



Low Road and Windmill Music Federation

www.musicfederation.co.uk

SEND Local Offer 2020-21

General Statement

Low Road and Windmill Music Federation has an inclusive ethos and works in partnership with children, parents and other agencies to provide the best possible educational outcomes. We have high expectations of all our children and put support in place at the earliest possible stage where needed.

All SEND provision is overseen and managed by the Senior Leadership team in school and is co-ordinated by the SENDCO. The SLT monitor, review and evaluate all SEND provision on a regular basis throughout the year and report to the school governing body on how individual needs are being met and how SEND funding is being spent..

All our children are treated as individuals and the class teacher, alongside other support staff, plan an appropriately differentiated curriculum for children with additional needs to ensure high quality teaching and learning with effective support and resources. Clear Individual Education Plans (IEPs), Individual Behaviour Plans (IBPs) and Care Plans are put in place and reviewed regularly. Key assessments are then made to ensure children are on track to meet targets and that planning accurately addresses need. Progress and plans are regularly reviewed and evaluated to inform next steps.

Parents are vital partners in the child's journey through school and are invited to attend review meetings of their child's progress twice a year through parent's evenings. Where the child has more complex needs, parents are invited to regular meetings with the class teacher, SENDCO and other professionals. Children with an Education, Health and Care Plan (EHC Plan) are also invited to an Annual Review where their child's progress against objectives in the EHC Plan are reviewed and reported to the Local authority. Parents are welcome to request a meeting with the SENDCO should any concerns arise about their child's progress.

Access:

An appropriate and accessible learning environment is provided within the schools means and confines of the building and is adapted where possible with additional funding, if available and necessary.

Low Road: there are disabled toilet facilities in main school and a changing suite and wet room in the Nursery and Reception area.

Windmill: there are disabled toilets with changing facilities in both KS1 and KS2.

Windmill Daycare: there are disabled toilets and changing facilities

Workforce Development and Training:

All staff in school are trained, and have worked alongside other professionals, to develop their skills, knowledge and expertise in specific areas of SEND such as autism, general learning difficulties, behaviour, hearing and visual impairment and speech and language difficulties. Specific staff at both schools are also trained to meet the needs of children with complex medical needs. High priority is given to the emotional and social wellbeing of our children and both schools have staff trained in nurture and counselling techniques.

Working in Partnership with other Agencies:

Support is sought from other agencies where necessary in order to maximise learning potential. We regularly engage with Physiotherapy and Occupational Health Service, CAMHS and the School Nursing Service. We have very close links with Local Authority services such as School Improvement, Educational Psychologists, Behaviour Support and the Complex Needs Team. Both schools pay for extra weekly speech and language therapy time so our children have access to a trained Speech and Language Therapist as often as possible. Cluster services such as Attendance Support, Family Outreach Workers and Counselling and Therapeutic Services can all be accessed via our Parent Support Workers.

Policies:

The following School Policies, available on the website, reflect the school's commitment to inclusion, safety and well-being of children-

Inclusion

Behaviour

Teaching and Learning

Safeguarding/Child Protection

Anti-bullying

For more details or to view any of the above policies please contact the Federation Headteacher – 0113 2712115

Frequently Asked Questions (FAQs)

What do I do if I think my child may have Special Educational Needs?

Parents should contact the SENDCO:

Low Road – Rebecca Amos 0113 2716051

Windmill: Rebecca Amos – 0113 2712115

Windmill Children's Centre – Rebecca Amos/Emma Wheallens 0113 2141759

Arrangements will be made for a meeting where school will listen carefully to concerns and put appropriate actions in place. This may involve signposting to other professionals if necessary.

How will school support my child?

The class teacher and SENDCO will plan an Individual Education Plan (IEP) or Individual Behaviour Plan (IBP) which will be overseen by the SENDCO and any other professionals involved with the child. The programme will be delivered by teachers and support staff and will be reviewed regularly by teachers and the SENDCO. The contents of this programme will be shared with parents at parent consultation evenings or at reviews with the SENDCO.

How will the curriculum be matched to my child's needs?

As well as an IEP or IBP, which would usually be delivered on a one to one or small group basis, all children will have access to a curriculum which is differentiated to challenge and meet individual needs. Children may be also be grouped to access targeted support or specific resources.

How will I know how well my child is doing and how will you help me support my child's learning?

In addition to normal reporting arrangements there will be Parent Consultation Evenings where there will be opportunities for parent/carers to discuss their child's progress with class teachers. The SENDCO is always available on these evenings for further discussion and to support parents/carers with any concerns they may have.

