



# SEN Information Report

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## Overview

All educational providers from Child Minders to Further Education Colleges have a statutory duty under the SEND Code of Practice (CoP) to have arrangements in place to support children and young people with SEND. This support starts with the approach to the early identification of needs, through to the support that is provided at each of the steps through the Graduated Response to pupils with SEN Support. This collection of information is commonly known as the Provider's Local Offer, and this should link to the Local Authority's Local Offer, <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>, as well as the Local Authority's Local Offer linking back to your establishment web site. This information should be regularly reviewed and updated, in partnership with other local education providers, children and young people, parent/carers and the Local Authority.

Mainstream schools and academics, maintained nursery schools, 16 to 19 academics, alternative provision academics and Pupil Referral Units, also have a statutory duty to annually publish their SEN Information Report.

Lancashire County Council would encourage all educational providers to produce and publish a SEN Information Report, as this is recognised by the Department for Education (DfE) and OFSTED as good practice.

## Guidance for Completion

This guidance reflects the statutory guidance from the DfE in the CoP, and pulls on good practice from the national Association of Special Educational Needs (NASSEN). The statutory requirements are detailed in the CoP 6.79 – 6.83. Lancashire County Council would encourage all educational providers to use the following template to produce their SEN Information Report.



# Whitefield Primary School

## SEN Information Report January 2022

### Name of the Special Educational Needs/Disabilities Coordinator:

Andrew Jackson

### Contact details:

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### The kinds of SEND we provide for.

Whitefield Primary School is a mainstream primary school with approximately 400 pupils. We make provision for children with SEN within each of the four categories identified in the 2014 Code of Practice.

- Communication and Interaction

We have a number of pupils who experience speech and language difficulties. Consequently, we have teachers and teaching assistants who support children with Speech and Language Difficulties in a 1-1 or small group setting. This may include pupils who find it difficult to understand what others are saying or have difficulties with fluency or forming sounds, words or sentences. We have a range of resources which are used to support children's Speech and Language development and we work closely with a number of Speech and Language Therapists.

- Cognition and Learning

At Whitefield Primary School, we are experienced in supporting children with Cognition and Learning Difficulties through high quality teaching and effective differentiation. This includes children with Specific Learning Difficulties such as dyslexia (specific difficulties with reading or spelling), dyscalculia (specific difficulties with maths) or dyspraxia (specific difficulties with coordination). We also support children with moderate learning difficulties and children on the Autistic Spectrum. For example, we support children by breaking down activities into smaller, achievable chunks; providing appropriate resources including the use of technology or multisensory activities and through providing adult support.

- Social, Mental and Emotional Health

For some children, difficulties in their social and emotional development can mean that they require additional or different provision. We support these children through pupil mentoring and social skills groups. We involve outside agencies such as CAMHS (Child and Adolescent Mental Health Service) if necessary.

- Physical and Sensory

Where necessary, we make adaptations to the curriculum, equipment or environment in order to make lessons and learning opportunities accessible to them. We hold regular meetings with outside agencies and parents to review the approaches that are in place.

### **How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?**

At Whitefield Primary School, the attainment and progress of all children is carefully tracked and monitored. This process is overseen by the Head teacher who holds termly progress meeting with class teachers to discuss each child's progress. On a daily basis, teachers evaluate their lessons and consider whether individual children are making the expected progress within their lessons.

When staff raise concerns, they are discussed with the SENCo and parents are invited to come into school to share the concerns that school hold. Parents are encouraged to speak initially to their child's class teacher if they have concerns.

A graduated approach to overcoming difficulties is put into action. Children's needs are assessed by experienced class teachers, the school SENCo and by other professionals from outside school.

Pupils are placed on the SEN support register when it is agreed that they have area(s) that need support/intervention, in addition to that given in quality class teaching. Regular dialogue between all staff involved, and parents, ensures the needs of the pupil are reviewed and progress is accelerated wherever possible.

Some children have complex needs and a multi-team approach will be used in requesting an EHC plan and meeting the targets set within it. Parents, and the pupil, will be significantly involved during this process. Other agencies involved will also be included where necessary.

### **What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?**

When supporting children with special educational needs, we aim to talk to our children and fully involve them in the process. We discuss their individual targets and progress with them and make sure we celebrate their achievements with them, however big or small.

For children with an EHC Plan, we always share their views within the target plan and annual review process. These views may be discussed with them before the meeting or if appropriate, children can come into the meetings to share their views. We use a range of practical and visual strategies to support children who find it difficult to express their views with words. Wherever possible, we try to take into account the views, wishes and aspirations of our pupils when discussing outcomes for the child and approaches to achieve them.



