



Mainstream Schools' Local Offer (2021)

Schools are asked to give their responses to the following questions for publication in the Authority's Local Offer. This information will help parents, carers and young people to understand how you manage Special Educational Needs and Disabilities (SEND) in your school.

1. Identification of Special Educational Needs and Disabilities (SEND)

1.1 How does the school identify children/young people with special educational needs and disabilities?

We will assess each pupil's current skills and levels of attainment on entry. This builds on previous settings and Key Stages, where/ if appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

We do not solely focus on academic data but also attainment in other areas, such as social, emotional and mental health and behaviour logs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We use a range of assessments to monitor children's progress (such as White Rose) and highlight children whose attainment is less than expected. Pupil progress is recorded on the 'All in One Tracker'. These assessments are used in the Assess, Plan, Do, Review cycle.

1.2 What should I do if I think my child has SEND?

If you are concerned that your child may have SEND, it is important to discuss this with the school. In the first instance, parents should approach their child's class teacher, who will refer to the SENDCO if appropriate. You can also request a meeting with Mrs MacManus via sendco@wildmoorheath.org.uk. You will always be listened to, treated with respect and your concerns taken seriously. We encourage a strong, open and honest dialogue between home and school. As we welcome you to inform us, we will also approach you if we believe your child requires support. We will work as a team to ensure that the right provision is put in place. If you wish to discuss your child's needs prior to joining us, please do make contact.

2. Support for children with special educational needs

2.1 If my child is identified as having SEND, who will oversee and plan their education programme?

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. Teachers also consult with the SENDCo to support the planning and resourcing of interventions.



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2.2 How will I be informed / consulted about the ways in which my child is being supported?

At Wildmoor Heath we believe a firm partnership between home and school improves future outcomes for children. We encourage a strong, open and honest dialogue, involving parents/carers and pupils (where appropriate) in identifying whether they need special educational provision. These discussions ensure that:

- Everyone develops a clear understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Outcomes for the child are agreed and understood
- Everyone is clear on what the next steps are
- Provision (beyond quality first teaching) will be recorded on a termly provision map and SMART (specific, measurable, achievable, realistic and time bound) targets recorded on a Pupil Passport
- Parents are confident to reinforce the provision or contribute to progress at home.

Pupils with an Education, Health and Care plan (EHCP) can, if appropriate, share their views at their annual review and work with staff to share their achievements and aspirations. This is recorded as part of a PowerPoint, scrap book or in other ways depending on the child. Some pupils attend reviews to share their work verbally.

2.3 How will the school balance my child's need for support with developing their independence?

We will review termly how the interventions and support your child receives impacts on their progress. It is important that your child develops their independence and that they are as best prepared as possible for the next phase in their education. Support that includes the child within the classroom activities will be prioritised. It is important to facilitate your child through a range of support methods (e.g. group work, 1:1 support, in-class resources and peer support). We encourage all of our children to participate in activities outside of the classroom, for example sporting events and musical productions. Where appropriate, your child may be given an individual personal target to promote their independence skills.

2.4 How will the school match / differentiate the curriculum for my child's needs?

At Wildmoor Heath we ensure that all children are given full access to the rich curriculum, including all subjects and the wider opportunities we offer. We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum e.g. ensuring all pupils are able to access by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids e.g. coloured overlays, coloured paper, visual timetables, larger font, wedge cushions, timers etc.
- Differentiating our teaching e.g. allowing longer processing times, pre-teaching of key vocabulary, reading instructions aloud, breaking down tasks etc.
- Sensory diet e.g. ensuring movement breaks are scheduled (where appropriate)
- Calm corners e.g. creating a space to reflect and encourage self-regulation of emotions



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2.5 What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?