Parent/carers themselves can be involved in supporting their child's education in consultation with the class teacher. This may involve special homework tasks or reinforcement of classroom strategies in the home.

What support will there be for my child's overall well-being?

The Low Road and Windmill Music Federation prides itself on having a caring and supportive ethos. We have an inclusion team who make sure children have the highest levels of pastoral care possible. This support may include sessions with key members of the Inclusion Team who plan programmes and offer support to meet the emotional and social needs of individual children.

The Federation is committed to working in partnership with other agencies to ensure well-being is met. Both schools have Parent Support Workers who ensure cluster support is available for families who may need additional support. Our Parent Support Workers are also trained in the Early Help process.

All our staff are trained in Child Protection procedures and we also have several members of staff at each school who are specially designated to ensure the safeguarding of all children.

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

The Low Road and Windmill Music Federation recognizes the importance of early diagnosis and intervention and can access a wide range of services to provide support to children and their parents. For families and children who may have a Special Educational Need or Disability the SENDCo can access services from a variety of specialists such as Educational Psychology, Speech and Language Therapists and the Complex Needs Team. We have close links with School Nurse who is available to train staff when children have specific medical issues and links with many other support agencies. Parent Support access cluster Workers in both schools can also support families and resources and services such as counselling and mental health. They can also signpost to services and support for a range of issues such as housing, domestic violence and bereavement.

What training are the staff supporting children with SEN having/had?

The Music Federation SENDCo and SEN Team leader holds a Postgraduate Diploma in SEN Co-ordination from the University of Leeds. The three SENDCo's within the Federation are experienced in the variety of needs that may present in an inclusive primary school.

Due to our purchase of extra Speech and Language Therapist time, many staff have become trained and specialised in the development of speech and language groups and the delivery of individual programmes of study across both schools.

Our Inclusion Team at both schools and 1/1 support staff are skilled in behaviour management. Through in house training and input from outside providers we also have high levels of expertise in the understanding of

behavioural difficulties and have robust systems in place to support and monitor children whose barriers to learning lie in this area.

Staff have attended extra training to support their own learning and specific staff have become specialised in areas of need including:

Autism

Dyslexia awareness

Specific Maths and English interventions

Speech and Language

Phonics

Team Teach techniques

Restorative Practice

Safe Working Practice

Gastrostomy feeding

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

At Low Road and Windmill Music Federation our aim is to ensure all children with SEND are able to access all activities and school trips enjoyed by their peers. We are committed to ensuring specific provision is in place to ensure a child with specific needs can access activities and trips as much as possible.

How accessible is the school?

An appropriate and accessible learning environment is provided within the confines of the building and is adapted where possible with additional funding if necessary. Both schools are single storey and have wheelchair accessible classrooms and disabled toileting and changing facilities. Children who need additional specific equipment and facilities will have their needs met to the best of our ability sometimes through an application for additional funding

How will the school help my child on transfer to the next phase of education?

Transition arrangements and the involvement of child and parent in these arrangements are firmly established in the school. Nurture provision is planned to ensure children make all transitions smoothly and confidently. The SENDCo will be actively involved in transition for children with SEND.

How are school resources allocated and matched to the children's SEN needs?

The school is funded on a national formula per pupil. Blocks of £6,000 are allocated depending on the number of children who meet the criteria and who are on the school's inclusion register. The school can apply for a 'top-up', based on strict criteria, if it is felt that a child's needs are above that which can be provided through the £6,000 block. The school uses the additional funds to put appropriate support in place to meet the specific needs of a child. This may take the form of a key worker to support the child to access a personalised timetable, develop independence and access all areas of the curriculum.

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

The SENDCO will take advice from all professionals involved with the child alongside the views of parents and the child themselves if appropriate. The best

package of support will be presented to the Head teacher and the Senior Leadership Team and will be implemented accordingly.

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

The Governing Body has several Parent Governors to act as a link between the school and all parents. Parents are kept informed about teaching and other events through regular newsletters, open evenings and open days. The school holds information sessions to show parents our methods of teaching phonics, reading and maths. Parents are invited into the school for various performances and concerts throughout the year.

Who can I contact for further information?

1. If I am considering applying for a place?

Contact the school office, who may direct you to our Parent Support Workers for further information and help with your application

2. If I wish to discuss something about my child?

Contact your child's Class teacher. You may then be signposted to a more senior member of staff or the SENDCo if necessary.

3. If I want information about other support services?

Contact the school office who will direct you to the Parent Support Workers and/or the SENDCO

4. If I want further information about the Local Authority's Local Offer?

Go to www.leeds.gov.uk and search for Leeds local offer or contact the SENDCo for information about how the changes will affect you and help with accessing the local offer.