupil profiles or Learning Support Plans are written by the class teacher and are overseen by the SENDCO; these are reviewed termly. These methods are also used to show how support is targeted and the effectiveness of the intervention.
2.9. Termly data and information from class teachers, parents and the pupil is all used to assess the effectiveness of the provision and the progress of pupils with SEND.

3. The school's approach to teaching

3.1. We promote inclusion for children with SEND both inside the classroom and during extra-curricular activities and trips.
3.2. Risk assessments are carried out and school will make their best endeavors to put in place procedures to enable all pupils to participate safely and in an inclusive way.
3.3. Teaching staff are given training on strategies to use in the classroom with pupils who have specific needs.
3.4. Emotional and social development is supported on a personalised basis. Some pupils require more targeted support which is offered through social skill groups, delivered by our family support worker, and in a small number of cases CAMHS support may be needed.
3.5. Pupils with SEND are given the opportunity to evaluate their own learning experiences by feeding back to their class teachers and SENDCo using monitoring and evaluation procedures relevant to the age of the child, usually a conversation about their own learning. These are then used to develop strategies to improve teaching to ensure pupils are able to fully access the curriculum.

4. The School's facilities

4.1. The school's main buildings are DDA compliant.

4.2. The school has a toilet adapted for disabled users.

4.3. Disabled parking bays are nearest to the schools Reception to provide easier access for pupils and parents/carers.

4.4. In order to make the school site more accessible for pupils who are visually impaired, yellow lines have been painted on areas that have been identified during a risk assessment that was carried out by a specialist teacher.

4.5. Signage has been produced so that it can be read by pupils with visual impairment

4.6. Personal Emergency Evacuation Plans (PEEPS) are in place for every child with a physical disability to identify exit routes from every classroom they access, in the event of a fire.

5. Training for staff to help them support children/ young people with SEND

5.1. The SENDCOs have gained the National Award for SEN Co-ordination.

5.2. Specialist training has been accessed for staff to meet the needs of individual/groups of children.

5.3. Individual staff have had further, or more specific training on how to support pupils with individual needs from specialists or through external training courses.

6. The School's arrangements for consultation

6.1. If parents have a specific concern they should contact the Class Teacher in the first instance, who will liaise with the SENDCo as appropriate.

6.2. Each pupil who has been identified as having special needs will have a Learning Support Plan (LSP) that is written by the Class Teacher and reflects the needs of the child. These are shared termly with Parents at the termly review meetings. Parents can meet with Class Teacher or SENDCo at any time if they feel it would be helpful.

6.3. Assessment data is shared on a termly basis and will inform parents/carers of their child's/ young person's progress.

6.4. Parent evenings are held twice a year when parents/carers can meet with class teachers.

6.5. Pupils with EHC plans and parents/carers meet with the SENDCo and class teacher termly. Annual reviews are coordinated by the SENCo and can be called at any time if required.

7. The School's partnerships

The school's LAC body involve other bodies (including health, social care, BCC support services) to meet the needs of pupils with SEND and their families by using the following outside agencies:

- Specialist Teaching service to support pupils with Autism, Visual impairment, Hearing impairment and Physical Disabilities, Speech and Language needs.
- Child Protection Services
- CAMHs (Child and Adolescent Mental Health Service)
- School Nurse Service
- Community Paediatrics
- Social Care
- Family Support Service
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Education and Welfare Officers
- Counsellors
- Pupil Referral Unit
- County SEND Team

8. The school's arrangements for pupils with SEND transferring between other education providers

Whenever a child transfers in or out of our school:

8.1. We will ensure that all relevant information is passed between schools as quickly as possible. Records are not maintained at WPA once a child has left.

8.2. Staff from each setting will contact one another and share key information to assist with the process.

8.3. Additional transition days may be set dependent on individual circumstances.

8.4. Additional emotional support may be provided.

9. The school communicates the contact details for the support listed above to pupils with SEND and their families via:

9.1. The School website

9.2. 1:1 discussions

9.3. Termly reviews

9.4. Direct email contact with SENDCo

9.5. Direct contact with Class Teachers via ClassDojo

10. The school's Key contacts:

SENDCO is Mrs T Holland Deputy SENDCO is Ms S Trevathan
email: sendco@waterside.school

11. The contact for compliments, concerns or complaints from parents of pupils with SEND

Headteacher: Mrs J Blackmore
email: head@waterside.school

12. The school's link to the Bucks Local Offer

Information for the Local Offer for Buckinghamshire County Council is available at: www.bucksfamilyinfo.org/localoffer

Date for review 1st September 2027