The teaching strategies the staff use have a multi-sensory approach. Every child is unique and has different needs even with a similar diagnosis. The teaching strategies we use are tailored to the child's needs and usually include adjustments in the classroom, extra adult focus and specific intervention opportunities. These needs may also change across the child's school life; therefore the teaching strategies used vary to support each individual child. Where necessary, additional resources can be used to help support your child throughout the school day. Staff are advised by specialist services such as Autism Support, BST and the Sensory Consortium.

2.6 What additional staffing does the school provide from its own budget for children with SEND?

We have teaching assistants in each class some of whom who are trained to deliver interventions such as those listed in section 5.6. Teaching assistants will support pupils in small groups when directed by the class teacher, to support in class or outside of the classroom on specific interventions.

Teaching assistants are also used to deliver support for those children with an Individual Education Plan (IEP) and/or an Education, Health and Care Plan (EHCP). Support will be tailored to the needs of the child as directed by the IEP and/or EHCP – this may take the form of some 1:1 opportunities, small group work and support to transition from classes or activities. We believe in supporting all children, including those with EHCPs, to become independent learners. Unless strictly stated in an EHCP (this would be part of building evidence for a statutory assessment or to support a pupil whose behaviour is unsafe without this support), a pupil will not be 'shadowed' by a Teaching Assistant. We believe that modelling and scaffolding empowers a child with needs to achieve independence and reach their goals.

We work with the following agencies to provide support for pupils with SEND:

- Autism Support
- Educational Psychology
- NHS e.g. CAMHs, SALT, OT, Physiotherapy, school nursing service
- Support for Learning (SFL)
- Pediatricians
- Margaret Wells Furby and Early help services
- Children's social care
- Behaviour Support Team

2.7 What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one basis or in small groups?

Type/Title of Intervention	<input checked="" type="checkbox"/> One to one	<input checked="" type="checkbox"/> Small group
Group support (within the class)		<input checked="" type="checkbox"/>
Phonics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Maths	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Reading – Priority Reading daily/ frequent reading	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Writing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ELSA (Emotional Literacy Support Assistant) - Social and emotional support	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Handwriting interventions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



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Type/Title of Intervention	<input checked="" type="checkbox"/> One to one	<input checked="" type="checkbox"/> Small group
Gross Motor Skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Memory Skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Toe by Toe (Spelling)	<input checked="" type="checkbox"/>	
Occupational Therapy support	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Speech and Language support	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Sensory Consortium Service (Hearing/visual impairment)	<input checked="" type="checkbox"/>	
Behaviour Support Team (observations, 1:1, small group, team teaching)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Support For Learning (assessments, 1:1 teaching)	<input checked="" type="checkbox"/>	
Autism Support (observations, advice, planning)	<input checked="" type="checkbox"/>	

2.8 What resources and equipment does the school provide for children with SEND?

Additional equipment can be purchased to support pupils in class (this remains the property of the school) or within the school setting. These are purchased based on recommendation from other professionals or if the SENDCO has agreed it as a strategy to support an individual's needs.

We also supply recommended aids e.g. coloured overlays (if a child has completed the necessary assessments required), coloured paper, visual timetables, 'now and next' boards', sloped desk, larger font, wedge cushions, timers. This list will vary depending on the needs presented.

The Sensory Consortium regularly visits children with auditory and visual impairments and advises the school on adjustments that can be made to support these children. We are able to loan specific devices, via external agencies, to improve access and the inclusion of children with SEND.

We have one accessible toilet (located outside Year 1).

We assess each individual child's needs and take advice from other professionals as appropriate. For example, classrooms could be swapped around so that a child with mobility issues could more easily access the majority of the school. Other reasonable changes and adaptations would be considered depending on need.

2.9 What special arrangements can be made for my child when taking examinations?

Where necessary children with SEND may be eligible for additional time, resources or support for examinations. Applications for this provision will be made by the school with consideration of the pupil's individual needs.



