

# Wildground Federation's Local Offer- March 2025

At Wildground Federation, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our children whatever their needs or abilities. All of the staff in our federation have a positive and constructive attitude towards those with learning difficulties. We welcome the diversity of our children and work to ensure each child is valued and that all are included in the curriculum and the overall life of the federation. All teachers are teachers of all children, including those with Special Education Needs and Disabilities.

We do not discriminate

We will consider at all stages of planning:

- setting suitable learning challenges
- responding to children's diverse learning needs
- overcoming potential barriers to learning and assessments for individuals and groups of children.
- the views of the child when appropriate
- the views of the parents/carers

**SEND ( Special Educational Needs or Disabilities) Categories**  
**Communication and Interaction**  
**Cognition and Learning**  
**Social, Emotional and Mental Health**  
**Sensory and/or Physical Needs**

<p><b>How does Wildground Federation know if my child needs extra help?</b></p>	<p>At Wildground children are identified as having SEN(Special Educational Needs) through a variety of ways including the following:-</p> <ul style="list-style-type: none"> <li>• Liaison with previous school or Preschool</li> <li>• Child performing below age related expected levels</li> <li>• Concerns raised by Parent</li> <li>• Concerns raised by teacher for example behaviour or self-esteem is affecting performance</li> <li>• Liaison with external agencies eg. Occupational Therapist (OT)</li> <li>• Health diagnosis through paediatrician</li> </ul>
<p><b>What should I do if I think my child may have a special educational need or disability?</b></p>	<p>Talk to us – firstly contact your child’s class teacher or SENDCo (Special Educational Needs Coordinator) or Head of School/ Executive Headteacher.</p> <ul style="list-style-type: none"> <li>• We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.</li> </ul>
<p><b>How will I know how Wildground Federation supports my child?</b></p>	<p>The school will:</p> <ul style="list-style-type: none"> <li>• tell you when they first start giving extra or different help to your child because they believe he/she has Special Educational Needs;</li> <li>• consult with you and tell you about progress;</li> <li>• make the SEND policy available</li> <li>• review your child’s Pupil Progress Plan (PPP) in discussion with you and keep you informed of progress against it;</li> <li>• consult with you if/when external specialist advice is being sought and the outcomes of this;</li> <li>• seek your views and ensure that they are working in partnership with you; provide details of the local parent partnership service.</li> </ul>

<b>Who will oversee, plan, work with my child and how often?</b>	<p>Our SENDCOs, Miss Jenny Everett (Junior School) and Mrs Sam Read (Infant School and Nursery) oversee all support and progress of any child requiring additional support across the federation. Our SENDCOs can be contacted via the respective school office: 02380 844001</p> <ul style="list-style-type: none"><li>• The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.</li><li>• There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a group; if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.</li></ul>
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<b>How will the curriculum be matched to my child's needs?</b>	<p>The SENDCO and class teacher will decide on the action needed to help your child progress in the light of earlier assessment. This may include:</p> <ul style="list-style-type: none"><li>• Different learning materials or special equipment;</li><li>• Some group or individual support;</li><li>• Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;</li><li>• Staff development or training;</li><li>• Access to Local Education Authority support or advice.</li></ul>
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<p><b>How will I know how my child is doing and how will you help me to support my child's learning?</b></p>	<p>We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENDCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home. We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.</p> <ul style="list-style-type: none"> <li>• The school will Review a child's PPP in discussion with parents and keep parents informed of progress against it; If your child is on the SEND register they will have an Individual Pupil Progress Plan (PPP) which will have individual / group targets. This is discussed on a termly basis and parents are given a copy of the Individual Education Plan Strategies employed to enable the child to progress will be recorded within a PPP. This will include information about:</li> <li>• The short-term targets set for the child;</li> <li>• The teaching strategies to be used;</li> <li>• The provision to be put in place;</li> <li>• When the plan is to be reviewed;</li> <li>• Outcomes (at the review).</li> <li>• The school will consult with parents if/when external specialist advice is being sought and the outcomes of this</li> </ul>
<p><b>What support will there be for my child's overall well-being?</b></p>	<p>The schools also have an ELSA (Emotional Literacy Support Assistant) who works under the direction of the SENDCo, with vulnerable children and parents during the school day.</p> <p>As a Federation we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.</p> <ul style="list-style-type: none"> <li>• If a child has behavioural difficulties, behaviour is analysed through the recorded ABCC charts</li> <li>• Strategies are developed through an Individual Behaviour Management Plan (IBMP) to support the child , this is shared with parents.</li> <li>• After any behaviour incident we expect the child to reflect on their behaviour with an adult, it helps to identify why the incident happened and what the child needs to do differently next time to change and improve the outcome.</li> <li>• Attendance of every child is monitored on a daily basis by the Admin department. Lateness and absence are recorded and reported upon to the Head teacher. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school. We have had many successes where families were struggling with lateness but are now able to get their children into school on time.</li> </ul>

