



Reference: LO116553

Worthington Primary School – Local Offer (Leicestershire)

House Number / Name	WORTHINGTON PRIMARY SCHOOL
Street	MAIN STREET
Town / Village	WORTHINGTON
Post Town	ASHBY DE LA ZOUCH
Postcode	LE65 1RQ
UPRN	200003503758
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Telephone number	01530 222319
Specialism	N/A
Website	www.worthington.leics.sch.uk
Age Range of students	4 - 11

Head teacher / Principal's contact details

Name	Mrs. Natasha Clark
Email address	information@worthington.leics.sch.uk
Telephone number	01530 222319

Inspection details

Date of last inspection	17 April 2024
Outcome of last inspection	Good

School / college information

Do you have a specialist designated unit / additional learning support department?
No

Total number of students with special educational needs and disabilities - 18

Total number of students receiving additional learning support - 10

Broad areas of need that are supported

Communication and Interaction
Cognition and learning Social
Emotional and Mental Health difficulties
Visual and Hearing impairments

SEND Experience

Asthma
Attention Deficit Hyperactive Disorder (ADHD)
Autism
CAMHS (Child and Adolescent Mental Health Services)
Challenging behaviour
Down syndrome
Dyscalculia
Dyslexia
Dyspraxia
Eating disorders
Elective mute
Hearing Impairment
Specific Learning Difficulties (SpLD)
Speech and language therapy (SaLT)

Please describe the areas of support and experience you currently offer to meet needs of children and young people with SEND

Worthington School provides a stimulating, safe and inclusive learning environment where every person of the school community is respected and valued. We believe that all pupils have an equal right to a full education and to enjoy learning of the very best, this allows them experiences through which they can achieve their full potential.

We feel that every pupil is different and that the academic needs of every child is also different, especially the needs of children with Special Educational Needs. We do our utmost to ensure special educational provision for pupils for whom this is needed. That is 'additional to and different from' that offered to pupils for whom differentiated curriculum is not always accessible.

A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision. We are committed to pupils, regardless of their specific needs, to make the best possible progress they can. We are dedicated to our pupils with Special Educational Needs and Disabilities being met in our mainstream setting wherever possible.

At Worthington the broad areas of SEND needs are: communication and interaction, cognition and learning, social, emotional and mental health difficulties, hearing and visual impairments. SEN is a difficulty or barrier that affects a pupil's ability to learn and to access the curriculum. A disability is a long-term health condition which causes a difficulty or barrier to learning or to access the curriculum. These areas of SEND need that we provide for can be organised into core, additional and high needs. Some pupils will require a minimal intervention and support whereas, others will need additional support to raise the level of their learning.

Any child who presently has an existing Education Health and Care Plan (EHCP) requires high needs of intervention.

What policies do you have for the identification and assessment of pupils with special educational needs and disabilities?

If a pupil is perceived as having SEN by his/her parent, they will initially speak to the class teacher. If the class teacher has concerns over a pupil they will observe the pupils learning and will raise their concerns with the SENCO (Mrs Mistry) and start a preliminary form stating their concerns and giving evidence for these concerns.

If pupils are identified with SEND before, they join Worthington we liaise closely with the people who already know, e.g., Worthington pre-school and will use the information they will have gathered to identify what the possible barriers to learning they may have within our school and to help plan the appropriate support strategies. We will assess each child appropriately. Most of these assessments will be carried out by ourselves, however, sometimes the school will seek advice from more specialised services, such as the Specialised Teaching Services, Educational Psychology Services, Speech & Language therapy (NHS and private) and the school nurse.

How will you evaluate the effectiveness of your provisions for these pupils?

All pupils progress - academically, socially and emotionally- are continually monitored by the Teachers, teaching assistants and Senior Management Team. Any concerns about a child are dealt with quickly with the relevant professionals informed. Parents can discuss their child with the class teacher or SENCO.

All pupils are continually monitored by his/her class teacher. Assessments are carried out in age bands which include characteristics of effective, prime and specific areas of development in the reception year. At present all other year groups progress is reviewed formally every term and an age-related assessment is given in reading, writing and mathematics.

Year 1 children also complete the National Phonics Screen to assess their ability to read real and pseudo words. If a child in year 1 hasn't yet achieved age related expectations, then we use smaller but significant steps of progress.

At the end of each key stage (year 2 and year 6) all children are required by the government to be formally assessed using the Standard Assessment Tests (SATs) and if the cohort is large enough the results are then nationally published.