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3. My child's progress

3.1 How will the school monitor my child's progress and how will I be involved in this?

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets each term during pupil progress meetings
- Reviewing IEP (Individual Education Plan) termly and setting new targets
- Reviewing the impact of interventions after 6-8 weeks
- Monitoring by the class teachers and the SENDCO
- Using provision maps to measure progress
- Formative assessment
- Holding annual reviews for pupils with EHC plans
- Reviewing strategies with professionals e.g. Educational Psychologist (EP), SALT (Speech and Language Therapy), SFL (Support for Learning) and AS (Autism Support).

3.2 When my child's progress is being reviewed, how will new targets be set and how will I be involved?

IEPs are reviewed termly and new targets are set by teachers, with support from the SENDCO. Parents are invited in to school to discuss the review and to meet with staff to talk through the plan. Parents are encouraged to share their thoughts and to give their advice on this document.

3.3 In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?

Parents/Carers can request a meeting with school staff if/when they feel one is required. In the first instance, parents/carers should contact their child's class teacher as they have direct responsibility for the teaching and learning of the child. A meeting with the school SENDCO can also be requested if a more detailed conversation about inclusion or SEND is required.

3.4 What arrangements does the school have for regular home to school contact?

Some children may require a more formal and regular level of communication between home and school. This may take the form of a 'Home-School Book' or 'Communication Book' where school staff can share information about a child's day and parents can do the same.

3.5 How can I help support my child's learning?

Parents and class teachers clearly communicate regarding children's targets and any action plans every term, which will include activities and practice tasks. If you would like further advice or more activities, please discuss this with your child's class teacher. All children are expected to read daily at home and opportunities for home learning are provided every week via our online learning platform Edmodo. Children have access to Spelling Shed, Times table Rockstar, Numbots, Bug Club and Purple Mash. Newsletters keep parents up to date with any whole school matters.

3.6 Does the school offer any help for parents / carers to enable them to support their child's learning, eg. training or learning events?

The SENDCO will share key events and workshops with the school community throughout the academic year. Many of our parents have attended sessions to support anxiety, Autism awareness and parenting courses. The SENDCO also holds SEND Coffee mornings to allow parents to make connections with other families in our school community and to discuss concerns. We also invite guest speakers from local support groups.



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3.7 How will my child's views be sought about the help they are getting and the progress they are making?

At the beginning every school year, all teachers meet with the children on the Inclusion Register to discuss and review the child's Pupil Passport. This is an opportunity to spend 1:1 time with the child and to ensure that the child's voice is heard.

Each term, the SENDCo meets with every child on the Inclusion Register. In these sessions, pupils' views are sought regarding how they feel about school, what would make their studies easier and they do an activity together.

During the Annual Review process, all children (working alongside their teacher or LSA) will produce a presentation 'All About Me'. This allows the child to share their thoughts on their progress and to highlight their successes. This is shared with parents during the meeting and, if appropriate, the child will deliver this.

3.8 How does the school assess the overall effectiveness of its SEN provision and how can parents / carers and young people take part in this evaluation?

Every term, the SENDCo reviews the IEP progress and shares this information with staff.

4. Support for my child's overall well being

4.1 What support is available to promote the emotional and social development of children with SEND?

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council (Year 1 to Year 6)
- Pupils with SEND are also encouraged to be part of The Haven to promote teamwork/building friendships etc at lunchtimes.
- Pupils who require targeted support for social, emotional or mental health development will be identified and supported by the class teacher, SENDCO and ELSA (Emotional Literacy Support Assistant). The SENDCO and ELSA will work together to ensure that the correct and most appropriate support is delivered, such as: regular sessions with the ELSA focusing on the identified need (e.g. social skills, emotional development, anger management), daily 'check ins' to allow a pupil to have a trusted adult to share their feelings with throughout the day. These sessions are personalised to the child's need.
- Pupils who are of the highest need may require referral to external agencies such as CAMHS (Child and Adolescent Mental Health Services), who may be able to provide advice or counselling.

