

Whitehills Primary School



SPECIAL EDUCATIONAL NEEDS Information Report

in compliance with

- **Statutory Document:** Special Educational Needs (Information) Regulations (*Clause 65*)
- **Statutory Document:** Special Educational Needs and Disability Code of Practice (*2014*)

“Inclusion is based on the belief that students of all abilities have the right to an education that is, meaningful, appropriate and equivalent to that of their peers” Nicole Eridics



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Introduction

This document is intended to give you information regarding the ways we ensure we support all of our pupils, including those with SEND, in order that they realise their full potential.

Whitehills Primary School is supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress within a main stream setting.

As an inclusive school we aim to provide for a wide range of needs when budget, resources and availability of expertise allows. Initially provision for a pupil with Special Educational Needs (SEN) is funded through the school's devolved SEN budget.

Thereafter, we are aware of the process of applying for High Needs Funding (HNF) if a pupil's Special Educational Needs and/or disability make it a necessity.

If a pupil's needs are significant, severe, complex or profound to the extent that specialist provision would be more appropriate we would find this type of provision difficult. However, we do not rule this out and would make careful assessment of the needs of each pupil in consultation with additional external professionals and the Local Authority.



Special Educational Needs Information Report (continued ...)

Northamptonshire's Local Offer

What is the school SEN information report?

This utilises the LA local offer to meet the needs of SEND pupils as determined by school policy and details the provision that the school is able to provide.

What is the LA local offer?

The Children and Families Act (March 2014) requires Local Authorities to, "Publish a local offer, setting out in one place information about provision they expect to be available for children and young people in their area who have special educational needs."

The intention of the local offer is to improve choice and transparency for families within every Local Authority (LA). It will be an important resource for parents in understanding the range of services and provision in the local area. Follow the link below to access information about the local offer in our area. Here you will find a comprehensive list of support services that are available locally, what services and support they provide and how you can access them.

http://www3.northamptonshire.gov.uk/councilservices/children-families-education/send/local_offer/Pages/default.aspx

Slide 5: What are the first steps our school will take if special educational needs are identified?

Slide 5: How does our school identify that children have special educational needs and disability (SEND)?

Slide 6: What should parents/carers do if they think that their child has SEND? How can they raise concerns?

Slide 6: How will our school include parents and pupils in planning support?

Slide 13: What other support is available to me?

Slide 12: Who can you contact for more information?

Slides 7 and 8: How will our school teach and support children with SEND?

Slide 12: What to do if you are not happy?

Slide 12: Where can you find our SEND policy(s) and what is the role of the Governors?

Whitehills Primary School Local Offer



Slide 9: Who will be working with your child?

Slide 11: How do we assess and evaluate the provision that has been arranged for your child and the progress that they are making?

Slide 10: How does our school provide support to improve the emotional and social developments of our SEND pupils?

Slide 11: How do we arrange and support transfer to another school/educational establishment?

Slide 10: How have we ensured that your child is fully included in our school community?

How does our school identify that children have special educational needs and disability (SEND)?

At different times in their schooling, a child may be faced with a barrier to their learning. Parents/carers, class teachers, learning support assistants and the children themselves will recognise that they have difficulties with their learning. They may be recognised as having a special educational need.

Some children may find learning more challenging or may not yet be working at the same level as their peers and this *does not* have to be because they have a special educational need. For example, they may have:

- a disability that can be provided for through reasonable adjustments which the school can make.
- they may not have attended school regularly.
- English as an additional language.

Whatever the reason, this will be recognised, and your child will be supported to achieve their potential at Whitehills.

What are the first steps our school will take if special educational needs are identified?

Our identification process will begin in various ways:

- when a teacher has raised concerns about a child's progress.
- when a parent has raised concerns about a child's progress.
- through termly Pupil Progress Meetings held between every class teacher, the Head Teacher and SENCO to ensure all children are making good progress. Within these meetings, your child may be identified as not making as much progress as they could be.



When highly differentiated, targeted teaching has not had the desired impact, the teacher speaks with the SENCO to discuss what the next steps may be. Through close monitoring, the specific needs of your child will be established.

From here targeted teaching or interventions may be used, whereby your child may receive additional support in small groups either in or outside of the classroom. These are run by teachers or Learning Support Assistants (LSAs) under the direction of the class teacher and in liaison with the SENCO. If your teacher still feels that your child is not making progress, the school will set up a meeting to discuss this with you in more detail.

