

SEN local offer at Windy Arbor Primary

Our vision: To provide sufficient support to allow all our pupils to develop independence and achieve the best possible academic, social and emotional outcomes, enabling them to lead a full and fulfilling life as part of their community.

Meet the team!

Ms Fiona Edwards – SENCO and Designated Teacher for Looked After Children.
Mrs. Hannah Geerlings - Assistant SENCO and ASD lead
Mrs Hobbs – ARC lead teacher
Miss Rachael Field – SEND teacher – teacher of Thyme class.
Mrs. Lisa Taylor – Speech and Language Lead
All teaching assistants are trained to deliver SEN Support.

If you need to speak to Fiona Edwards, the SENCO, please call 0121 7798080 option 4. If she is not there, please leave a message, and she will get back to you. Alternatively email s56fedwards@windy-arbor.solihull.sch.uk.

To see the Solihull SEND Local Offer, follow this link:

<https://www.solihull.gov.uk/children-and-family-support/localoffer>

Or you can access the same information and more support for families from the Solihull Family Information Services website using this link:
<https://www.solihull.gov.uk/children-and-family-support>.

The SEND offer at Windy Arbor

The ARC

Windy Arbor ARC is one of Solihull's specialist provisions for autism. We opened in September 2018 and have space for 12 children who can access mainstream schooling with our support. Once a pupil is diagnosed with ASD and an EHCP, if the parent would like the ARC to be considered, the EHCP Officer will consult with us for that child. We will aim to visit the child in their current school, and if we feel we can meet their needs, we then offer the child a place (if we have one). See our ARC Policy on the school website for more details.

Vision for the ARC

We recognise that every child is an individual; therefore, our approach is personalised and bespoke. We aim to support children in the ARC to develop strategies that enable them to access mainstream schooling. For every child, the goal is to gradually integrate into their mainstream class 80% of the time.

The ARC Team

Mrs. Hobbs - Lead teacher and teacher of Lavender Class

Miss Field – Teacher of Thyme Class

Miss Billingsley – Teaching Assistant

Mrs Wood – Teaching Assistant

Miss Taylor - HLTA and PPA cover

Ms Edwards - SENCO and cover teacher

Interventions/teaching approaches

In the ARC, we offer a range of bespoke teaching strategies to support the children in their target areas of development. These include:

- Zones of Regulation intervention to support a better understanding of emotions
- Social skills interventions such as the Talkabout series
- Wellbeing interventions to reduce anxiety
- BEAM - exercises to support core strength and motor planning
- TEACCH - an approach to allow children to manage independent tasks
- Therapeutic play - activities and games to promote turn-taking and improve self-esteem
- Regulation and Mentoring - teaching children to recognise their emotions and then regulate themselves
- Motor Breaks - Children are given time out in the Snug Room or Sensory Room
- Soft start - Every transition into learning is supported with a soft start so that children are ready to learn
- Attention Autism

SEN Policy

The SEN policy is updated every year. The most recent policy ratified by governors can be found on the school website.

Equality Action Plan

The equality policy and action plan can be found on the school website

Our Provision

At Windy Arbor, we treat every child as an individual; offering the level of support appropriate to the child.

Universal provision:

This includes strategies that help all children access really good quality learning in the classroom, including high-quality teaching planned and differentiated to meet the needs of all abilities of children and provision of resources such as word cards, number lines, alphabet strips, pencil grips, etc.

Targeted provision:

This will include the withdrawal of children individually or in small groups to help them catch up on learning they have missed or over teach learning they find difficult to grasp. This will be done by the class teacher or teaching assistant for that year group.

Specialist provision:

When children fail to make adequate progress despite some targeted support, we work with specialists in various fields who help us assess pupils and recommend specific interventions to meet their needs. This includes, for example, 1:1 or small group speech therapy, extra literacy support, BEAM exercises, etc. A member of the SEND Team will deliver these interventions.

