

Whitehills Primary School



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) Information Report



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*)

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.

What is the Local Authority Local Offer?

The Children and Families Act (March 2014) requires all schools to publish and keep under review information about services they expect to be available for children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'SEN Information Report' and will be available on the school website.

The Local Offer

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.

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.



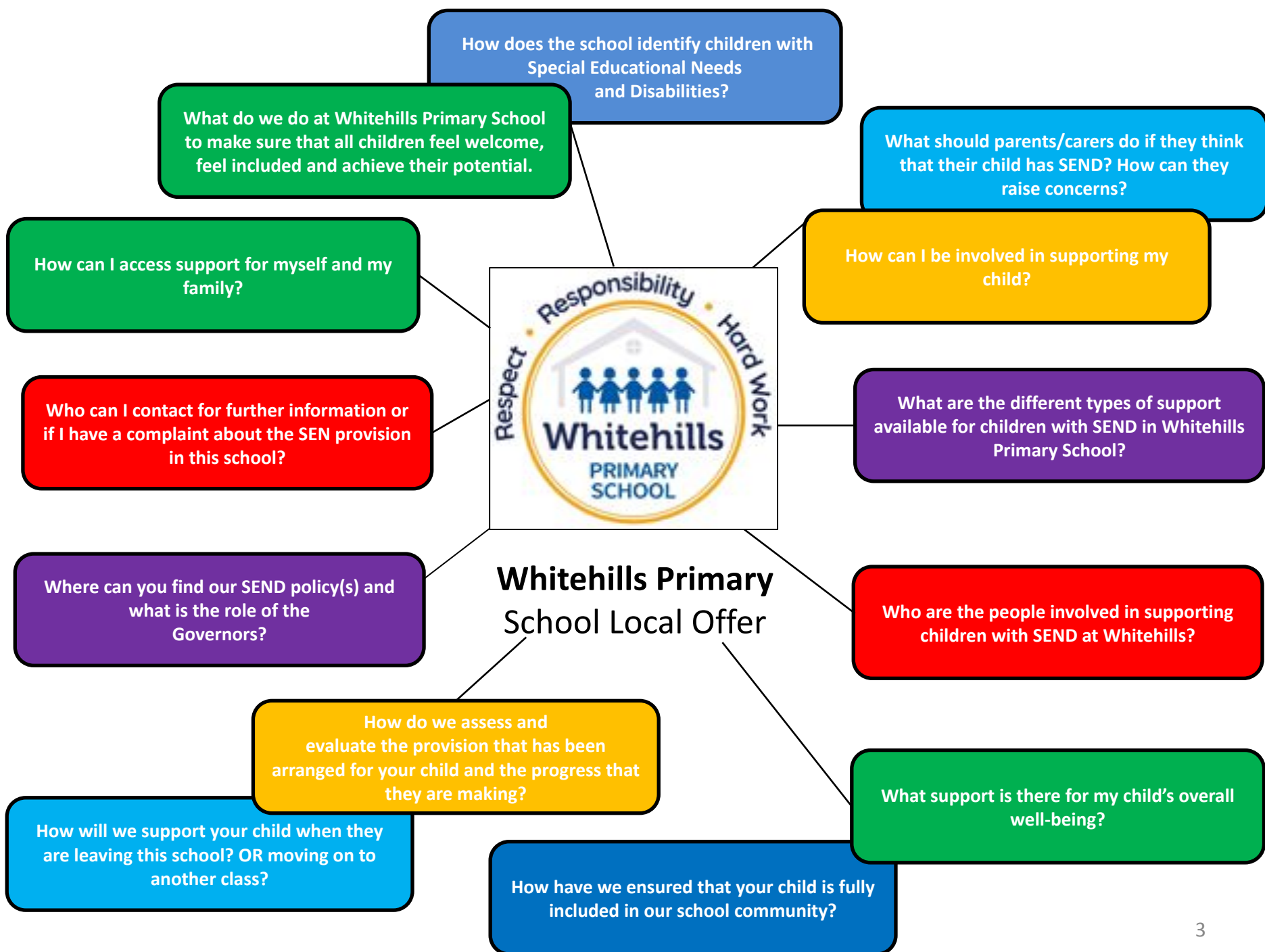
West Northamptonshire Local Offer

Website: <https://www.westnorthants.gov.uk/local-offer>

Contact the local offer team

Email: localoffer@westnorthants.gov.uk

Telephone: 01604 366124





What do we do at Whitehills Primary School to make sure that all children feel welcome, feel included and achieve their potential.

We take steps to ensure SEND pupils are not treated less favourably than other pupils. Please find further information within the Special Educational Needs and Disability (SEND) Policy.