What arrangements do you have for assessing and reviewing the progress of these pupils?

Children with SEND have an ISP (Individual Support Plan). As this is a working document it is reviewed as each target is met. Children and parents are informed of the children's targets and their progress in achieving them.

Children with an EHCP plan will be formally reviewed at an annual review with all the adults involved with the child. This will include the parents, teacher/s, SENCO and may include Educational Psychologist, Speech and Language therapist and Pediatrician. The SENCO also checks if a SEND child is making good progress in their individual and group work. LSA's, TA's and the SENCO meet every month to report on progress. There are a number of outside professionals who may also provide school with further in-depth assessment e.g. Educational Psychologist, Speech and Language Therapist, Specialist Teaching Services and Autism Outreach support.

What is your approach to teaching these pupils?

Our class teachers plan lessons according to the specific needs of all groups of children in their class. They ensure that the needs of the children are met. They have the children's ISPs alongside their planning to ensure pupils with SEND needs are met.

Where necessary our trained TAs can adapt the teacher's planning to support the needs of the pupil. The school has some specific resources and strategies to help support the pupils individually or in groups.

How will you adapt the curriculum and learning environment for these pupils?

At Worthington planning and teaching is adapted on a daily basis, when needed, to meet the pupils learning needs. We target additional support in 3 waves:-

Wave1 - Quality first teaching (inclusion for all).

Wave 1 describes quality inclusive teaching, taking into account the learning needs of all the children in the classroom. This will include differentiated work and creating an inclusive learning environment.

Wave 2 - Additional interventions

Wave 2 enables the pupils to work at age related expectations or above. Interventions are provided that are additional and time limited for some children who need help to accelerate their progress. Often these interventions are targeted at a group of pupils with similar needs. The school has a trained Emotional Literacy Support Assistant on staff to work with these pupils. The ELSA provides emotional and cognitive support.

Wave 3 - Additional personalised intervention

Wave 3 is a targeted provision for a minority of children where it is necessary to provide a tailored intervention to accelerate progress or enable the pupil to achieve their potential. They may include one to one sessions or more specialist interventions e.g. working with the Specialist Teaching Services.

How will you provide additional support to aid the learning of these pupils?

The class teacher remains responsible for working with the child on a day-to-day basis.

They will retain responsibility even where the interventions may involve group or 1:1 teaching, led by HLTA's, Teaching Assistants and Learning Support Assistants, away from the mainstream classes.

Teachers work closely with all staff and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching.

Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

What activities are available for these pupils, in addition to those available in accordance with the curriculum?

We make sure that activities outside the classroom, such as school trips are accessible to all children including those with SEND. Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary. Parents/carers are invited to accompany their child on a school trip if this ensures access.

Breakfast club and after school clubs are available to all pupils. Vulnerable pupils are given priority and adjustments will be made to support participation. We ensure that equipment used for these activities is accessible to all children regardless of their needs. Health and safety audits will be conducted as and when appropriate. We have regular visits from coaches, authors etc. to support different topic areas.

We celebrate our achievements and talents, irrespective of individual differences within the protected categories of the Equality Act of 2010 through special assemblies and award ceremonies.

Our broad, balanced, creative curriculum and enrichment activities therefore provide opportunities for everyone to achieve and succeed by encouraging all pupils to be actively involved in their own learning and reducing barriers to learning and participation. Together we take pride in making a positive contribution to our school and the wider community.

What support is available for improving the emotional and social development of these pupils?

Supporting children in their emotional and social well-being is an integral part of our curriculum for all children at Worthington School. We have a caring, understanding team who look after all of our children.

Social Skills programmes/support including strategies to enhance self-esteem that we can provide in school may include:

- Personalised behaviour programmes including rewards and sanctions to suit a child's particular needs if necessary
- Themed assemblies and lessons using our PSHE framework to support the children's personal development
- Outside agencies support within all areas including social, mental and emotional health
- We offer a wide variety of after school clubs which change 1/2 termly. There are opportunities with the additional funding of Pupil Premium to ensure children can access after school clubs and trips
- Well-being days and activities to support children's enjoyment of coming to school
- Learning mentor support, focusing on social and emotional development, delivered 1:1, paired or in a group as appropriate, either in or out of class
- Tailored intervention programmes delivered by the school's allocated educational psychologist to children and their parents/carers, as appropriate
- Intervention from the Child and Adolescent Mental Health Service (CAMHS) for children and their parents/carers on referral, delivered at CAMHS or in school as appropriate
- Buddy systems for support during playtimes and lunchtimes.
- Well-being team to support well-being of all children.
- Collaboration and communication with all external professionals involved with children, as appropriate, e.g. hospital consultants, GPs and CAMHS practitioners.
- All staff trained in child protection at regular intervals.
- Meeting and greeting of parents/carers at the start and end of each day by the headteacher/senior teacher
- Open door policy by all staff for all parents & carers
- 'Bereavement Training' (ELSA).
- LSA 'Promoting positive mental health in schools' training