Through these three approaches, we can support children with a wide range of difficulties, including:

- Speech and language difficulties
- General or specific learning difficulties, including global development delay, Dyslexia, ADHD
- Autism
- Physical difficulties, including Dyspraxia or Cerebral Palsy
- Social, emotional and mental health problems, including anxiety
- Visual or hearing impairment
- A range of medical conditions where children need additional support

Speech and Language Support

We currently benefit from a few hours a week of specialist Speech and Language Therapist support from Nicola Cole. Our Speech and language lead, Mrs. Taylor, also supports pupils with speech and language difficulties. They liaise with the speech therapists and SLCD teams and deliver 1:1 and small group sessions to support children with their speech or language targets. In addition, they take the lead on the delivery of Language Link – an assessment and teaching tool that supports children with receptive language difficulties across the school.

Working with parents

Parents know their children best, and working in partnership with parents is essential. We work with parents in the following ways:

Parents evening:

Parents will be invited to discuss their child's progress with the class teacher at the Parents' Evening every term. The SENCO is usually available to talk to parents at this time.

SEN review meetings:

If your child is on the SEN register and receives specialist support, they will have targets related to this support. You will be invited to a review meeting with the teacher and/or SENCO at least twice a year to discuss progress against these SEN targets. Your child is welcome to attend this meeting if you wish. Meetings are held for KS1 children in the first half of each term and KS2 in the second half.

EHCPs:

For children who require the highest level of support, the SENCO will apply for statutory assessment for an Education, Health and Care Plan (EHCP). This is a lengthy process, part of which involves a structured discussion with the parent. Close liaison with parents is necessary throughout. Evidence is required to be collected over two terms. Once the plan is in place, it will be reviewed and updated at a meeting with the parent, SENCO, class teacher and any other specialists involved once a year, in addition to the SEN review meetings in the other two terms.

SEN Coffee Mornings:

Parents of pupils with SEND are welcome to attend a coffee morning held at least once a term. At these informal meetings, we share concerns, and

parents offer each other advice based on their experiences. Sometimes, relevant speakers are invited to attend. If you have any suggestions for appropriate guest speakers, please contact the SENCO; she will be very pleased to hear from you!

Special facilities and equipment

We have a range of resources and equipment in school to support children with a variety of different needs.

- Support for physical difficulties includes writing slopes, pencil grips, pens and pencils of a variety of sizes and ergonomically formed cutlery.
- Support for reading difficulties includes coloured overlays, coloured bookmarks, specialist books, including those with coloured paper for dyslexic students and various reading resources at every level.
- To aid spelling, we provide spelling prompts, word mats, magnetic letters and various spelling games.
- To support pupils with numbers, we have a range of maths equipment, including Numicon, base 10 equipment and other counting blocks.
- For children with very specific difficulties, we can purchase equipment, such as a specialist chair for a child with Cerebral Palsy or an audio system for a child with hearing impairment, as required.
- To support pupils' sensory needs, they can access wedge cushions, resistance bands, and lap weights. This also includes motor breaks using the sensory circuit set up round school.

Inclusion

We believe all children should have access to extra-curricular activities, including clubs, trips, School Council and social events. Every effort is made to include all children in such activities, making whatever extra provision is required available. Our breakfast club is open to all children, including those with SEND.

Transition

If any children with SEND leave Windy Arbor, we find out where they will go and ensure that their SEN file of information is sent to their new school as quickly as possible. If the child's needs are more severe, we aim to speak personally to the SENCO at the receiving school to outline the provision that was made for that child.

If a child with SEND needs to transfer to Windy Arbor, we try to put in place an appropriate transition process that can include visits here, a book of photos of people and places that the child will need to be familiar with, a tour of the school and meetings between key members of staff and parents. We aim to make transitions smooth and reduce stress as far as possible.

We support the transition of children with SEND to secondary school in various ways.

- In Year 5, we can support parents and children with thinking through the options and identifying and visiting appropriate schools
- In Year 6, once we know what school a child has a place at, we can arrange transition visits both by the child to the school and by school staff to the child. We also invite the SENCO from the receiving school to attend a SEN review meeting in the summer term.

As with most things in SEND, there is no 'one size fits all'. A transition process will be negotiated between us, the parents and child and the receiving school. We will do all we can to make this experience positive.

Transition between years:

Once we know what class room and class teacher each class will be moving up to, usually by July in the summer term, we start the transition process. The teacher will have informal meetings with their new class – e.g. pop in to read a story, the children may be sent in to deliver notes to the new teacher as a way to get to know them. More formal visits are made from the whole class to their new classroom with their new teacher close to the end of term. Children are all sent home for the summer with a transition page with photos of their new teacher, teaching assistant and classroom to become familiar with over the holidays.

