



The Local Offer

Timbertree Academy

Universal Offer

This is what Timbertree Academy offers to all children including those who may have difficulties in learning or difficulties with social, emotional and mental health or physical/medical needs.

As a parent/carer or young person you can expect that:

- We will inform you about our policies and approaches to learning, including how we work with children who have learning difficulties.
- We welcome you and your child and take the time to discuss your child's needs before they start school.
- The teachers and support staff who teach your child have had professional development and training so that they know about how children learn including those children who have difficulty in learning.
- We will be able to tell you about the programmes which we are able to offer, in addition to what is available day to day in the classroom if children need a boost to their skills. This will include literacy, numeracy and behaviour programmes to support children's learning. At Timbertree Academy we set this out in a provision map (see Appendix 1).
- The teachers who teach your child are able to accurately assess the stage at which he/she is learning from the Foundation Stage or SEN Continuum band to National Curriculum age related expectations at primary school.
- The teachers who teach your child are able to differentiate (plan tasks for children at different stages of learning in the same class) so that your child is given work to do at a level where they will be able to complete the task independently, or with a little support.
- The teacher will use a range of resources and strategies and teaching methods to take account of any barriers to learning.
- We will keep you informed about how your child is progressing at least twice yearly and through a written annual report detailing progress. We will be happy to discuss your child's progress, at other times, if you make an appointment. As a child or

young person, you should always know how well you are doing and what you need to work on to improve further.

- We will put in place a range of short term, small group or individual programmes (interventions) that may help your child to 'catch up' if they fall behind in reading, writing or maths or if they have difficulty managing their behaviour. These interventions are sometimes at a level called Wave 2. This will be discussed during parents' evenings.
- We may ask you if we can consult with a speech and language therapist, advisory teacher or educational psychologist to give staff and yourself as the parent, advice on strategies which may help your child's learning and/or behaviour.
- We will inform you if your child needs a more intensive or individualised level of intervention in order to make progress in their learning. The school's Special Educational Needs & Disability Coordinator (SENDCo – Mrs Malcolm) may talk to you about this. (All schools have to have a SENDCo with experience and/or additional qualification in special educational needs and this person will meet with you and advise staff in the school about how best to help your child to make progress.)
- The school will also be able to signpost you to support, advice and any extracurricular activities that may be available.

Additional SEN Support Offer (Targeted Support)

The Department for Education provides every school with funding that is different for each school, but is to support children with SEN. The amount of funding means that most children's need for support and interventions can be met without the need for an EHCP (Educational Health Care Plan). What you could expect to see in school is set out below.

- The Government expects that most children will be working at age related expectations within their year group curriculum. There may be a period of transition for some children, when they move year groups. We will discuss with you how your child is progressing and, if progress is slower, why this might be. This will be in the form of a report at the end of year and during Parent Consultations through the year.
- If your child is not making progress in their learning or they have difficulty in managing their behaviour despite the school using all the strategies outlined at the Universal Offer, then he/she may need a higher level of support/intervention to help them make progress. We will meet with you to gather your views and explain what new strategies and support could be put in place.
- We will continue to offer all the support and teaching strategies available at the Universal Offer level. We will be able to tell you what programmes we have to support reading, writing, maths and emotional/behavioural difficulties which we may be able to use to support your child.
- If your child has a particular learning or behavioural difficulty such as hearing impairment or visual impairment, a diagnosis of attention deficit disorder, autism,

speech and language , moderate learning or specific learning difficulty; teachers and support staff will seek additional professional development/training to ensure that they can best meet your child's needs.

- We may/will ask for advice from an outside agency such as speech and language therapist, advisory teacher, HI/VI teacher or an educational psychologist to assess your child and recommend strategies and programmes to improve progress. As a parent, you can request that school seek outside agency advice at any time. Agencies will respond as quickly as possible to school or parental requests. Click on the link to see information about access to the Inclusion Support Team
- We will put in place programmes which will mean your child works 1:1, or in a small group, with a teacher or a member of the support team on the aspects of learning or behaviour with which they are having difficulty. These programmes may last as long as 20 weeks.
- Your child may have some support in class for some lessons, if the school thinks this will help him/her to make progress. Your child will not always need, or benefit from 1:1 support in class, because they need to learn to work independently. We will discuss with you whether this type of support would be helpful, in which lessons, and for how long the support will be in place. These will take place during Parent Consultations or at another mutually convenient time.