The Head Teacher and the SENDCO have overall responsibility for SEND.

SEND issues are regularly discussed at Senior Leadership meetings. Provision for children with SEND is constantly under review and amended where and when necessary. We monitor the quality of our provision, together with the progress and well-being of children with SEND.

The progress of children with SEND is carefully monitored through termly pupil progress meetings. The SENDCO holds termly provision meetings, with all who work with the children, to review and set new individual learning targets for additionally funded children.



How does the school identify children with Special Educational Needs and Disabilities?

On starting school, we will talk with parents and carers about their children in order to plan effectively to meet their needs. As parents are the first educators of their child their knowledge is essential. On home visits and initial meetings, we ask parents to complete a transition form that will enable them to indicate any concerns about their children – for example, if they have a disability, special need or medical need. This helps us to plan how we will support their child once they start school.

Where a child has attended a previous setting, we use information from that setting to plan the best support, including us contacting specialist services that will support your child and the wider family.

The progress of all pupils is assessed and monitored regularly so that when a pupil is not making expected progress, the need for additional support can quickly be identified. School will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having impact. This means that we can support any special educational needs arising.

Any child identified as having a special educational need and/or disability is identified on the SEND register.

We take great care to establish whether progress is affected because a pupil has attendance issues, has English as an additional language (EAL) or a hearing or visual difficulty.

We also work with specialist services who provide expertise in finding out the type and range of a child's needs.



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 SENDCO 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 the staff directly to obtain support.

Special Educational Needs and Disability Co-Ordinator: SENDCO

Mrs Elaine Ayton

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

Designated Teacher for Looked After Children: SENDCO

Mrs Elaine Ayton

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

Family Support Worker: Mrs Jo Currell

Email: j.currell@whitehillsschool.uk

Well-being and Early Help Officer: Mrs Tracy Connors

Email: t.connors@whitehillsschool.uk

SEND Governor: Mr Harvie Hughes

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



How can I be involved in supporting my child?

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 familiar strategies can be used.

You can support your child by:

- Attending Termly Learning Conferences. (TLCs)
- Ensuring your child has regular eyesight and hearing tests.
- Helping your child to complete their homework.
- Ensuring your child gets to school on time and will have all appropriate equipment.
- Talking to the class teacher when you have concerns.
- Read with your child regularly and practice phonic skills.
- Practice number skills



What are the different types of support available for children with SEND in Whitehills Primary School?

Class teacher input via adaptive classroom teaching also known as Inclusive Quality First Teaching.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That 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 SENDCO or outside professionals) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school get this as a part of excellent classroom practice when needed.

Specific group work within a smaller group of children.

This group also known as intervention groups by schools, may be

- Run in or outside of the classroom.
- Run by a Learning Support Assistant who has had training to run these groups.

Stage of SEN Code of Practice

School Support means that they have been identified by the class teacher as needing some extra support in school and will receive interventions.

For your child this would mean:

- He/she will engage in group sessions with specific targets to help him/her to make more progress.
- A Learning Support Assistant/Class teacher will run these small group sessions using the teacher's plan or planned intervention material.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

SEN Support Outside Agency which means they have identified by the Class teacher/SENDCO as needing some extra specialist support in school from a professional outside the school.

For your child this would mean:

- Your child will have identified by the Class teacher/SENDCO (or you have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You will be asked to give your permission for the school to refer your child to a specialist professional e.g. Educational Psychologist. This will help the school and you 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 better 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.
 - 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. This will be recorded in a Personal Support Plan (PSP)

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified Individual support

This is usually provided via an Education, Health and Care Plan (EHCP).

This means that your child will have been identified by the class teacher/SENDCO as needing a high level of individual or small group teaching, which cannot be provided from the budget available to the school.

Usually, your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as School Attendance Support Service (SASS) Sensory Impairment Service (for children with a hearing or visual need.)
- Outside agencies such as the Speech and Language Therapy (SALT) Service, Occupation Health or Physiotherapy services.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with various information about your child, including some from you and from your child), 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. If they do not think your child needs this, they will ask the school to continue with the support at SEN Support.
- After the reports have been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need additionally funded support in school to make good progress. 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 support at SEN Support .
- The EHC Plan will outline the individual/small group support your child will receive from the Local Authority and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- An additional adult **may** be used to support your child with whole class learning, run individual programmes or run small groups including your child.

We recognise that each child is unique and so, each child will receive different support depending on their specific needs.



