

Special Educational Needs and Disabilities (SEND) Local Offer and Provider's SEN Information Report



Homer First School & Nursery

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Type of School:	Maintained First School & Nursery

1. Identifying special educational needs and disabilities (SEND)

a. What kinds of special educational needs and disabilities does the setting provide for?

Homer First School & Nursery are committed to inclusion and believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We are committed to giving all of our children every opportunity to achieve the highest of standards. This helps to ensure that our school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We aim to engender a sense of community and belonging, and to offer new opportunities to learners. At Homer we work collaboratively alongside professionals and parents/carers to ensure needs are identified early and appropriate support is in place to ensure every child is able to achieve their very best. Teachers and Teaching Assistants are experienced in working with children with Autism, Attention Deficit Hyperactivity Disorder (ADHD), Speech and Language needs, Occupational Therapy needs, Specific Learning Difficulties and those with Social and Emotional Mental Health needs.

b. How does the setting know if children and young people have special educational needs and disabilities and need extra help?

At Homer, children are identified as having a special need through a variety of ways. These include:

- Information gained through meetings with the child's previous setting.
- Concerns raised by a parent/carers.
- Significantly lower than expected age related achievement and/or progress through termly standardised assessments.
- Concerns raised by a member of staff such as unusual behaviour.

- Information gained through meeting with other professionals that might be in contact with the child such as a physiotherapist, speech therapist, occupational therapist or paediatrician.

c. What should I do if I think my child/young person may have special educational needs or disabilities?

If you have any concerns regarding your child's progress or well-being, then please speak to either, your child's class teacher, the SENCO or Deputy SENCO. Appointments can be made by phoning or emailing the school office.

2. Support the setting provides for children and young people with SEND

a. What teaching strategies do you use to support children with special educational needs and disabilities?

We are committed to inclusion and ensuring that all children experience success and independence by recognising that some children find it harder to learn than other children of the same age. Sometimes, it may be possible to help children by making small changes to teaching and support and we strive to ensure all children experience High Quality First Teaching. Teachers plan lessons with objectives that meet the differing needs of the children in the class, recognising that not all children learn in the same way. Our school has many different ways of helping children to learn more easily and make progress. This may include adaptations to teaching methods and the resources used, e.g. use of visual timetables or individual work stations. Frequent feedback is provided through marking, verbal feedback and home-school communication.

Teaching is carefully adapted through the use of simplified and scaffolded approaches, alongside visual supports and symbols such as Widgit to aid understanding. Pupils are supported through structured sentence-building approaches and explicit vocabulary teaching using Tier 1, 2 and 3 models. Planned opportunities for repetition and retrieval are built into learning to reinforce understanding and support long-term language development.

b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?

Some classes may have access to additional teaching assistants depending on the needs of the children within the class. We have a small Speech, Language and Communication team known as ELKLANs. Our ELKLAN teaching assistants work across our setting delivering one-to-one speech and language plans. Children with Autism or communication and language needs are supported through the use of visual resources, timetables, workstations and home-school communication diaries if required. We use Widgit Online to create both print and interactive materials. Children have access to IDL Numeracy a maths programme which focuses on precision teach methods. Children identified with literacy difficulties are supported with additional phonics keep-up groups, Precision Teach methods and have access to IDL, an online reading and spelling programme. Children with additional social, emotional and mental health needs can be supported by our trained ELSAs or by staff trained to deliver Drawing and Talking. We have Nurture Groups available for Key Stage One and Two pupils. We have a range of dyslexia friendly books, reader pens, online audio library and coloured overlays to support pupils with specific learning difficulties. For pupils requiring support to secure foundational knowledge in number we offer Number Stacks.

Homer First School and Nursery offers a school-based enhanced provision (Hub) for pupils with communication and interaction needs. This provision supports pupils who benefit from a structured, language-rich environment, with targeted teaching to develop their understanding and use of language through increased opportunities for modelling, repetition, and small-group learning. The Hub delivers a highly adapted curriculum using approaches such as Colourful Semantics, Blank Level questioning, structured talk, and carefully planned tiered vocabulary (Tier 1, 2 and 3), alongside regular opportunities for overlearning and retrieval. A holistic approach is central to the provision, with the use of sensory circuits to support readiness for learning and strategies to develop emotional regulation, enabling pupils to feel safe, calm and engaged. The provision is delivered by skilled staff who work closely with both the

school's SENCos and external professionals. Placement within the Hub is based on pupils' identified communication and interaction needs, informed by SENCo assessment, external professionals where appropriate, and ongoing review of progress. Pupils may access the provision on a or part-time basis and can move flexibly between the Hub and mainstream classes according to their needs.

c. How is the decision made about what type and how much support my child or young person will receive?

A child's needs will be identified through baseline assessment, progress over time and discussions and reports from other professionals. Once a child's needs have been identified, targets, timescales, resources and outcomes are tracked via a pupil provision map. The type of support provided will be based upon the extent of the child's needs and the required outcomes.

d. How will I (the parent) be involved in planning for and supporting my child or young person's learning?

