



## **William Harding School Local Offer – updated September 2023**

### ***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 to 5 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.

At William Harding, we firmly believe that every child has the right to progress and flourish, regardless of their age, gender, ethnicity, religion, impairment, disability or background. We are committed to providing a high quality and challenging education for all our pupils, giving them every opportunity to reach the highest level of personal achievement. All pupils, including those with a special educational need or disability (SEND) have access to an inclusive, broad, balanced, relevant and challenging academic and social curriculum, appropriate to their individual abilities, talents and personal qualities, as well as an entitlement to be fully involved in all the school offers.

### **SEND Provision at William Harding School**

William Harding is a mainstream community primary school and pre-school, serving children from 2-11 years of age. William Harding is a four-form entry, with 4 classes in each year group, except for Reception which only has 3 this year. Children are taught in single age year groups and follow the National Curriculum. William Harding also has two Additional Resourced Provision's (ARP) - a SLCN ARP and a PD ARP.

### **Facilities to include pupils with SEND**

William Harding School site covers a wide area and all buildings used by children are on one level. The school's buildings are DDA compliant. The main buildings are accessible for wheelchair users and there are three toilets available for disabled users. There are disabled parking bays in the staff and visitors' car parks. Personal Emergency Evacuation Plans (PEEPS) are produced when needed. The physical environment will be assessed and adapted for every pupil who joins us with physical needs.

### **Identifying Pupils with Special Educational Needs**

Early identification, assessment and provision for any child at William Harding School is crucial. When a child appears to be behind expected levels, or where a child's progress gives cause for concern, the school will consider all the information about the child's development from within and beyond the setting to investigate whether a child has special educational needs and/or disabilities (SEND). Concerns raised by parents or other specialists are also taken into consideration. If a child whose first language is not English presents with difficulties accessing the curriculum it is vital to consider all aspects of their education. At William Harding School we are aware that lack of English must not be equated with learning difficulties, however at the same time, when a child is making slow progress, it should not be assumed that their language status is the only reason. So early identification of the specific difficulties a child is having is vital to ensure the best possible support can be put in place for them. The process of such an investigation will always involve close liaison with parents/carers and might include some, or all, of the following:



Observations in school by school and/or external agencies (such as speech and Language Therapists, Occupational Therapists, Educational Psychologists)

Assessments undertaken in school or by external agencies

Medical assessments

Liaison with other nursery / school settings.

### **Arrangements for Consultation**

At William Harding School, we actively encourage the involvement of pupils and parents of children with SEND in their education. Individual Provision maps are reviewed each half term and then adapted for the following half term as needed. Pupils, parents, teachers and TAs are all involved in this process, with pupils and parents recording their evaluations on the provision maps in addition to those of the class teacher. Parents/carers are invited formally to parents' evenings and other "Meet the Teacher" events but know that they can request a meeting with the Class Teacher or SENDCO to discuss progress or concerns at any time. When a child has an EHCP these are also formally reviewed at least annually. Communication between School and home may also occur through letters or a home/school book.

### **William Harding's Approach to Teaching Pupils with SEND**

Teaching at William Harding is of a high quality and includes effective differentiation and target setting. However, many children, at some point in their school life, may need extra support to enable them to reach their potential, such as extra help in the classroom or additional programmes of support. Reasonable adjustments to the curriculum and learning environment are therefore made, as and when required, to meet their individual needs.

This may include the provision of one-to-one or small group support, both in and out of class; specific intervention programmes; specific seating arrangements or the use of specialist equipment. The school's pupils and practice are well supported by external agencies, including Educational Psychology, Specialist Teaching Service, Speech and Language Therapy and Occupational Therapy, who provide individualised programmes and professional advice as appropriate.

Children assessed as having SEND have Individualised Provision maps, which show how support is targeted and the effectiveness of that support. Provision maps identify support received that is additional to or different from what is provided as part of the school's usual differentiated curriculum. They are reviewed by class teachers with both pupils and parents.

Pupils and parents are consulted about the provision being put in place. Inclusion is promoted in all aspects of school life, including extra-curricular activities, trips and clubs and children with SEND and without SEND are encouraged to take an active part. Risk assessments are carried out and reasonable adjustments made to enable all pupils to become active participants in the wider school community.