Pupil Voice

There are various ways for a pupil's voice to be heard.

- Pupil interviews are held at various stages throughout the year by the SENCO and members of the Senior Leadership Team.
- The School Council also allows pupils' voices to be heard at the School Council Discussion Time, which happens every other week. These views are then brought back to the school council meetings.
- SEN reviews are held termly with parents, the class teacher and the SENCO. We encourage children, with parental approval, to attend these,

particularly children in KS2. Likewise, children with EHCPs are always invited to attend their annual reviews.

- Every other year, pupils complete the Health Related Behaviour Questionnaire. This allows us to compare the views of pupils at Windy Arbor with the local authority as a whole.
- At regular intervals, the SENCO convenes a group of SEN champions, usually children in year 5 with special needs, to support her in gaining an accurate picture of how pupils with special needs feel supported in the school.

Support from external advisors and specialist services

We work alongside a range of specialist services who support us to assess, diagnose and make appropriate provision for pupils with SEND. These include:

Solihull Specialist Inclusion Support Services - SISS

- **Social, Emotional and Mental Health Team** - We pay for 80 hours of specialist support a year. This is used for observations of pupils, meetings with parents, 1:1 diagnostic work with pupils, 1:1 therapeutic work with pupils, production of reports and staff training.
- **ASD Team** - Support from this team is free to school and targeted at pupils with a diagnosis of autism who are struggling in school. It includes observations of pupils, advice and support to the SENCO, teachers, parents and carers. We can also apply for ISP support, where a team member will come into school and work with a child on a specific difficulty over a few weeks.
- **Sensory and Physical Impairment Team** - pupils in school with diagnosed hearing loss, visual impairments or physical disabilities are supported by members of this team who visit to support pupils in class, provide advice to teachers and parents and conduct appropriate staff training.
- **Speech Language and Communication Disorders Team** - This team will only work with pupils diagnosed with speech or language disorders, and referrals are made via the NHS speech therapists. They offer blocks of support through staff from the two speech and language ARCs and provide targets for pupils and support to staff and meeting with parents.

Solihull SEND team

Early Years Support and Assessment Team EYSAT - support from this team is free to the school; a specialist staff member will observe the child

in our Nursery, provide advice and support to staff and parents, and assist with referrals to other services or for an EHCP if required. Support is only available from this team in the first two terms of Nursery and preschool settings.

Educational Psychology EP

The LA EP team is currently very under-staffed so we do not have a named EP this year. We can still buy in EP support in extreme cases. The LA EPs will be involved when a child is referred for an EHCP.

SENTAA

SENTAA is a private organisation that provides learning assessments of pupils. We pay for 120 hours of support from this organisation each year. They visit school to work 1:1 with pupils, assessing their reading, writing and mathematical skills and underlying ability. Their reports provide an overview of the pupils' abilities and suggest appropriate actions and interventions to support their learning. They can diagnose dyslexia and dyscalculia. In addition, they provide training to school staff.

NHS

In addition to these school-specific services, we are also able to make referrals to NHS bodies, including:

- Speech therapy - we can refer for blocks of speech support or diagnosis of language difficulties. Since Covid, there has been a long wait for this service.
- Occupational Therapy - we make referrals for this service to diagnose specific physical difficulties such as dyspraxia (although a paediatrician must confirm a diagnosis) and suggest interventions and equipment to support children with physical difficulties. They occasionally provide support pupils with high levels of sensory need. Note there is currently a long waiting list for this service and they usually insist that a parent attends a course before they will see the child.
- Specialist Assessment Service - Where needed, we can refer to the SAS for a diagnosis of autism. This is a lengthy process as we must collect evidence over at least 2 terms and involve external specialists. There is currently a two-year wait once on the waiting list. Referrals with insufficient evidence are not accepted.

Staff Training

We undertake training regularly. The list below is an example of the training held for staff members over the last year:

Safeguarding

First aid
Autism, AET training (updated every 3 years)
Therapeutic play
Speech therapy
Language Link
Hearing Impairment
Mental health and wellbeing
Supporting anxious pupils
Precision teaching
Nurture

Accessibility

Our newly remodelled school is all on one level and was designed with accessibility in mind. We have four disabled toilets in the mainstream school and a large one, including a changing and shower area in the ARC. The new classrooms are quieter and have been audited to make them autism-friendly. For more information, look at our Accessibility policy under 'SEN Policy' on the SEN page of this website.