### **What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?**

At Whitefield Primary School, we recognise the value of working in collaboration with parents and carers of children with SEN in order to achieve the best outcomes for them. As a school, we strive to ensure a high level of communication with parents so that they feel well informed about what is happening in school and how their child is progressing. This includes parent's evenings and annual reports. We have an 'open door policy' where Teachers and the SENCo are always happy to meet with parents at a mutually convenient time.

For children with individual education plans, termly meetings are held to share their children's individual target plans and gain a greater insight into their needs. For children with Education, Health and Care Plans, parents will be invited to attend their annual review meeting in which children's progress against their individual targets is looked at in detail and decisions about future provision is jointly agreed.

### **How will the curriculum be matched to my child/young person's needs?**

The SEN Code of Practice (2014) recognises that 'Special educational provision is underpinned by high quality teaching and is compromised by anything less.' At Whitefield our priority is ensure that all children, including those with SEN have access to good or outstanding lessons which are appropriately differentiated and personalised to meet the needs of individual children.

Differentiation can be observed in a range of ways. At Whitefield, we strive to accommodate all learning styles and provide appropriate resources, often with the advice of other agencies for the children with special educational needs.

Teachers make use of PIVATs and other specialist assessment to gain a more thorough understanding of a child's development.

Teaching assistants are allocated carefully according to their skills and experience, with many TA's becoming specialised in certain areas such as delivering phonics, speech and language, experience working with children with ASD and visual impairments.

### **How accessible is the school environment?**

All of the school's facilities are on the ground floor making all areas fully accessible. There is a disabled toilet and all outdoor areas are accessible for all.

There are accessible changing and toilet facilities.

The outdoor environment has been developed to be accessible to all children. The wildlife garden, the planting area and the playgrounds have been adapted and designed in order to make them suitable for everyone on the recommendations of specialist companies and professionals.

**How are the school resources allocated and matched to children/young people's special educational needs and disabilities?**

**How is the decision made about the type and quantity of support my child/young person receives?**

Through discussions with parents, teachers, teaching assistants and children, the SENCo, alongside the leadership team, makes decisions regarding the most effective allocation of resources. This includes human and physical resources.

Pupils with EHC plans have provision listed clearly in their plan which is met by internal and external sources. EHC plans are reviewed annually, including the level of support required and its impact. All relevant parties are involved in the review process.

**How will both you and I know how my child/young person is doing and how will you help me to support their learning?**

At Whitefield Primary School, we recognise the value of working in collaboration with parents and carers of children with SEN in order to achieve the best outcomes for them. As a school, we strive to ensure a high level of communication with parents so that you feel well informed about what is happening in school and how your child is progressing. This includes parent consultation evenings, open evenings and annual reports. We encourage parents to be part of the progress their child makes and advise them where necessary of how to support this at home. We have an 'open door policy' and teachers are always happy to meet with parents at a mutually convenient time, as of course is the SENCo.

Children with individual target plans will have their plans reviewed by the class teacher each term. The updated plan is then shared with the parents. For children with Education, Health and Care Plans, parents will be invited to attend their Annual Review meeting in which children's progress against their individual targets is looked at in detail and decisions about future provision is jointly agreed.

**What training have the staff supporting children/young people with SEND had or may they have?**

Whitefield Primary will provide training for staff on the criteria for recognising and developing strategies for dealing with children who are identified as having SEND. In-house training on recognised need, raising children's self-esteem and writing specific targets is included in INSET days and staff development sessions. Our SENCo has completed the National Award for SEN Coordination (NASENCo).

Staff members are experienced in supporting children with a range of SEND including speech and language difficulties, ASD and emotional and social difficulties.

In the last two years, school staff have received a range of training. This includes:

- How to support pupils on the autistic spectrum
- How to support pupils with behavioural difficulties
- How to support pupils with speech, language and communication difficulties

The NHS Speech Language Therapist visits regularly to assess and plan support for targeted pupils. These programmes are then delivered by a trained Teaching Assistant.

### **What specialist services or expertise are available at or accessed by the school?**

Staff members have had training in a range of areas including Lego therapy, communication skills, social skills groups, circle times, nurture and attachment, autism and memory skills. We are aiming to improve our understanding of sensory difficulties.

Prior to a new pupil with particular needs starting school, we endeavour to find out as much information from their parents/carers and previous school/nursery as we can in order to have provision in place.