The new SEND Code of Practice (2014) describes support of this nature as SEN Support and the cycle of Assess, Plan, Do and Review is called a 'graduated approach'. Whitehills Primary adopt this way of working in order to ensure that any difficulties are identified early and the appropriate support is put into place.

What should parents/carers do if they think that their child has SEND? How can they raise concerns?

If you have concerns about your child's progress, you should speak to your child's class teacher in the first instance. The SENCO will also support you and will liaise regularly with you and your child's class teacher. In addition, parents are also able to contact the following members of staff directly to obtain support:

Special Educational Needs and Disability Co-Ordinator:

SENCO: Mrs Elaine Ayton

Email: senco@whitehills.northants-ecl.gov.uk

Designated Teacher for Looked After Children:

Headteacher: Mrs Natalie James

Email: head@whitehills.northants-ecl.gov.uk

Family Support Worker:

FSW: Mrs Josephine Currell

Email: jcurrell@whitehillsprimary.northants.sch.uk

SEN Governor: Mr Harvie Hughes

Email: h.hughes@whitehillsprimary.northants.sch.uk

How will our school include parents and pupils in planning support?

As their parent, you know your child best and as such, you are one of school's greatest resources in addressing their special educational needs. We aim to involve parents and, where appropriate, pupils at every level of support.

The SENCO is 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 discussed with you, sometimes in a report, and sometimes in a meeting organised with them directly.

How will our school teach and support children with SEND? (continued ...)

Class teacher

Through targeted classroom teaching also known as Inclusive Quality First Teaching, the class teacher will ensure that:

- all staff have the highest possible expectations for your child and all pupils in their class.
- all teaching is based on building on what your child already knows, can do and can understand.
- different approaches to teaching are delivered so that your child is fully involved in their learning in class (this may include using more practical learning or providing different resources adapted for your child)
- specific strategies (which may be suggested by the SENCO) to support your child to learn.

Specific group work within a smaller group of children also known as intervention group support. This group may be in or outside of the classroom and led by a Learning Support Assistant under the direction of the class teacher who will:

- carefully monitor your child's progress.
- identify that your child has gaps in their understanding/learning which requires some extra support to help them make the best possible progress.
- plan group sessions, with targets, to help your child to make more progress.
- liaise with the Learning Support Assistants who will deliver the sessions and work on the targets set for your child.

External Agencies:

If your child has been identified as needing more specialist input instead of or in addition to inclusive quality first teaching and intervention groups, referrals will be made to external agencies to advise and support the school in enabling your child to make progress. Before referrals are made, you will be asked to attend a meeting to discuss your child's progress and help plan possible ways forward. You may also be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- support to set targets which will include their specific expertise
- a group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuits.
- a group or individual work with outside professional.

The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

How will our school teach and support children with SEND?

Specified Individual support - Education, Health and Care Plan (EHCP)

The school or parents can request that the Local Authority (LA) carry out a statutory assessment of your child's needs. This is a legal process.

After the school have sent in the request to the LA (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs.

After the reports have all been sent in the LA will decide if your child's needs are severe, complex and lifelong. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the current support in place in school to ensure your child makes as much progress as possible.

The EHC Plan will:

- outline the provision your child will receive.
- outline what strategies must be put in place.
- have short and long term goals for your child.
- recommend that the additional adult may be used to support your child with whole class learning, run individual programmes or run small groups to support your child's needs.

For Further information about the EHCP process, please speak with the SENCO in the first instance or contact IASS (Information and Advice Services) <http://www.iassnorthants.co.uk/Pages/home.aspx>

Who are the people involved in supporting children with SEN at Whitehills?

Every class teacher is a teacher of Special Educational Needs. Class teachers work closely with the children, learning support assistants and the SENCO to support children to be the best that they can be and reach their full potential.

All staff have regular training in special educational needs.

Our School Governor for SEN, Harvie Hughes, also plays an important role in ensuring that children with Special Educational Needs are being provided for in the best way possible. Part of this is to regularly evaluate the support that is provided and the progress that is being made by our children.