HELP!

Parents have asked for help on the following topics.

If there are any other topics you would like us to add, please contact the SENCO.

Sleep

It is essential that children get enough sleep. Children need sleep to grow and develop normally and to concentrate on learning at school. There are many reasons why children may not get enough sleep, and plenty of advice is available. Below is a website that you may find useful.

<https://sleepcouncil.org.uk/getting-a-good-night-sleep-for-children/>

There is also excellent advice on the NHS website; just google: NHS sleep problems in children.

Food and eating

Food can be a battleground with children; getting it right from the start is the best way. The following website has some good advice:

<https://www.helpguide.org/articles/healthy-eating/healthy-food-for-kids.htm>

For a list of the most common childhood eating disorders look at:

<https://www.eatingdisorderhope.com/treatment-for-eating-disorders/family-role/eating-disorders-in-children-12-and-under>

If you have concerns, see your GP. He or she can refer you to a paediatric dietician.

Dyslexia

Dyslexia is a common learning difficulty affecting how people read and spell words. It is thought that up to 1 in 10 people in the UK has a certain degree of dyslexia. Children with mild dyslexia will take longer to learn to read and write; children with severe dyslexia will need additional help. Many organisations are claiming to diagnose dyslexia. Be warned many of these diagnoses are not valid. **An optician cannot diagnose dyslexia!** Diagnoses from a qualified practitioner registered with the BDA could cost in the region of £300-£500. If you feel your child is dyslexic, please speak to their teacher, who will refer them to the SENCO. If there is reason to believe your child is dyslexic, we can refer to SENTAA, specialist teachers paid by the school who are qualified to diagnose dyslexia. They will conduct the appropriate tests and recommend effective teaching interventions. Once these have been in place for at least two terms, they can re-assess the child and provide a diagnosis. This is a long process, and referrals are unlikely to be made before the child is in KS2 (year three and above). A reliable and useful source of information on dyslexia can be found on the British Dyslexia Association website. www.bdadyslexia.org.uk/

Autism Spectrum Disorder (ASD)

Autism is a lifelong developmental disability that affects how a person communicates with and relates to other people. It also affects how they make sense of the world around them. The internet is full of information regarding autism. The most reliable sources of information are the two organisations below:

The National Autistic Society
The Autism Education Trust (AET)

Look at their websites and search for the information you need.

If you are concerned that your child may have autistic traits please discuss this with your child's class teacher. Where the school agrees that there is reason to believe a child has autism, we will support you to complete a referral form for the Specialist Assessment Service. This is a long process; the referral will not be accepted without nearly a year of school-based evidence. Once accepted, there is currently a 19-month waiting list.

For further information and support, contact Autism West Midlands using the following link: www.autismwestmidlands.org.uk

This provides support services to families and carers of autistic children, including an information helpline, family outreach workers, support groups and training.

Speech and Language

If you think your child's speech or language are not developing as they should, please speak to your child's teacher; he/she can instruct the SENCO to make a referral to the Paediatric Speech therapy team.

Talking Point is a resource all about children's speech, language and communication designed for parents, people that work with young children and young people themselves. It contains information about supporting children's speech and language development and helps you to identify if a child is having difficulties or falling behind. If they are struggling, it tells you what you want to do. www.Talkingpoint.org.uk

The Communication Trust is a consortium of over 40 voluntary sector organisations that bring together their expertise to ensure that all children's speech, language and communication needs are met. To find out more, go to: www.thecommunicationtrust.org.uk

Support services for parents

Solihull SENDIAS Service

This stands for Special Education Needs and Disability Information Advice and Support Service and it supports children and young people with SEND and their parents/carers.

Address: Solihull SENDIAS, 11-13 Land Lane, Marston Green, Solihull, B37 7DE

Telephone: 0121 516 5173

Email: solihullsendias@family-action.org.uk

Web: www.family-action.org.uk/solihullsendias

If you are unsatisfied with any aspect of your child's support in school or through the local authority, the SENDIAS service can support you to challenge this and assist your child in getting the support you feel they are entitled to.