We have a zero tolerance approach to bullying.

4.2 What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?

Where necessary an adapted or individual curriculum programme can be provided for children through individual behaviour plans. Children will be coached, mentored and taught how to behave and react to different situations and manage conflict. Support may be requested from the Behaviour Support Team (BST). Exclusion is always a last resort. Please see our [behaviour management policy](#) which provides further details.



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4.3 What medical support is available in the school for children with SEND?

There will always be a qualified first aider on site. Where appropriate, care plans are agreed with the school nurse/specialist nurse and are put into place for children with additional medical needs. Where possible, necessary training will be arranged for staff in order to meet specific medical needs, as advised by medical professionals. Please see our [medicines policy](#).

4.4 How does the school manage the administration of medicines?

Prescribed medicines (e.g. asthma inhalers), needed to enable a child to take a full part in education, will be administered as long as parents complete a medical consent form. Injections, however, will only be administered in emergencies to save life (e.g. an EpiPen for nut allergy). Where possible, children will be encouraged and supported to administer their own medication. Medication is usually stored in the office. However, there will be circumstances where the child will need to carry their medication with them (e.g. an asthma inhaler on a school trip). These circumstances will be noted on individual care plans or trip risk assessments as required.

Non-prescribed medication (e.g. off the shelf painkillers such as Ibuprofen and Aspirin) cannot be administered by school staff. However, parents may send, with prior agreement, non-prescription medicine into school for their child (but not aspirin or medicines containing ibuprofen – see above). This **MUST** be kept in the office and parents must complete a medical consent form. Consent given for non-prescribed medicine will only last for one day and parents must collect any unused medicine at the end of the school day.

In the event that a child needs to use non-prescribed medication for longer than a day, the school will only extend the consent period if we are in receipt of a letter to that effect from a doctor, dentist, nurse prescriber or pharmacist prescriber. We will advise and help children take medicines themselves, if they wish to, but we will not compel or administer it to them. Children will not be reminded to take non-prescribed medicines – they must ask for them if and when they need them.

4.5 How does the school provide help with personal care where this is needed, eg. help with toileting, eating etc?

If a child requires personal/intimate care we would consult with the child's parents/school nurse, and agreed plans are implemented.



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5. Specialist services and expertise available at or accessed by the school

5.1 What SEN support services does the school use, eg. specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc ?

Support Service
Educational Psychologist (EP)
Occupational Therapy support (OT)
Speech and Language support (SALT)
Sensory Consortium Service (Hearing/visual impairment)
Behaviour Support Team (observations, 1:1, small group, team teaching)
Support For Learning (assessments, 1:1 teaching)
Autism Support (observations, advice, planning)
Autism Berkshire
Child Development Centre (Margaret Wells Furby)
CAMHS (Child and Adolescent Mental Health Services)
CYPIT (Children and Young People's Integrated Therapies)

5.2 What should I do if I think my child needs support from one of these services?

If you are concerned that your child may need to access this support, please initially make contact with your child's class teacher, who will refer to the SENDCo. You can also request a meeting with Mrs MacManus via sendco@wildmoorheath.org.uk.

5.3 How are speech and language therapy, occupational therapy and physiotherapy services provided?

We refer for support from these services via CYPIT (Children and Young People's Integrated Therapies). We will do this following a cycle of Assess, Plan, Do, Review, which involves the school ensuring that we have addressed the child's needs through 'quality first teaching' and targeted support either within or outside of the classroom.

5.4 What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?

If you are concerned that your child may need to access this support, please initially make contact with your child's class teacher, who will refer to the SENDCO. You can also request a meeting with Mrs MacManus via sendco@wildmoorheath.org.uk.

We also recommend accessing the [CYPIT toolkits](#), which provides support to both home and school.



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5.5 What arrangements does the school have for liaison with Children's Social Care services?

