



Walsh C of E Junior School Specialist Centre (LD)

Nightingale Class

Where everyone is kind and caring and has a “can-do” attitude.

Questions

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?

All pupils attending our Centre, Nightingale Class, have a Statement on Special Educational Needs or an Education and Health Care Plan (EHCP) which identifies the setting as the most appropriate provision for the pupil. It also identifies the pupil’s primary and any additional needs. The Annual review process ensures that the statement or EHCP reflect the pupil’s current needs. The progress of all pupils is rigorously monitored by class teachers and the Senior Leadership Team. Pupil progress meetings are held each half term to discuss progress and attainment with teachers, and data is then analysed by senior leaders.

Centre staff receive information about your child’s needs from their previous school and Centre staff will attend Annual Reviews at previous school prior to transition where possible. On admission to the Centre we undertake our own formal and informal assessments to ensure that the package of support is appropriate for your child.

When a pupil is not making expected progress, reasons for this can be explored, and appropriate support can be put in place where necessary. This is then discussed with parents and carers.

If parents or carers have concerns they should talk to the Teacher in Charge of the Centre in the first instance, or alternatively may seek advice from the Centre Manager who is also our Inclusion Leader.

		<p>If your child seems to have an emerging or additional need to those already identified, this will be discussed with parents or carers by Centre staff and additional assessments may be carried out by the Educational Psychologist, Speech and Language Therapist or other visiting specialist teachers.</p>
<p>2</p>	<p>How will school staff support my child?</p>	<p>Every child admitted to the Centre will have a statement of Special Educational Needs or an Education and Health Care Plan. This document outlines the particular needs of your child and recommends the resources, teaching programmes and multi-agency involvement required to be implemented to meet these needs.</p> <p>The Teacher in charge of the Centre and Centre Manager will set targets for your child and these will be outlined in an Individual Education Plan. The targets set are based on achieving the long term outcomes and objectives detailed in the statement or EHCP and include how much teaching and support they will be given by Centre staff and how much time they will spend in their mainstream classes as well as any other individual or small group interventions they may be receiving. This is then shared with you, your child and all staff working with your child. Individual Education Plans are reviewed at least once a term to assess the effectiveness and impact of all planned provision, they are working documents and are at the centre of our teaching and learning. Nightingale Class has its own provision map outlining provision in place to meet the needs of current cohorts of children. Where pupils have provision that is significantly above that usually provided by the Centre, they will have an individual pupil provision record. All children in Nightingale class register together in the morning and after lunch each day so that the events of the day can be talked through and clarified. For the majority of children the core subjects, Maths, Literacy, Science and ICT are taught in Nightingale class. Each child is also part of a mainstream class in their year group and has an individual programme of integration into mainstream lessons. Centre staff support integration as appropriate and where necessary depending on the educational and</p>

		<p>emotional needs of each pupil. Integration programmes are designed based on the strengths of each pupil and the areas where development of skills is needed. Centre staff and mainstream class teachers work closely together to ensure that integration sessions are purposeful and meet the needs of the children.</p> <p>Mrs Pauline Baxter is the chair of the Governing Body The Governing Body have a responsibility to ensure that all procedures, school systems and policies are in place and working effectively. Mrs Baxter is also our Governor with responsibility for Special Educational Needs and Disabilities, she regularly meets with the Centre Manager and Teacher in Charge of the Centre.</p>
3	<p>How will the curriculum be matched to my child's needs?</p>	<p>Your child will have access to a broad and balanced curriculum. Some children receive a highly personalised curriculum and /or individualised timetables to meet their needs. Differentiation is embedded in practice and forms part of our wave 1 provision in all classes across the school. Learning tasks and the environment are tailored to the needs of individuals and to help them make progress.</p> <p>The core subjects, Literacy, Maths, ICT and Science are generally taught in the Centre in the mornings. In the afternoons pupils access the foundation subjects either in the Centre or in their mainstream class, depending on individual needs and abilities. In the Centre we operate a carousel of activities in the afternoons which incorporate the foundation subjects, social skills, language and communication skills, life skills, creative and physical development. Much of our curriculum is taught through a thematic approach to link activities and consolidate learning in a multi-sensory, cross-curricular way and to ensure high interest and engagement. This approach allows us the flexibility to build on the strengths of individual pupils and also to provide the opportunities needed to develop individual skills for each pupil and to work on individual targets. Throughout the year we build in trips and receive visitors linked to the topic in the Centre, this helps to bring the topic to life for our pupils through</p>