Children have access to a range of additional provision. This includes:

- We refer to Speech and Language therapy, if necessary, for children throughout school, and carry out action plans set by SAL therapists in school.
- All teaching assistants are trained to run Precision Teaching programmes to develop reading in KS2
- Weekly visits from a specialist SEN teacher assess specific needs, provide advice and resources to teachers and teaching assistants and support the SENCo in providing for all the children with SEN support or EHC plans.
- Fine/gross motor programmes.
- Lancashire's traded team. Providing specialist teacher support for a range of SEND.
- A full time pastoral manager offering emotional, nurture and social skill interventions.
- Child Action Northwest supporting families and children in challenging situations.
- Lancashire's educational psychologist team and Acorn Psychology and Support Services.

The school also liaises with or requests support from links with health, social services and voluntary organisations when it is felt that this will be of direct benefit to the child. The school also has close links with the school's medical officer, the school nurse and CAMHS. Regular meetings are held with support agencies.

Parents will be notified of all requests to involve outside agencies before contact is made.

### **How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?**

We have structured transition programme to support children as they move between classes or key stages within the school. Teachers are given time to meet and share information about each child, including effective approaches and strategies for meeting the needs of children with special educational needs. All children are given the opportunity to spend multiple sessions with their new class teacher. Where necessary, children with special educational needs can make extra visits to their new classroom to prepare them for the changes ahead and may create photo-books of their new classroom, teacher and any other adults that will be supporting them. For children with complex additional needs or for children who will find the transition particularly challenging, a meeting can be arranged with parents and both the previous and new class teacher.

Moving on to secondary school can be an exciting but daunting time for all children so at Whitefield Primary we ensure that the children are well-prepared for the transition. We have good links with the local Secondary Schools within the area. For children with EHC plans, the SENCo from the secondary school will be invited to the Year 6 annual review (if the child's high school has been confirmed). This gives parents the opportunity to find out how

the school will be able to support a child through the transition and beyond.

Where necessary, additional support arrangements such as extra visits and transition projects can be put in place to support a successful transition to secondary education. For children with special educational needs and for children who are likely to find the transition more challenging the SENCo will contact the new schools SENCo and arrange an extra visit to the secondary school.

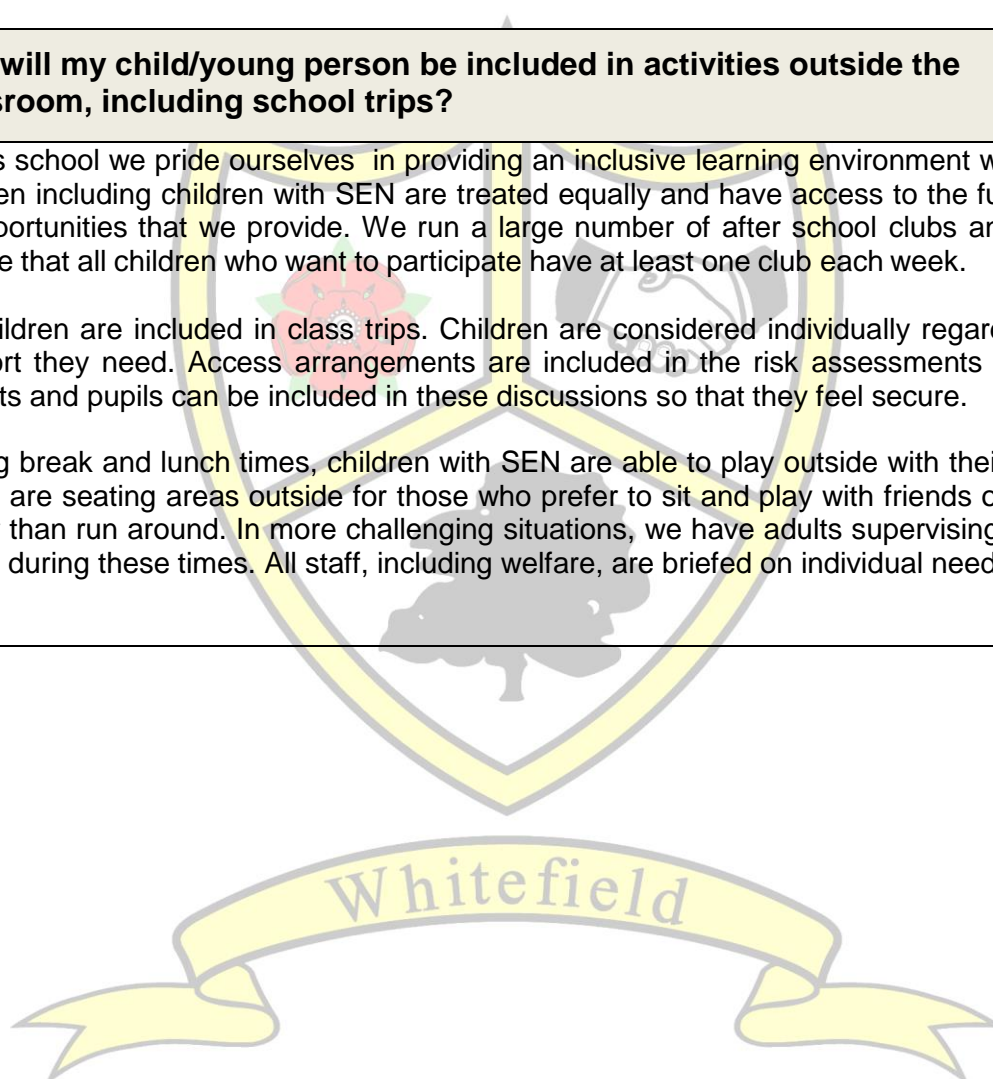
If a child with SEN is moving to a new school before the end of Year 6, we will ensure that all relevant paperwork is forwarded to the receiving school.