Where necessary, the school will work with agencies from outside school to support a specific child or group of children. We have developed positive working relationships with the following specialists:

- Specialist Support Services
- Educational Psychologists
- Educational Psychologist Assistants
- School Nursing Team
- Occupational Therapists
- Physiotherapists
- Speech and Language Service
- JOGO Behaviour Support
- Target Autism
- Kids Aid
- Child and Adolescent Mental Health Services (CAMHS)
- Teacher of the Deaf
- Visual Impairment Team
- Hospital and Outreach Education
- Post Adoption Team
- Service 6

How does our school provide support to improve the emotional and social developments of our SEND pupils?

Our school considers that the emotional and social development of children is of great importance and invests a significant amount of resources to pastoral care.

All staff in school support children's emotional and social development, but more direct work is carried out by our Family Support Worker, who works with:

- children to build confidence and self esteem, develop resilience, discuss worries, work on strategies to manage feelings, emotions and behaviour and social difficulties that arise.
- families who need additional emotional and social support.

Our school has a policy of zero tolerance on bullying and all relevant policies are available on the school's website.

How have we ensured that your child is fully included in our school community?

As part of our inclusive curriculum, we offer a range of additional clubs and activities as well as having regular class trips. We believe that everyone should be able to take part and are committed to make reasonable adjustments. Please contact the school to discuss specific requirements should your child need them.

The school is accessible to children with physical disability via wide open corridors, a disabled toilet and disabled parking spaces.

We ensure that equipment used is accessible to all children regardless of their needs.

All extra-curricular clubs are fully inclusive and if necessary, school will make additional arrangements. We have a breakfast and after school club, Jack-In-The-Box, that is available for all.

How do we arrange and support transfer to another school/educational establishment?

We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible. The children in school are used to moving between different classes, teachers and key stages. Planning for your child to move to a different school is a part of our provision for all learners with SEN.

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 needs 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 of transition during a planning meeting which will take place with the new teacher and new targets will be set.

- some children benefit from having a transition book to support them understand moving on, this will be made available for them.

In Year 6

- the SENCO will discuss the specific needs of your child with the SENCO of their secondary school.
- during visits to secondary schools, as part of their transition, children take part in 'fact finder' sessions. This helps them to become more confident in finding their way around the new environment, and in finding out more about the school, avoiding as much anxiety as possible about the step up to secondary. Work is also carried out in class to support transition.

How do we assess and evaluate the provision that has been arranged for your child and the progress that they are making?

Our provision is assessed regularly through:

- termly pupil progress meetings are held with the class teachers, SENCO and the Headteacher.
- Edukey Provision Map is used to monitor provision across all year groups and outcomes are recorded.
- inclusion meetings and Annual Review Meetings are held for some SEND pupils.
- information is shared with parents at Parent's Evenings and through your child's annual report.
- individual Personal Support Plans (PSPs)

Where can you find our SEND policy(s) and what is the role of the Governors?

All state maintained primary, secondary and special schools, are accountable to their governing bodies, which in turn are accountable to parents and the community. Parent and staff representatives are elected to the Governing Body and the LA appoint Governors to the Governing Body. In addition, they can appoint their own Community Governors and it is traditionally these posts which the Governing Body uses to cover skills gaps, hence these posts are often being offered to Governors from the business community.

The Governing Body is responsible for the conduct of it's school, and must promote high standards of educational achievement at the school.

The SEND Governor must liaise with the SENCO to try to ensure that the school makes the necessary provision for every pupil with SEND. A SEND Governor provides the link between the Governing Body and the school in relation to pupils with SEND. It is their role to help raise awareness of SEND issues at Governing Body meetings and give up to-date information on SEND provision.

What to do if you are not happy?

If you have any concerns about the provision your child may be receiving or the progress they are making, your first point of contact should be your child's class teacher. If you wish to discuss your concerns further, you can contact the SENCO or Head Teacher:

SENCO: Mrs Elaine Ayton

Email: senco@whitehills.northants-ecl.gov.uk

Headteacher: Mrs Natalie James

Email: head@whitehills.northants-ecl.gov.uk

Who can you contact for more information?

If you are still not happy, you can request a meeting with our SEND Governor:

Mr Harvie Hughes

Email: h.hughes@whitehillprimary.northants.sch.uk

What other support is available to me?

Additional Support Services that are available to you:

Information and Advice Services are support for parents of children and young people with SEND

<http://www.iassnorthants.co.uk/Pages/home.aspx>

Northamptonshire Mental Health Gateway

<http://www.asknormen.co.uk/>

Northants Parent Forum

<http://www.npfg.co.uk/>

Nationwide support for professionals within SEND

<http://www.nasen.org.uk/>