At Willingdon Primary School we are proud to offer an inclusive, nurturing learning environment where children are able to achieve and aspire to their full potential. We have an established Hearing Support Facility, linked to the Sensory Needs Service, which is unique to our school community.

We believe that children with special educational needs and disabilities benefit from a child centred approach, high expectations and personalised provision. We are committed to ensuring that all children receive high quality teaching, access to an enriching curriculum and tailored additional support.

At the heart of our inclusive ethos we have children who enjoy school, dedicated teaching staff, skilled and specialist support staff and positive relationships with parents and carers.

The questions and answers in this booklet will give you information about how we meet the needs of children with special educational needs and disabilities. If you would like to speak to us about your child please feel free to contact us to arrange a visit.
1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

We encourage parents/carers to share any questions or concerns they may have about their child with their child’s class teacher in the first instance. We use some of the following approaches to identify whether a child may have special educational needs: observation, informal/ formal assessments and referrals to outside services and specialists. Our Inclusion Manager will work with staff and parents to discuss each child’s needs and co-ordinate support as appropriate.

2. How will the school staff support my child?

The provision and level of support we offer is informed by each child’s specific needs. In all cases we ensure high quality teaching and class-based support. In addition, a child may receive tailored support lead by a trained member of staff, such as ‘Every Child Counts’ with our ‘Number Counts’ teacher, personalised 1:1 support from an individual needs assistant (INA) or input from an outside service or specialist.

3. How will the curriculum be matched to my child’s needs?

We aim to match the curriculum to the needs of children with special educational needs and disabilities through differentiation (planning tasks to take account of individual learning styles) and adaptation. This may involve focusing on specific, small-steps or using a particular learning resource. The level of adult support may be increased and could include working as part of a small focus group with the class teacher or teaching assistant. In some cases it may include some 1:1 input from an INA or specialist member of staff e.g. ‘Dyslexia Accredited’ teaching assistant.

4. How will both you and I know how my child is doing and how will you help me to support my child’s learning?

We believe in working in partnership with parents and carers, and use some of the following to support positive and effective communication: parent consultation meetings, parents/ carers workshops, opportunities to view children’s work each term, and home/ school books (where appropriate). In addition, where children with specific special educational needs have a ‘Learning Support Plan’/ ‘Provision Map’ or ‘School Based Plan/ Additional Needs Plan’, the Inclusion Manager will invite you to attend review meetings to discuss progress and plan next steps. ‘Education, Health & Care Plans’ are be reviewed annually.

5. What support will there be for my child’s overall well-being?

We aim to provide a nurturing and inclusive learning environment for all children. In some cases, children may benefit from individualised 1:1 (or small group support), focusing on specific well-being issues, such as bereavement or anxiety.

In addition, we also have two licensed ‘Thrive’ practitioners in school and can refer to family key worker service and school nursing team who provide support for children and families, working both in school and at home. Where children have specific behavioural, emotional or social difficulties we work with families to devise structured behaviour plans to promote and positively reinforce expected behaviours.

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

We work with a number of outside services and specialists who provide a range of support, advice and interventions, working with children and families. We have a Hearing Support Facility (HSF) which is managed by the Sensory Needs Service (SNS) and have access to the Educational Psychology Service (EPS) and Communication, Learning & Autism Support Service (CLASS).
The inclusion Manager works with outside services and has referred to the following over the past year: English as an Additional Language Service (EALS), Children’s Integrated Therapy and Equipment Service (CITES) incorporating occupational therapy, physiotherapy, Speech & Language Therapy Service, and the Education Support, Behaviour & Attendance Service (ESBAS).

What training have the staff supporting children with SEND had or are having?

As a school we are committed to providing teachers and support staff with professional development opportunities to refresh and extend their skills. Most recently teachers and support staff have had training in Attachment and Understanding Autism. In addition individual members of the support staff team have accessed training through the following: CLASS, CITES. Some of our support staff have studied for specific accreditations, e.g. Higher Level Teacher Assistant (HLTA) status, Dyslexia and Speech, Language and Communication Needs. The Inclusion Manager gained the National Award for Special Educational Needs Co-ordination in July 2013.

How will my child be included in activities outside the classroom including school trips?

We expect that planned trips and visits are accessible for all children and would work with parents/ carers to discuss any necessary adaptations or specific arrangements. We encourage staff to take learning outside of the classroom, for example, using the school grounds or local surrounding area to enhance the curriculum for all children. In all cases, staff are responsible for completing any risk assessments and seeking parental permission, as appropriate.

How accessible is the school environment?

The school is situated across two buildings, with the infant classes in one and the junior classes in the other. In addition we have three mobile classrooms which are located alongside the main buildings, one is used as a library, one is a year 3 classroom and the other is used for learning support. The site is fully accessible as we have a small set of steps with a lift in one of the corridors within the Junior building and we have specially constructed ramps for all our mobile classrooms. In addition we have two disabled toilets with shower facilities in both the infant and junior buildings.

How will you prepare and support my child to join the school, transfer to a new setting / school or the next stage of education and life?

We have effective transition arrangements in place for children starting school in Reception and joining or leaving the school. The ‘Leader of Learning 4-7’ is responsible for working with nursery and pre-school settings and co-ordinates the children’s transition into their Reception classes.

Where a child has specific, identified special educational needs, the Inclusion Manager will be involved in this initial transition process and will work with any outside services or specialists who may be involved with the child or family. As a child moves through the school we have planned transition days for children to visit their new class, and times when members of staff can work together and share information. We also have annual ‘Meet the Teacher’ meetings at the end of the year where year group teachers provide an overview of the year ahead. The transition process at the end of the primary phase is further supported by ESBAS. The Inclusion Manager will support transition arrangements at all stages.
How are the school’s resources allocated and matched to children’s special educational needs?

We allocate support and resources according to the needs of each individual child. In all cases this would include high quality teaching and class-based support. In addition a child may receive a personalised intervention for a set length of time, some additional 1:1 support from an individual needs assistant, access to specific resources or input from an outside service or specialist. We have to consider the school’s budget when co-ordinating how we allocate support and resources. We work with parents/carers and outside services to review and modify provision during the time that a child is with us.

How is the decision made about what type and how much support my child will receive?

We will work with parents/carers, children and outside services and specialists to inform our decision-making about how we allocate support and resources. Where a child has an Education, Health & Care Plan we use the objectives from these to guide this process. We review the provision we have in place on a regular basis, inviting contributions from the children (through the use of ‘pupil voice’ materials), parents/carers, school staff and outside services and specialists.

How are parents involved in the school? How can I be involved?

We encourage parents/carers to work in partnership with us to support their child’s education. We welcome parents/carers into school and have some who volunteer on a regular basis. In addition, we have an active ‘Friends of Willingdon Primary School’ group who provide invaluable support through their fundraising and contribution to school events. We also have some parents who are elected members of our governing body. All adults who work or volunteer in school have appropriate safeguarding clearance.

How to Contact us for further information about our school’s policies and provision for children with special educational needs/disabilities:

Mr Jeremy Woodham, Inclusion Manager

📞 01323 482619  ●  office@willingdonprimary.co.uk

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The Local Authority Offer can be found on the East Sussex County Council website: [www.eastsussex.gov.uk/localoffer](http://www.eastsussex.gov.uk/localoffer)

This offer is accurate now, but services are regularly reviewed and could change. All information will be updated as soon as possible to reflect any new service offer.

An invite for feedback

This offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer, or make suggestions to improve the information, please email office@willingdonprimary.co.uk.