If your child has made progress then school will consider:

- whether there needs be a further period of intervention;
- if your child needs to use the strategies they have learned in the classroom for a period before putting a further programme in place;
- or, that such good progress has been made that support is no longer needed.
- If your child has not made progress we will consult with outside agencies to seek further advice on strategies and programmes.
- If the outside agency makes an assessment, you will be invited into school to discuss how the programme and support will change and how you can help.
- These measures should ensure that your child makes progress at the best possible rate but school will continue to review the programmes used and may meet with you over the term.
- If you are not happy about your child's progress, ask for further meetings in school and outside agencies to ensure that you have confidence in the provision.
- If you wish to complain about the school's response to meeting your child's needs you must first raise your issue with the class teacher, then SENDCo, and then Head of School. If you are still unhappy raise your concerns with the Chair of Governors at the school. If you are still not satisfied, then register a complaint with the Local Authority at Sandwell Council House. The Parent Partnership Service (SENDIASS) is also there to help on 0121 500 4010.


- Children who have severe levels of physical, learning, communication or emotional/ behavioural difficulty, that are lifelong and complex, may need an EHC. If the LA agrees to begin the process; an EHC takes 20 weeks to complete. Your child will continue to be supported from the school’s SEN resource while the EHC is completed.
- For most children this is likely to be initiated following the assessment made between 2 and 2 1/2 years of age by the health visitor. There may be other children whose needs are not initially apparent who have degenerative conditions or who have a later diagnosis who will still require an EHC due to the complexity of their need.
- The EHC will specify for the school what sort of provision your child will need in order to access the curriculum and make progress. It is likely to be highly individualised.
- Staff in the school will access additional professional development in order to ensure that they have the skills to teach your child
- Your child will also have access to all the provision detailed on the school’s provision map, in the Universal

Offer and Targeted Support Category of SEN which are appropriate to their learning needs

- Many children who need an EHC will be educated in a mainstream school but your child may benefit from a special school placement or focus provision placement. The options will be discussed with you as the EHC is developed.
- We will keep you informed about the progress your child is making through assessment and termly review and the Annual Review of the plan.
- If your child is not making expected progress, then we will request additional advice from outside agency staff or special school outreach staff who have additional expertise in respect of your child’s difficulty.

Appendix 1 – Whole School Provision Map

Timbertree Academy Whole School Provision Map

<h1>Timbertree Academy</h1>			
Area of Need	Wave 1	Wave 2	Wave 3

C&L	<ul style="list-style-type: none"> Differentiated curriculum Differentiated delivery Increased visual aids Visual timetable Skills ladders Differentiated resources RML Sets Maths Sets 	<ul style="list-style-type: none"> Sensory Room Overcoming barriers 2, 3, 4 Springboard 3,4,5 & 6 Year 2 Booster group Year 6 Booster group Phonics-Fresh Start Group support in class in English 	<ul style="list-style-type: none"> Group support in class in Maths Writing Coaches Bespoke intervention in Maths Bespoke Intervention in English Write Away NELI (Early Years) First Class at Number Success at Arithmetic Pre-teaching Sandwell Writing Intervention NESSY 	<ul style="list-style-type: none"> Supporting Children with Gaps in their Mathematical Understanding 1:1 Withdrawal 1:1 in class support Speech and Language Intervention (SALT) NELI (Early Years) 	<ul style="list-style-type: none"> 1:1 Reading Enable Plus ECat Colourful Semantics Toe by Toe NESSY WELLCOMM Precision Teaching RML Tutoring Sensory Room Individual Workstation
C&I	<ul style="list-style-type: none"> Flexible teaching arrangements Differentiated Curriculum Delivery Aided Language displays Visual Timetables Use of symbols and pictures 	<ul style="list-style-type: none"> Sensory Room Year 2 Booster Group Year 6 Booster group Phonics- Fresh Start Group support in class in English Group support in class in Maths Co-configured learning REEL Project PEEL Project Forest School 	<ul style="list-style-type: none"> Makaton Enable Plus 1:1 Withdrawal 1:1 in class support ECat 	<ul style="list-style-type: none"> Speech and Language Intervention (SALT) WELLCOMM Nurture Sensory Room 	
SMEH	<ul style="list-style-type: none"> Whole school and Class reward systems (Dojo points) Whole school and class rules Whole school policy for behaviour SEAL Circle Time Flexible Teaching arrangements 	<ul style="list-style-type: none"> SEAL Sensory Room Co-configured learning Forest School Go Noodle Circle of Friends 	<ul style="list-style-type: none"> Sensory Room / box WELLCOMM Nurture Behaviour Recovery Conscious Choice Card Play Therapy 1:1 Mentor Brain breaks Individual workstation 		
S & PD	<ul style="list-style-type: none"> Teacher awareness and use of resources Availability of resources 	<ul style="list-style-type: none"> Write – Dance Forest School Forest Friends Sensory Room 	<ul style="list-style-type: none"> Dough Gym Mister Tongue Occupational Therapy Dough Disco Sensory Room / box 		