Wildmoor Heath School recognises that it is essential to establish positive and effective working relationships with other agencies. There is a joint responsibility on all agencies to share information to ensure the safeguarding of all students. The Designated Safeguarding Lead is responsible for child protection and safeguarding issues. All Senior Leaders (SLT) are DSLs.

The Designated Safeguarding Lead / member of the Safeguarding team will:

- Make regular contact with the Social Worker involved and stay informed.
- Contribute to a strategy discussion.
- Provide a report, attend and contribute to any subsequent child protection meeting.
- If a child or children are made subject to a child protection plan, contribute to the plan, attend Core Group meetings and review the student's progress at the Child Protection Conference.
- Where possible, share all the reports with parents prior to the meeting.

6. Training of school staff in SEND

6.1 What SEND training is provided for teachers in your school?

Teachers and teaching assistants have undertaken specific training linked to SEND children in their class, e.g. ASD awareness. A further update on this training will be taking place in July 2020, led by the Head of SEN (GLT) and the SENDCO

Some teachers and teaching assistants have completed a level 2 qualification in a specific area of SEND through the Greenshaw Learning Trust. Some members of the support staff have undertaken specific training, e.g. ASD Awareness, speech and language support.

All Teaching Assistants have undertaken MITA training (Maximising the Impact of Teaching Assistants), delivered by the Head of SEN (GLT) and the SENDCO.

This academic year, staff have been trained in:

- Maximising the Impact of Teaching Assistants
- SEN/D Support
- Quality First Teaching Strategies

Future training in the following areas are planned for this academic year:

- Working Memory
- Autism

The SENDCO has an open door policy for all staff members to discuss concerns, to advise and support. SEND updates are delivered during staff meetings and/ or Insets.

6.2 What SEND training is provided for teaching assistants and other staff in your school?

All teachers and teaching assistants have completed the following EduCare courses:

The Educare modules are:

- The SEND Code of practice
- Effective Health and Safety of Children with SEND and ASN (Additional Support Needs)
- ADHD Awareness
- Autism Awareness



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- Dyslexia Awareness.

6.3 Do teachers have any specific qualifications in SEND?

The SENDCo holds a Post Graduate Certificate in Education, and is currently studying for the National Award for Special Educational Needs Coordination. Key members of staff have undertaken specific training for intervention programmes, eg. Read Write Inc. All teachers undertake SEND training as part of their PGCE qualification.

6.4 Do teaching assistants have any specific qualifications in SEND?

We have one higher level teaching assistants (HLTA), three Mental Health First Aiders and a qualified ELSA, who works alongside the SENDCO.

7. Activities outside the classroom including school trips

7.1 How do you ensure children with SEND can be included in out of school activities and trips?

Activities and trips are an important part of all children's education. We would make a risk assessment for any child with SEND to ensure that we have appropriate safeguards in place. Discussions with parents/carers will help us to ensure children with SEND can be included in activities and trips. All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips to Ufton Court (Y4) and Rhos-y-Gwaliau (Y6); and take part in our 'Sensational Sleepover' at school (Y3).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability. School staff will liaise with parents and risk assessments of individuals will be completed to identify safety measures for particularly high need pupils.

The original school building was built in 1863 with extensions added later on. Consequently, parts of the building pre-date the Disability Discrimination Act and were not designed with access in mind. The school is built on a number of levels making some areas of the school difficult to access. We have made substantial efforts to improve access to our site and enable those with mobility difficulties and wheelchair users to access areas of the building. However, they may need to do so from the outside. We continuously review this situation and have plans in place to make the adjustments to our building in the future. The school reviews its Health and Safety audit on a regular basis and makes reasonable adjustments as and when deemed necessary.

7.2 How do you involve parents / carers in planning the support required for their child to access activities and trips?

At Wildmoor Heath we believe a firm partnership between home and school improves future outcomes for children. We recognise that parents are the experts on their children and we will invite you to be fully involved in planning for such activities. School staff will liaise with parents and risk assessments of individuals will be completed to identify safety measures for particularly high need pupils.