Parents and their child are invited to attend termly SEND reviews with their child's class teacher. These reviews will focus on the child's achievements and new targets for the following term. In the summer term the child's new class teacher and SENCO if requested will join the meeting, to plan for the year ahead. In some cases, children may also have a daily home/school communication book. As part of our on-going commitment to inclusion, if parents would like to discuss progress at any point in the year with those involved in their child's learning we will endeavour to arrange a meeting promptly.

e. How will my child be involved in his/her own learning and decisions made about their learning?

Children are encouraged to form their views either verbally or non-verbally using appropriate methods to suit communication needs prior to review meetings. They have a right to receive and make known information, to express an opinion and have that opinion taken into account. Whenever appropriate, children's opinions and views will be sought and they will be encouraged to take an active part in decision making, especially as part of their reviews. Children are given frequent opportunities to review/respond to marking and self-assess their learning. Throughout the school we promote the use of child-initiated learning and plan and deliver lessons based on the children's interests. Within our Early Years classes, the children have the opportunity to 'Free Flow' giving the children the freedom to initiate and explore a range of learning opportunities focusing on the Prime and Specific areas of learning within the Early Years Curriculum. Their progress is recorded through online observations and reported to parents weekly.

3. Children and young people's progress

a. How do you check and review my child or young person's progress?

Class Teachers will review children's progress towards meeting the outcomes set on their pupil provision map termly. Class Teachers attend termly pupil progress meetings with the Headteacher to assess progress, successful strategies and potential barriers to learning. If required further assessments or advice may be sought from external professionals. Children receiving SEN support have termly reviews and are provided with an annual school report. Children with an Education, Health and Care Plan (EHCP) will also have a formal annual review in addition to this, and depending on the needs of the child, may have interim review throughout the year.

b. How do you involve my child or young person and parents in those reviews?

Prior to an EHCP review the views of the parents/carers and child will be sought. Parents/Carers, family friends and professionals are invited to attend and provide any written reports in advance. The draft review paperwork will be available to parents prior to the meeting. If appropriate, the child can attend the whole or part of the review. After the review a copy of the completed paperwork will be given to parents.

Children receiving SEND support will have termly meetings; parents and the child are invited to attend. Parents are welcome to bring family friends to the meeting. The child's views are provided prior to the meeting and parents views recorded at the meeting. A copy of the review is available upon request from the class teacher.

c. How do you know if the provision for children and young people with SEND at your setting is working?

All children's targets are Specific, Measurable, Achievable, Realistic and Time-bound (SMART). A baseline assessment is obtained prior to an intervention programme and then impact measured through an assessment at the end. In some cases, this may involve asking the child questions to assess their emotional well-being. If at any point an intervention is not helping a child achieve these targets, the intervention will be reviewed. If required, observations and assessments will be arranged with other professionals to review progress. At every stage we welcome feedback from parents/carers about their child's progress.

4. Support for overall wellbeing

a. What support is available to promote my child or young person's emotional and social development?

The school has a Deputy SENCo with responsibility for pastoral care, mental health and wellbeing, ensuring a coordinated approach across the school.

At Homer we provide a holistic approach to learning, children are provided with weekly Personal, Social, Health Education (PSHE) lessons, relating to changes/challenges within everyday life. We use 1Decision to deliver our PSHE lessons. We are pleased to be a 'myHappymind' school. 'myHappymind' is all based around helping children to understand how their brain works and to support them in developing positive skills and habits to be their very best selves

The school has access to a Family Link Worker from the East to West Charity. The school has a team of Emotional Literacy Support Assistants (ELSA) working across the school to support children with behavioural, social and emotional needs. In addition, children can be referred to access our Drawing and Talking therapy programme run by trained members of staff. We provide a Nurture Group for pupils in Key Stage One and Two. We use the Boxall profile resource to support the assessment of children's social, emotional and behavioural development. All playtimes/lunchtimes are supervised and incidents reported to class teacher and Headteacher. Children with social and emotional difficulties have access to Teaching Assistants at break times. Across the school we have staff that are First Aid Trained to support children with medical needs.

5. Preparation for new and next steps

a. How will you help and prepare my child to join your setting?

Initial contact is made with parents and the previous setting as soon as we are notified of the transfer. Visits and discussions with the parents, child and relevant professionals working with the child are arranged. If required, a transition booklet containing photographs, maps and school information will be specially produced with the individual child in mind. If required, staff will receive training to support the child and any necessary equipment or resources ordered.

b. How will you prepare my child young people to join their next year group, school, college, stage of education or life?

Transition between year groups:

Children with special needs are prepared for transition to a new year group through frequent visits to the new class during the summer term. In addition to this, each child is given a transition booklet made specifically with the individual child in mind. All pupils with an Education, Health and Care Plans or SEND have a One Page Pupil Profile in which all strengths, needs and special arrangements are documented. The profiles are updated annually and handed to relevant members of school staff in preparation for the new academic year.