		<p>providing first-hand experiences and providing a stimulus for future work. Pupils are also included in trips and visits linked to topics being covered in their mainstream classes and across the wider school where these are appropriate to the needs and abilities of the pupils, this is always discussed and decided with parents.</p> <p>Homework is set each week and usually takes the form of a maths game and another task to be done with support from family members. In addition to this weekly homework we have an expectation that all pupils will practise reading and spelling at home regularly.</p>
4	<p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<p>Feedback on progress is regularly given to children and their families, both informally through the home-school diaries and also more formally through planned parents' evenings and written reports. In addition to this, we are very happy to arrange meetings with parents to discuss progress or any other issues at any time during the school year should the need arise and we welcome phone calls from parents at any time to discuss the needs of pupils. Further opportunities to meet with Senior Leadership team members or other professionals will be offered as necessary.</p> <p>All pupils in the Centre have Individual Education Plans which are linked directly with the objectives set in Annual Reviews, these are reviewed regularly and used as an ongoing working document to monitor and plan for progress. These are shared with parents at parent evenings and copies given to parents.</p> <p>We use an assessment tool, "B-Squared" to track progress accurately and to measure small steps of progress in the core subjects and PSHE. This helps us to set targets and ensure progress through National Curriculum levels.</p> <p>At the beginning of the academic year we carry out a base-line assessment of spelling, reading and maths and these tests are repeated mid-year. General information about supporting children's learning at home is given via the weekly newsletter, and there are many opportunities for parents to attend school events and share their children's learning throughout the</p>

		<p>year.</p> <p>We also hold a coffee morning or afternoon once every term where we often have a focus intended to help you support your child's learning and development at home. These occasions also provide a good networking opportunity for parents to share their experiences and offer support to each other as well as being able to meet with Centre staff in a more informal setting.</p> <p>Information from outside, local and national support networks is often sent to school and this is circulated to parents by the Centre Manager and via the school weekly newsletter.</p> <p>We also have a small library of books and other materials offering advice on supporting children with additional needs that parents and carers are welcome to have a browse through and borrow based in the Centre.</p>
5	<p>What support will there be for my child's overall well-being?</p>	<p>All staff are committed to providing a high level of pastoral care. Inclusion underpins our school ethos, and children know that they are cared for and listened to. We also have a Home School Link Worker and a counsellor available. We have trained first aiders and policies in place for the administering of medication in school. Where medical needs necessitate, pupils have individual care plans and these are shared with staff regularly. We are committed to a holistic approach to meeting the needs of our pupils and we work closely with parents and outside agencies such as physiotherapists, occupational therapists and speech and language therapists as necessary. As well as sometimes supporting individual pupils these professionals offer advice and strategies to staff.</p> <p>We follow the school behaviour system and also have our own positive reinforcement system in place that ensures following the Golden rules is rewarded and that all children experience success.</p> <p>Children are encouraged to actively participate in decision making in the school, and where necessary are supported to do so. Nightingale Class is represented on the school council.</p> <p>We value pupil voice and each child is given the opportunity every morning</p>

		<p>and afternoon to place their names on our “feelings board”, we can then ensure that anyone who is feeling tired, worried or sad is spoken to and helped to feel better.</p> <p>Each day begins with “sensory circuits” in the hall, this physical exercise session enables the children to calm down and/or wake up and get ready to learn often after a taxi journey into school. This is then followed by a “welcome time” where everyone is welcomed back to school and the day is talked through so that any changes to usual routines can be explained and anxieties alleviated. After morning and lunch time breaks we have a short “quiet time” we listen to calming music and this helps the transition between play time and learning time. Each day finishes with a reflection time, where we look back on our achievements of the day and think about what we might do differently the next day as each day is treated as a fresh start.</p> <p>All staff in Nightingale class know the pupils well and understand their needs, any pupil requiring some additional support will be offered it from a staff member with whom they have a good relationship. We have several calm, quiet spaces where this support can be given discreetly or where children can go to work through problems in privacy including a dark den, a deep-pressure bean bag and an enclosed outdoor area and a sensory garden.</p> <p>We encourage parents to phone us or to use the home-school diary to let us know if there are any circumstances at home that may impact on a child’s emotional well-being, so that we can make any necessary provision for that child and ensure their school day is still as successful and happy for them as possible.</p> <p>The provision for pupils’ social, moral, spiritual and cultural development is very strong. Pupils feel safe and happy. (Ofsted January 2013)</p>
6	<p>What specialist services and expertise are available at or accessed by school?</p>	<p>The Centre Manager and Teacher in Charge of the Centre hold qualified teacher status, and receive ongoing professional development. Both are highly experienced teachers with a wealth of knowledge of teaching children with Special Educational Needs.</p>