8. Accessibility of the school environment

1. The arrangements for the admission of disabled pupils:

"Valuing diversity is central to achieving the overall aim of Wildmoor Heath School in ensuring that all children are the best they can be within a caring, stimulating environment."

<https://www.wildmoorheath.org.uk/attachments/download.asp?file=183&type=pdf>



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We implement the Disability Equality Scheme so that we meet the obligations placed upon us by the Disability Discrimination Act. Promoting disability equality in Wildmoor Heath School is a continuous process, being undertaken in partnership with the wider community and disabled people themselves. Our [Disability Equality, Accessibility & Participation Plan](#) therefore covers the needs of pupils who may have a disability, including those with specific special learning needs.

If you would like your child to attend Wildmoor Heath, we recommend you make an appointment with the SENDCo to discuss your child's needs, to ensure that we can work together to create a positive transition into our school.

2. The steps you have taken to prevent disabled pupils from being treated less favourably than other pupils:

Our School Accessibility Plan is designed to remove or reduce discriminatory barriers for disabled people in our school. Our Accessibility Plan aims to:

- Increase the extent to which disabled pupils can participate in the curriculum;
- Improve the physical environment of our school to increase opportunities for disabled pupils and adults;
- Ensure that disabled children are provided with information in formats that are accessible for them;
- Ensure that cultural diversity is embedded in the curriculum;
- Staff regularly work together to discuss ways in which the school can further develop access for all the pupils. Pupils are consulted as to their views; outside agencies gave advice and recommendations;
- The plan is monitored by governors and staff each year.
- The school's anti-bullying and behaviour policy deals with bullying of all types. Discrimination, harassment of disabled pupils will be dealt with in line with this policy and the behaviour policy.

8.1 How accessible is the building for children with mobility difficulties / wheelchair users?

The original school building was built in 1863 with extensions added later on. Consequently, parts of the building pre-date the Disability Discrimination Act and were not designed with access in mind. The school is built on a number of levels making some areas of the school difficult to access. We have made substantial efforts to improve access to our site and enable those with mobility difficulties and wheelchair users to access areas of the building. However, they may need to do so from the outside. We continuously review this situation and have plans in place to make the adjustments to our building in the future. The school reviews its Health and Safety audit on a regular basis and makes reasonable adjustments as and when deemed necessary.

We have one accessible toilet (located outside Year 1).

8.2 Have adaptations / improvements been made to the auditory and visual environment?

We are able to print work in large print for visually impaired students. If there are any specific needs, we will look at modifying the environment at that point in time. The Sensory Consortium will regularly visit our children with auditory and visual impairment and would advise the school on and adjustments necessary to support these children. We are also able to borrow equipment to ensure that our learners have full access to our rich curriculum.

8.3 Are there accessible changing and toilet facilities?

We have one accessible toilet (located outside Year 1).



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8.4 How do you ensure that all the school's facilities can be accessed by children with SEND?

We assess each individual child's needs and take advice from other professionals as appropriate. For example, classrooms could be swapped around so that a child with mobility issues could more easily access the majority of the school. Other reasonable changes and adaptations would be considered depending on need.

8.5 How does the school communicate with parents / carers who have a disability?

We endeavour to communicate in whichever means is accessible to the parent/carer. Parents are encouraged to attend termly parent consultations with their class teacher and meetings with the SENDco where they can discuss SEND provision in person and contribute towards any plans for their child.

8.6 How does the school communicate with parents / carers whose first language is not English?

Where possible, the school will ask for translators to be present at meeting with parents. The Local Authority (BFC) also provides a number of educational leaflets and advice in various languages (please visit <http://www.bracknell-forest.gov.uk/languages>). We endeavour to communicate in whichever means is accessible to the parent carer.