Transition to Middle School:

Middle school staff are invited to the transfer annual review of a child with an Education, Health and Care Plan. The SENCO meets with middle school staff to discuss all children with special needs prior to transfer. The SENCO can arrange additional visits to the middle school for children prior to transfer. All documentation and information is

forwarded for any child transferring to another school before the end of year four. If required, a transition booklet containing photographs, maps and school information will be specially produced with the individual child in mind.

6. Accessibility and specialist equipment

a. How accessible is the setting environment?

Do you have an accessibility plan?

The school has been partially adapted to accommodate children with a physical disability. The car park has two designated disabled parking spaces with easy access to the school. The entrance to the main school building has doors that can be opened to allow wheelchair access. There is a purpose-built disabled toilet. The school's accessibility plan can be found on the school's website.

b. What if my child needs specialist equipment or facilities?

The school will liaise with professionals in order to provide equipment to support the needs of each individual child.

c. How will my child or young person be included in activities outside the classroom including physical activities, clubs and trips?

At Homer we ensure all trips are inclusive by planning in advance and using accessible places. Risk assessments are undertaken for all trips. All children are welcome at our breakfast club and after school activities. For those children who require 1:1 support in order to take part in an activity, staff will liaise with parents, SENCO and the Headteacher about providing support.

7. Training for staff, specialist services and further support

a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?

The school's SENCO and Deputy SENCO have received the National SENCO qualification and regularly attend SENCO cluster meetings and courses to receive up to date information and training. We have ELKAN trained staff, HLTAs, trained ELSA and Nurture practitioners and Drawing & Talking therapy trained staff. We regularly audit the current needs of the school and future needs to ensure staff are appropriately trained. Staff have also received training to deliver Lego Therapy. We usually access courses provided by RBWM, RBWM outreach services and NHS Speech and Occupational therapy assistants. There are staff across the school who are trained Paediatric First Aiders. We have an inclusive approach to meeting the needs of the individual child and if required we would ensure that staff receive appropriate training to meet the needs of the child.

b. What other agencies do you involve to meet the needs of my child or young person and how can I access support from these agencies?

The SENCO and Deputy SENCO regularly meet with other agencies to review progress and access support for children with SEND. For your child to be discussed at these meetings, we will ask for your permission in advance and you will be provided with copies of any reports or assessments. Agencies we often use include the RBWM/AfC Children and Young People Disability Service, Education Psychology Service, the School Nurse, the Speech and Language Therapist, Occupational Therapy, Cognition and Learning, SHINE (Outreach Autism Service) and the Early Help Hub. In addition to this we have contact with, Behaviour Support, Berkshire Sensory Consortium Service and the Child and Adolescent Mental Health Service (CAMHS).

c. Who should I contact to find out about other support for parents, carers and families of children and young people with SEND?

You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families
Tel: 01628 683182
Email: IAS@rbwm.gov.uk
Website: <https://www.ias-rbwm.info/>

Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child/young person: <https://rbwm.afcinfo.org.uk/>

8. Policies

a. Are you aware or familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?

Yes

b. Where can I find other setting policies relating to SEND?

The following SEND policies are available from the school office upon request or some can be found on the school website at the following link:

<http://www.homerfirstschool.co.uk/Policies>

- SEND Policy
- Accessibility Plan
- Positive Handling Policy
- Child Protection Policy
- Behaviour & Regulation Policy
- Disability and Equality Policy
- Policy for Supporting Pupils with Medical Conditions
- Personal Care
- Whistleblowing Policy

9. Additional Information

a. Do you provide any other resources for children and young people with SEND?

The school will source and make use of all available resources and purchase any necessary equipment in order to meet the needs of the individual. Please arrange a meeting with the SENCO via the School Office.

10. Feedback and complaints

a. What do I need to do if I have a concern or complaint about the setting and its provision for my child or young person?

Homer First School aims to provide the highest quality care and education for children attending the School by holding the principles of the Helping Children Achieve More at the heart of its work. We will endeavour to ensure children are happy during their time at Homer and that parents and carers are pleased and satisfied with the quality of the School. The school will listen and take seriously any concerns or issues raised by parents and take appropriate steps to resolve any problems.

Homer First School members of staff will be responsible for managing complaints on a daily basis. If a complaint is made against a member of staff or key worker, the Headteacher will conduct the investigation.

A copy of our complaints policy can be found on our website.

11. Glossary

Terms used in this document	Description/explanation of term
ASD	Autistic Spectrum Disorder
ELKLAN	Speech & Language Training provider
ELSA	Emotional Literacy Support Assistant
HLTA	Higher Level Teaching Assistant
PSHE	Personal, Social, Health Education
SENCO	Special Educational Needs Co-ordinator
SEND	Special Education Needs & Disabilities
RBWM	Royal Borough of Windsor and Maidenhead
AfC	Achieving for Children

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