	<p>The school has a policy regarding the administration and managing of medicines on the school site. (Attached to this document)</p> <ul style="list-style-type: none"> <li>• Parents need to contact the class teacher and admin staff if medication is to be taken during the school day.</li> <li>• On a day to day basis the Admin Staff generally oversee the administration of any medicines.</li> <li>• As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.</li> </ul>
<p><b>What specialist services and expertise are available at or accessed by the federation?</b></p>	<p>External support agencies have an ongoing role for continued professional development for all staff to address the identified needs of the children.</p> <p>External agencies respond to requests for additional support as and when necessary. We have recently liaised with: Educational Psychologist/Speech and Language Therapist/SEN Advisers/Inspectors/EMTAS/Teacher Advisers for Physical Disability, Hearing Impairment and Visual Impairment /CAMHS/The Owl Centre/ Primary Behaviour Service/Occupational Therapist/Physiotherapist/Mobility Officer/Outreach from Forest Park School/School Health/Social Services/Portage/ Health Visitors</p>
<p><b>What training is available to staff supporting children and young people with SEND?</b></p>	<ul style="list-style-type: none"> <li>• We have an (Emotional Literacy Support Assistant) who receives regular support from the Educational Psychologist</li> <li>• We have several members of staff trained in delivering Speech &amp; Language programmes</li> <li>• Most teachers and LSAs are Team Teach trained to support children if necessary</li> <li>• All of our LSAs have had training in delivering reading and spelling / phonics programmes</li> <li>• A number of teachers and LSAs are trained to deliver maths interventions</li> <li>• Staff are trained to support children with an Autistic Spectrum Condition, SEMH and ADHD</li> <li>• SENDCos both of whom have additional specialist qualifications, provide regular and on-going training to all staff • Attachment, Trauma and PACE training given to all staff</li> </ul>

<p><b>How will my child be included in activities outside the classroom, including school trips?</b></p>	<ul style="list-style-type: none"> <li>• All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.</li> <li>• A risk assessment is carried out prior to any off site activity to ensure everyone's health &amp; safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.</li> </ul>
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<p><b>How accessible is the school environment?</b></p>	<p>Work has been completed in order to adapt the premises to assist children with mobility, physical and sensory and some specialist resources have been purchased.</p>
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<p><b>How will the respective schools prepare and support my child when joining Wildground Federation or transferring to a new school?</b></p>	<p>We will encourage all new children to visit the school prior to starting when they will meet their buddy and be shown around the Junior school. Comprehensive transition activities when children start the Infant School. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current school where possible.</p> <ul style="list-style-type: none"> <li>• We write social stories with children if transition is potentially going to be difficult.</li> <li>• When children are preparing to leave the Infant School to go to our Junior School, or our Junior School to go to Secondary education, we arrange additional visits</li> <li>• We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.</li> <li>• Additional visits are made to local secondary schools and for identified children specific support programmes, such as On the Right Track and Sure Start are put in place.</li> </ul>
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<p><b>How are the Federation's resources allocated and matched to children's special educational needs?</b></p>	<p>We ensure that the Special Educational Needs of a child are met to the best of the Federation's ability with the funds available.          We have a team of LSAs who are funded from the SEN budget and deliver programmes designed to meet groups of children's needs.          The budget is allocated on a needs basis. The children who have the most complex needs are given the most support often involving an LSA.</p>
<p><b>How is the decision made about how much/what support my child will receive?</b></p>	<p>The class teacher alongside the SENCo will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be shared through on-going discussions with parents</p>
<p><b>Who can I contact for further information?</b></p>	<p>First point of contact would be your child's class teacher to share your concerns.          You could also arrange to meet Miss Jenny Everett or Mrs Sam Read, our two SENCos.          Look at the SEN policy on our website</p> <p>Hampshire SENDIASS – An impartial information, advice and support service for parents, carers, children and young people with Special Educational Needs and Disabilities (SEND)          Contact IPSEA (Independent Parental Special Education Advice) - <a href="https://www.ipsea.org.uk/">https://www.ipsea.org.uk/</a>          Refer to Hampshire's Local Offer - <a href="https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page">https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page</a></p>