Access to Medical Interventions:

If your child has a long or short-term medical illness we will then refer to the Medical Needs and Intimate Care policies which outline the level of care and support provided at our school in detail. In summary however, strategies may include:

- Initial meetings with school nurse and parents of children with medical issues to establish child's needs in school and, where appropriate, draw up care plans.
- Staff training in the administration of support and/or medication for conditions including epilepsy, diabetes and EpiPen use when necessary.
- Liaison with medical professionals, e.g., GPs, hospital consultants and mental health practitioners, providing ongoing treatment to children in school.
- Posters with photographs of child and detailing the child's condition and, where relevant, required medication displayed in staffroom, the child's classroom and the school kitchen.
- Individual protocols for children with significant medical needs.
- Implementation of risk assessments.
- All staff trained in First Aid, most recently in July 2023. The next will be in August 2026.

Special Educational Needs or Disabilities (SEND) contact details

Title:	SENDCO
Name:	Mrs P Mistry
Telephone:	01530 222319
E-Mail Address:	pmistry@worthington.leics.sch.uk

Please describe how you would support a parent/carer with a concern or a young person who was worried about their learning

All parent/carer concerns are dealt with confidentially and discussions would initially take place between the parent/carer and the class teacher who would involve the SENCO if necessary. The school's policy as detailed earlier would then be implemented.

What expertise and training do staff have in relation to these pupils and how is this specialist expertise secured?

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENCO attends relevant SEN courses, collaborative networks, SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff. One aspect of the SENCO's job is to support the class teacher in planning for children with SEND.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as Autism, ADHD and Speech and Language difficulties. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Autism Outreach service. Staff have been trained in Zones of Regulation and Trauma-Enforced Behaviour.

Shadowing/peer observation takes place, as does medical training to support pupils with medical care plans such as epilepsy, type 1 diabetes and EpiPen training. The SENCO, with the Headteacher, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

The school builds strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion and believes that sharing knowledge and information with outside agencies is crucial in securing effective and successful SEN provision within our school. We will therefore invite and seek specialist advice, support and training from external SEN services where necessary in the identification and assessment of, and provision for, SEN. For example, outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at age related levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing Literacy and Mathematical skills
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- Despite having received intervention, the child continues to fall behind the level of his/her peers

The SENCO is the designated person responsible for liaising with the following:

- Leicestershire Education Psychology Service
- Behaviour Support Service
- Social Care
- Speech and Language Service (Class teacher also liaises)
- Specialist Outreach Services e.g., Autism Outreach
- Occupational Therapy
- Physiotherapy
- Education Service for Deaf & Partially Hearing Children
- Child & Adolescent Mental Health Service
- Vision Support Team
- School Nurse
- Specialist Teaching Service

How will equipment and facilities, to support these pupils, be secured?

All pupils with SEND will have access to Element 1 (£4000 per pupil as a basic entitlement within school delegated budget) and Element 2 of a school's budget (Additional funding through the school's delegated national SEN budget

- £6000 of additional support per pupil). For those with the most complex needs, additional funding; 'Top Up' Funding may be required above the £6000 of Element 2 to meet the needs of the assessed pupil - this is centrally retained by the Local Authority.

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care plans.

The Headteacher informs the governing body as to how the funding allocated to support Special Educational Needs has been employed. The Headteacher and the SENCO meet termly to agree on how to use funds directly related to EHCPs.

What are the arrangements for consulting parents / carers of these pupils about, and involving them in the education of their child?

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Worthington School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- Continuing social and academic progress of children with SEN
- Personal and academic targets are set and met effectively

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. The SENCO is also available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be communicated to you directly, or where this is not possible, in a report. A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child. The SENCO may also signpost parents of pupils with SEN to the Local Authority where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN Governor (Mrs. Elaine Fountain) may be contacted at any time in relation to SEN matters.

As well as the school's 'Local Offer', the school's website contains a dedicated section devoted to 'Inclusion' with details of our policy for special educational needs, the school's Accessibility Plan and Disability Equality Policy.