9. Preparing my child to join the school or to transfer to a new school or the next stage of education and life

9.1 What preparation will there be for both the school and my child before he or she joins the school?

We can arrange a staggered introduction to the school environment if it is required. Where possible a transition plan would be agreed by parents, class teacher, SENDco and any other professionals involved and implemented for your child. If your child has a designated social worker, they might support your child's integration to the school.

9.2 How will my child be prepared to move on to the next stage within school, e.g. class or key stage?

As a primary school, your child will be familiar with the school buildings and staff. The school holds series of transition days each year for children to meet their new class, class teacher and teaching assistant before the end of the Summer Term. We start targeted transition work in the middle of the Summer term for children with SEND who may be vulnerable to change. This is planned carefully with the class teachers, SENDco and LSA's. The school holds Inclusion Transition meetings with staff to ensure that all paperwork and information is sensitively and carefully handed over to the new team. We also ensure that every child on the Inclusion Register has a 'Pupil Passport', which outlines the child's interests, how best to support them and the things that they may feel challenging. If necessary we will provide additional opportunities for you and your child to meet with your child's new teacher before they move on to the next stage of their education.

9.3 How will my child be prepared to move on to his or her next school?

Transition meetings are held between representatives from your child's current and next schools to ensure that information and advice is passed on to your child's new teacher. You can also request to meet with your child's new teacher, if you feel this will be beneficial.

If your child is moving to a new educational setting, advising the school of this transition as soon as possible will help the school in passing on any information/ advice to your child's new school. The school's SENDco will be able to liaise with the new school/setting's SENDco to ensure a transition plan is in place for your child.



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9.4 How will you support a new school to prepare for my child?

The SENDCo will arrange a meeting with the new setting to ensure a thorough handover takes place. Your child's current class teacher and LSA will also be involved in this meeting. All paperwork, records and data will also be shared e.g. IEPs, provision maps, timetables and pupil passport.

9.5 What information will be provided to my child's new school?

Your child's individual targets, provision map and SEND file will be provided to your child's new setting/ school, along with the usual information that will move with a child, e.g. school books, school reports, current attainment levels and assessment records.

9.6 How will the school prepare my child for the transition to further education or employment?

Preparing for adulthood needs to begin early – schools and professional involved with your child should start having discussions about long-term goals, ideally before the age of 14, so you can start planning for the future. At Wildmoor Heath we provide opportunities within the curriculum to experience and learn about employment opportunities to inspire and motivate our young learners to aspire to independence. Please see the Bracknell Forest '[Preparing for Adulthood](#)' for more information.

10. Who can I contact to discuss my child?

10.1 Who would be my first point of contact if I want to discuss something about my child or if I am worried?

Your class teacher will be the first person to discuss any issues you may have. You can ring the school to arrange an appointment with your class teacher or email them via the class email address. If you wish to discuss a specific SEND issue you can also contact the SENDco directly via sendco@wildmoorheath.org.uk.

10.2 Does the school offer any specific support for parents / carers and families (such as Family Support Workers?)

The school employs an ELSA. We do not currently have a Family Support Worker. We also invite parents to support sessions run by the Borough and share information about local support groups.

10.3 What arrangements does the school have for signposting parents / carers to external agencies which can offer support, such as voluntary agencies?

We believe that seeking and sourcing support is essential for many families whose children have SEND. We work alongside many local groups who offer guidance, training and advice for our school community. We have compiled a list of '[useful contacts](#)' for parents to engage with, which can be found on the Inclusion page of our website.

10.4 What arrangements does the school have for feedback from parents, including compliments and complaints?

Compliments and complaints can be made through the class teacher, SENDco, Deputy Headteacher, Headteacher or Governing Body. The SENDco sends out a yearly questionnaire for parents and carers to complete and welcomes feedback at any time. Contributions made by parents and carers in order to support the further development of the school are warmly welcomed.

**This Local Offer document is reviewed and published annually.
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