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

Every class teacher is a teacher of Special Educational Needs. Class teachers work closely with the children, Learning Support Assistants and the SENDCO 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:

Inclusion and Intervention Team (IIST)

Occupational Therapists

School Nursing Team

Speech and Language Service

Teacher of the Deaf

Police Community Support Officers

The McCarthy-Dixon Foundation (Food Larder)

Strengthening Families

The Early Intervention Family Support Service

Educational Psychologists

Educational Psychologist Assistants

Physiotherapists

Spencer Contact Charity

Post Adoption Team

Service 6

Child and Adolescent Mental Health Services (CAMHS)

Young Carers

Pets 4 Therapy



What support is there for my child's overall well-being?

- Children are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education is integral to our curriculum is also taught explicitly e.g. through the whole school PSHE curriculum (JIGSAW) including assemblies.
- All staff in school support children's emotional and social development. Additional well-being support from trained staff (Social, Emotional and Mental Health (SEMH) Coach, Forest School Therapeutic Lead, Emotional Literacy Support Assistant (ELSA) and Family Support Workers) is arranged as needed for individual pupils, both in and out of the classroom and a tailored personal support plan may be put in place for pupils.
- Children have access to sensory and nurture rooms, therapies, before school, lunchtime and after school clubs from staff and external providers.
- Our Therapeutic Behaviour Policy which includes guidance on expectations, rewards and sanctions is fully understood and followed by all staff.
- We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.
- Relevant staff are trained to support medical needs. We have a medical policy in place and children are supported by Education, Health and Care Plans where necessary.
- Pupils views are sought throughout the school and its various committees.



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

The Local Authority is responsible for the admissions to Whitehills Primary School this includes children with SEND. Children with SEND are admitted to school following the Local Authority's admissions criteria.

We have an accessibility plan in place and where feasible make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adhere to the Equality Act 2010 and the Children and Families Act 2014.

- The building is accessible to children with physical disability. There are specially equipped disabled toilets.
- Staff ratios and appropriately trained staff available as required.
- We ensure that equipment is used is accessible for all to take steps to ensure children with SEND are not treated less favourably than other pupils.
- After school provision is accessible to all children including those with SEND.
- Fire evacuation procedures include all children with SEND.



How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that needs to be made for your child.
 - If necessary, we can arrange pre-visits with the child and support staff.
 - 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 a transition meeting which will take place between the current teacher and new teacher. All Personal Support Plans will be shared with the new teacher.
 - Your child will be helped by a transition social story to support them understand about 'moving on'.
- In Year 6
 - The SENDCO will attend meetings to discuss the specific needs of your child with the SENDCO of their secondary school.
 - Your child will do focussed learning about aspects of transition to support their understanding of the changes ahead.
 - 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.
 - Where your child has been identified as having SEN, details of the pupil's needs are passed onto the new school, along with details of the support that has been in place in our school. Information about outside agencies involved with your child will be passed on, together with all SEN paperwork, including Personal Support Plans and outside agency reports.



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 which are held with the class teachers and Senior Leadership Team..
- 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 Termly Learning Conferences (TLCs) and through your child's annual report.
- Individual Personal Support Plans (PSPs)



Where can you find our SEND policy 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 Local Authority 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 SENDCO 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.



Who can I contact for further information or if I have a complaint about the SEND provision in this school?

- 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:

- Mrs Elaine Ayton - SENDCO
 - o **Email:** SENDCO@whitehills.northants-ecl.gov.uk
- Mrs Natalie James - Headteacher
 - o **Email:** head@whitehills.northants-ecl.gov.uk
- Mr Harvie Hughes - SEND Governor
 - o **Email:** h.hughes@whitehillsprimary.northants.sch.uk

Chapter 11 of the 0-25 SEND Code of Practice provides details of how you can challenge decisions or raise complaints on all such matters. This chapter also includes details of disagreement resolution arrangements, mediation and appealing to the SEND Tribunal that have been described in this section. You can also contact your Local Authority Local Offer <https://www.westnorthants.gov.uk>

How can I access support for myself and my family?



By looking at the Local Authority's website and their Local Offer: <https://www.westnorthants.gov.uk/local-offer>

The Local Offer will:

- Provide information for families with children who have a special educational need or disability.
- Improve choice and transparency for these families.
- Improve joint commissioning arrangements for services by setting out (in a single place) what is available locally

You can find information on the search directory and the webpages about:

- Special educational provision.
- Health provision.
- Social care provision.
- Other educational provision.
- Training provision.
- Arrangements for children and young people to travel to schools, colleges and early years education.
- Leisure and sports opportunities.
- Preparing for adulthood information.
- Policies, YouTube links, easy read documents, guides, fact sheets and leaflets.



Support is also provided by SENDIASS: sendiass@westnorthants.gov.uk