William Harding has a strong nurturing ethos and aims to provide a secure and positive environment where children understand that they are important and valued. Children's self-esteem, self-believe and self-confidence are seen as essential ingredients in the process to learning. All pupils take part in PHSE and circle times but additional social skills and play therapy groups, as well as Pastoral Support, are



provided to support children with social, emotional and mental health needs. Occasionally, a child may be referred to Child and Adolescent Mental Health (CAMHS) for extra support.

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

### **ARP - Additionally Resourced Provision**

William Harding has two Additionally Resourced Provisions with combined places for 16 pupils who have EHCPs. All ARP pupils are members of our mainstream classes and are integrated into these classes through adjustments where needed. Allocations and admissions are controlled by the Local Authority who have entry criteria. The ARP is for the following two areas of SEN:

- Speech and Language and Communication Needs
- Physical Disabilities

### **Organisation of the ARP**

Within the ARP the SENCO works closely with outside therapists and professionals to assess the individual needs of the pupils as defined by their EHCPs and develop appropriate programmes of work to include speech and language, occupational therapy and physiotherapy as appropriate. Pupil timetables of APR are carefully planned so that when pupils access the ARP they continue to receive a broad and balanced curriculum. All teachers at William Harding are deemed as ARP teachers and have responsibility for their pupils with support from the SENCO, SLT and external professionals.

### **Evaluation of provision and reviewing progress of Pupils with SEND**

Evaluation of the effectiveness of provision and the review of pupil's progress is undertaken at least termly. The tools used to gauge the effectiveness and impact of the interventions being delivered include:

School banding assessment levels, showing progress made Formal testing at the beginning and at the end of each termly provision

Records maintained by Learning support assistants (LSAs) when interventions are delivered Classroom observations Assessment by external agencies

Review meetings with parents and pupils Feedback from the pupil (recorded on the evaluated provision map) Feedback from the parent (recorded on the evaluated provision map).

### **Staff Training**

School staff regularly take part in internal and external training courses to develop their understanding and expertise in supporting children with SEND, including guidance on strategies to use in the classroom with students who have specific needs.

### **Transition and Transfer Arrangements Between Education Providers**

The importance of smooth transitions is recognised and is key to pupil success. For pupils with SEN joining William Harding School mid-year, electronic and paper files will be accessed from the child's



previous school. The SENCO may request a meeting with the parents and child in order to discuss the nature of the child's SEN and to find out what support the child has benefitted from previously.

When transitioning to secondary school information is passed to the receiving school for all pupils and for those with EHCPs and other pupils with high level SEN individual/additional transition processes may be carried out.

### **The School's Partnerships**

William Harding School involves other professional bodies to meet the needs of pupils with SEND and their families. These include.

- Educational Psychology Service
- Cognition and Learning
- Specialist Teaching Service
- Speech and Language Therapy Service
- Occupational Therapy Service
- School Nurse
- Paediatricians
- Child and Adolescent Mental Health Service (CAMHS)
- The Pupil Referral Unit (PRU)
- Child Protection Service and Safeguarding Team
- Social Care
- The Family Resilience Team
- Young Carers

### **Key Contacts**

Head Teacher: Miss Trudy Cotchin / Deputy Head Teacher: Mrs Abi Fuller

SENDCO Sarah Chowdhri

SEN Admin: Mrs Alex Jones

SEN Team: Miss White / Mrs Barbara Craft / Mrs. Kapinski-Noades

All of the above may be contacted via the school office on 01296 421733.

### **Complaints or Concerns**

Effective communication between school and home ensures that concerns are addressed promptly. However, should a parent wish to complain about the provision their child is receiving, the Head Teacher can be contacted and will endeavour to resolve the situation. Any unresolved issues should be dealt with as described in the Complaints Policy\*.

### **Associated Policies**

Further information can be read in the following policies, which are available from either the school office and/ or the school website.

SEN Policy



WILLIAM HARDING SCHOOL  
Aim high... Work hard... Be kind...

[Child Protection Policy](#)

[Equality Policy](#)

[Accessibility Policy](#)

[Behaviour Policy](#)

[Complaints Policy](#)