		<p>We have a on-site Speech and Language Therapist for one afternoon per week and in addition to this we have 10 hours per week of Speech and Language Therapy Assistant time. All of these professionals work with the pupils individually, in pairs and in small groups depending on their needs. Speech and Language Therapy staff work with the Centre Manager and Teacher in Charge to set targets for each child and plan appropriate teaching activities. These targets are reviewed regularly.</p> <p>We access the following services regularly depending on the individual needs of our pupils for assessment, advice and strategies:</p> <ul style="list-style-type: none"> Physiotherapist Occupational Therapist Specialist teacher for Visual Impairment Specialist teacher for Hearing Impairment Specialist teacher for Physical and Sensory Impairment Behaviour Support Service. School Nurse Educational Psychologist Specialist teacher for SEN ICT <p>We also liaise with Children’s Services to support children and families.</p> <p>We have close links with the Abbey School, The Ridgeway School, Carwarden House and Freemantles School. We access a range of outreach services, networking opportunities and training from these specialist schools.</p>
7	<p>What training are the staff supporting children and young people with SEND had or are having?</p>	<p>The Centre Manager has attended many courses and trainings in a range of areas of special needs including Learning Difficulties, ADHD, ASD, Speech and Language difficulties, Epilepsy, and behaviour management and resolution and is also trained in Makaton and using the TEACCH programme. All staff receive regular training and development in relation to meeting the needs of all pupils. This training is developed in relation to the needs of the pupils. Support staff access training offered by local Special</p>

		<p>Schools and have attended courses in understanding Autistic Spectrum Disorders, and managing behaviour associated with Speech, Language and Communication Difficulties. Three members of Support staff have completed the ELKLAN Language Builders course to develop skills in working with children with Speech and Language difficulties. Several members of Centre staff are trained in Makaton stages 1-4. All have a basic training in supporting children with Epilepsy in school. All support staff are first aid trained. All Centre staff are trained in restorative approaches. Staff working with children with specific medical or sensory needs receive training linked to these needs as necessary. All centre staff have programmes of targeted Continuous Professional Development to develop their skills and ensure they are matched to meeting the needs of the children. Staff regularly attend local and national SEND conferences to keep up-to-date with the latest developments, resources and information.</p>
8	<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>We have an inclusive ethos, and children in Nightingale class participate fully in all aspects of school life, including lunch time and after school clubs, trips and visits, discos, assemblies, performances, sports days, charity days, residential trips etc. If there are concerns around safety and/or access, individual risk assessments are carried out with consultation with parents where necessary, and every effort is made to support the child to take part. Staff members from Nightingale class always accompany the pupils on any trips including residential visits, and this may be group or individual support depending on needs of pupils and on staffing capacity. Parents are sometimes asked to accompany their child if this is thought to be in the best interests of the child.</p> <p>As well as being included where appropriate with whole school activities, we also offer a range of trips, and experiences to enhance the themes we are covering in Nightingale Class. Each year we take part in a cricket tournament organised by one of the local special schools and also a football tournament organised by Woking Football Club.</p>
9	<p>How accessible is the school environment?</p>	<p>We have an Accessibility plan in place and we ensure that reasonable adjustments are made wherever possible. The site is fully accessible to</p>

		<p>wheelchair users, and has disabled toilet facilities. We have successfully catered for the needs of several children with physical and complex medical needs.</p> <p>In the Centre we have a dark den which can be used for calm time, or for sensory stimulation. We have a deep-pressure bean bag to help self-calming. Nightingale Class has a small outdoor area that has two parts to it, one has a flat rubber safety surface, the other part has a den making area, a dig pit and an all-weather grass area. We also have a sensory garden. The school is completely fenced around the perimeter.</p>
10	<p>How will the school prepare and support my child to join the school transfer to a new school or the next stage of education and life?</p>	<p>We work closely with the local authority to ensure that children are offered provision that can meet their needs. The Centre Manager attends the Key stage 2 admissions panel in the Autumn Term and visits any prospective pupils in their current educational setting to assess whether the Centre would be able to meet the needs of the child. Prospective parents are welcome to visit the school and see the Centre working at any time during the application process and Centre staff are always happy to discuss what the Centre can offer in relation to individual needs.</p> <p>At the end of the Summer school all new pupils and parents are invited to an open evening at the school to meet staff and have a good look around. We also hold an induction week for our new pupils to come and spend time in the Centre with existing pupils. Parents are welcome to stay for as long as they feel necessary during these visits. Following our usual induction week, if it is felt further visits would be beneficial, this can be easily arranged on an individual basis. Part of our induction process includes a scrap book being given to each new pupil to complete over the summer holidays with their family, this tells us a bit more about each child and gives us a starting point for conversations in September. Sometimes children like to have photos of their new school and the staff that will be teaching them, this is arranged where necessary. Occasionally pupils are admitted part way through the year and where this is the case a similar process of induction visits is arranged to suit all involved and is decided through discussion with parents, staff at both schools and the LA. The Centre</p>