What are the arrangements for consulting young people with special educational needs about, and involving them in their education?

Pupil Voice - Your child will be able to contribute at all SEND reviews should the child be old enough and/or be able to contribute. They can have their views and needs expressed at the reviews, discussions with the class teacher or their views can be sought through pupil interviews, informal discussions, Social Stories, etc.

What arrangements are made by the governing body or the proprietor, relating to the treatment of complaints, from parents and carers of these pupils, concerning the provision made at your school / college?

If a parent is concerned about anything to do with the education that we are providing at our school, they should, in the first instance, discuss the matter with their child's class teacher. Most matters of concern can be dealt with in this way. All teachers work very hard to ensure that each child is happy at school, and is making good progress; they always want to know if there is a problem, so that they can take action before the problem seriously affects the child's progress.

Where a parent feels that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the Headteacher. The Headteacher considers any such complaint very seriously and investigates each case thoroughly. Most complaints are normally resolved at this stage.

If the school cannot resolve any complaint itself, those concerned should contact the Chair of Governors, Mrs. K. Whitton. Should a parent have a complaint about the Headteacher, s/he should first make an informal approach to the Chair or Vice Chair of Governors. A copy of the school's complaint policy is available on request/on the website.

How the governing body involves other bodies (including health and social services bodies, local authority support services and voluntary organisations) in meeting the needs of these pupils and supporting their families?

The school budget, received from Leicestershire LA, includes money for supporting children with SEND. The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school. The Governing Body, Head Teacher and SENCO discuss all the information they have about SEND in the school, including: the children getting extra support already; the children needing extra support; the children who have been identified as not making as much progress as would be expected - and decide what resources/training and support is needed. All resources/training and support needs are reviewed regularly and changes made as required.

The Governing Body ensures that the school works with and in support of outside agencies when pupils' needs cannot be met by the school alone. At Worthington, some of these services currently include Education Psychology Service, Speech and Language Therapy, Learning and Autism support, Forest Way Teaching School Alliance and Hearing Support Service.

The Governing Body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs.

Contact details for the support services for parents and carers of these pupils, including those for arrangements made in accordance with Section 32 (Children and Families Act 2014)

Specialist Teaching Services - County Hall, Glenfield, Leics LE3 8RA Tel: 0116 3059400

Autism Learning Support Team Tel: 0116 3059400

Hearing Support Service Tel: 0116 3059400

Learning Support Service Tel: 0116 3059400

Vision Support Service Tel: 0116 3059400

Psychology Service - County Hall, Glenfield, Leics, LE3 8RF Tel: 0116 305 5100

The Parent Partnership Service Tel: 0116 2572057

How do you support these pupils transfer between phases of education or in preparing for adulthood and independent living?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transfer to a different educational setting is as smooth as possible. If your child is moving to another school, we will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school, information will be passed on to the new class teacher in advance and in all cases, a planning meeting will take place with the new teacher. All Personal Learning Plans will be shared with the new teacher. Transition to a new class is facilitated by sessions during the summer term with new class teachers and environment. If your child would be helped by a book to support them understand moving on then it will be made for them.

In Year 6, your child will do focused learning about aspects of transition to support their understanding of the changes ahead. A member of staff from the secondary school setting comes to visit and meet with the children who will be attending their school. Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school. Many hold open evenings for parents to attend in order to support your decision making process about which school is the right choice for your child.

If your child has already been identified as having special educational needs, then the SENCO at our school meets with the secondary school SENCO. Details of the pupil's needs are passed on to the new SENCO, along with details of what support has been in place at our school to help them. Our SENCO passes on information about any outside agencies that have been involved and all SEN paperwork is passed on, including documents such as IEPs and outside agency reports. The receiving secondary school will then have all the relevant information needed to put support in place as soon as your child joins them in Year 7.

In reception class, induction events take place during the summer term for all children who are joining the Foundation Stage in September. The reception class teacher does some pre-school visits in the summer term before the children enter our school in Reception class. She speaks with your child and their key workers to gain as much information about your child as possible. If your child has already been identified as having special educational needs then the SENCO will have been invited to attend a meeting at the pre-school setting. Your child will also have visits to our school in the summer term where they will get to meet the teachers, other children that will be starting the school with them and the new school environment.

How do you contribute to the publication of the local authority's local offer?

Leicestershire County Council's Local Offer

This can be found by visiting LCC's website and clicking on the Local Offer link Visit: <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

Reviewed May 2026

By Pratisha Mistry (SENCO)