		<p>Manager and/or Teacher in Charge will attend the final Annual Review held by the school the child is leaving and this is a good opportunity for us to gather any other information we feel we may need in order to aid a smooth transition and settle the children in quickly.</p> <p>During the Summer Term of Year 5, transition Annual Reviews are held in school where the provision that will best meet the child's needs at secondary stage is discussed. We are happy to support parents by visiting any prospective provisions for their child with them if they would find this useful. We have good links with most of the provisions that our pupils tend to move on to. Once it is certain which school the child is moving on to, Staff from the secondary provisions are invited to the year 6 Annual Reviews and the children will be invited by the secondary provisions to attend their induction visits.</p> <p>We do run a transition project for our Year 6 pupils in the summer term using the AFASIC programme specifically designed for pupils with speech, language and communication disorders. This is very helpful in preparing children for using timetables, and schedules and understanding some of the social aspects of secondary school.</p> <p>We also invite past pupils to return to our school to talk to our Year 6 pupils about the schools they are at and what their experience was like on transfer. Our year 6 pupils have the opportunity to ask any questions they may have or talk about things that might be worrying them with someone who has really experienced it first hand.</p>
11	<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p>A significant amount of school resources is dedicated to providing the personalised learning programmes and appropriate levels of staffing meeting the needs of pupils in Nightingale class requires. Some of our pupils are entitled to receive the pupil premium and these monies are targeted to provide access to specific resources, such as specialist equipment or programmes, additional staffing and to provide access to alternative curriculum opportunities and experiences to enhance learning.</p>
12	<p>How is the decision made about what type and how</p>	<p>The pupils' Statement of SEN / Education and Health Care Plan identifies the pupils' current needs and how these needs should be provided for. This</p>

	<p>much support my child will receive?</p>	<p>is agreed through discussion the school and the Local Authority. We plan our provision to achieve the outcomes set for each pupil and these are reviewed each term through the Individual Education Plan and Yearly at the Annual Review meeting. Centre Staff liaise closely with mainstream class teachers and adapt the level of support given during integration depending on the nature of the lessons and the needs of the children integrating. Each child has their own integration programme again depending on their needs and abilities. There is an ongoing monitoring of progress, children are aware of their personal targets and the objectives of each lesson are made clear at the outset and progress against these is discussed during lessons with the pupils. Staff continually modify teaching approaches and resources in response to the level of progress being made by each pupil. We have a high degree of flexibility so that we can adapt the level of support for different pupils depending on what the need at that particular time. The Centre Manager who is also The Inclusion Leader oversees all additional support and regularly shares updates with the SEN governor. Advice is also sought from other professionals as appropriate.</p>
<p>13</p>	<p>How are parents involved in the school? How can I be involved?</p>	<p>We firmly believe that our pupils' needs are best met when there is a close partnership between school and parents, therefore we aim to keep lines of communication open. As many of our pupils come to school by taxi we use encourage parents to use our home-school diary system as a means of communication but e are always happy to receive phone calls and will return them as soon as possible. The school has a PTFA which always welcomes new members to help with social events and fundraising activities. We hold a coffee afternoon in the Centre once a term and parents and other family members are invited to attend. The children share their work or a short performance during these occasions. We welcome parent helpers in Nightingale Class and the wider school both</p>

		<p>to help in school and on trips. We also invite parents with specialist skills and/or knowledge to come in and share these with the children to enhance our topics.</p> <p>Parents are always invited to Annual Review meetings and there are also two parent/teacher meetings a year. There are many other informal occasions that parents are invited into school, including sharing mornings, exhibition evenings, curriculum workshops, Lads and dads days, family challenge days, family picnics, and themed days. All children in Nightingale class take part in their mainstream class assemblies and parents are invited to these.</p> <p>There is also parent representation on our Governing Body.</p> <p>A weekly newsletter is sent to all parents and carers and this carries details of all events and opportunities for parent involvement.</p>
14	<p>Who can I contact for further information?</p>	<p>In the first instance parents should talk to the Teacher in Charge of the Centre. We use the home-school diary as the main method of day-to-day communication.</p> <p>If there is an emergency or urgent issue Centre staff can be contacted via the school office by phone.</p> <p>Parents may also talk to the Centre Manager who is also the School's Inclusion Leader, the Home-School Link Worker or Head Teacher.</p> <p>If you are considering the Centre as a possible future provision for your child you should initially contact the Centre Manager via the school office to arrange a visit.</p> <p>Further information is available on the school website.</p>