### **How will my child/young person be included in activities outside the classroom, including school trips?**

At this school we pride ourselves in providing an inclusive learning environment where all children including children with SEN are treated equally and have access to the full range of opportunities that we provide. We run a large number of after school clubs and try to ensure that all children who want to participate have at least one club each week.

All children are included in class trips. Children are considered individually regarding the support they need. Access arrangements are included in the risk assessments and the parents and pupils can be included in these discussions so that they feel secure.

During break and lunch times, children with SEN are able to play outside with their peers. There are seating areas outside for those who prefer to sit and play with friends or alone, rather than run around. In more challenging situations, we have adults supervising certain pupils during these times. All staff, including welfare, are briefed on individual needs.





### **What support will there be for my child/young person's overall well-being?**

Whitefield Primary School has a nurturing ethos. Some children require additional support from the school's pastoral manager who can provide individual additional support for children, and families, on issues such as managing emotions, dealing with separation or maintaining friendships. We also access child action north west to support families.

For children with medical needs, we work alongside parents, paediatricians, school nurses and specialists to ensure correct care is in place. We have health care plans which are regularly reviewed. (See Medical Policy for information on administering medication)

We are proud of our inclusive school where all children accept and support each other. We encourage and expect empathy and understanding from pupils and staff at all times. However, we are aware that children with special needs are vulnerable and therefore we observe their well-being closely. We take any reports of bullying seriously and it would be dealt with as set out in the Anti-Bullying Policy.

All children are entitled to participate in all areas of school life regardless of ability or needs. We believe experiences such as being part of the student council or applying for head boy and head girl positions enriches their overall education.

### **How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?**

At Whitefield Primary School we evaluate the effectiveness of the provision for pupils with SEN each term using target plans. These plans are reviewed by the SENCo and discussed with parents. The governors also receive regular reports on the progress and attainment of children with SEN.

Each term the performance of all children, including those with SEN is analysed by the Head teacher and class teachers and areas of need are identified. In addition, interventions are regularly reviewed and monitored to ensure that the impact is effective.

### **How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?**

We have strong links with a range of education, health and social care professionals who can support the process of assessment, target-setting and ensuring that the needs of children with SEN are appropriately met. This includes working with:

Special Educational Needs and Disability Officer (SENDO)  
Our school SENDO is Catherine Martin" ([catherine.martin@lancashire.gov.uk](mailto:catherine.martin@lancashire.gov.uk))

Educational Psychologists

Speech and Language Therapists

We currently have several therapists from NHS Therapy Services working with our children in school.

Advisory teachers:

We currently work with Elaine King. A specialist teacher focusing on Maths and English. Elaine helps children develop their own strategies for learning to encourage independence.

Occupational therapists/Physiotherapists:

Children in need of OT or physio input need to be referred by their GP or paediatrician. If a programme is required, we are able to support parents by following the programme in school too.

Medical practitioners including school nurses, paediatricians and the Child and Adolescent Mental Health Service(CAMHS) team.

Social Workers from Lancashire County Council and other agencies.

**What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?**

At Whitefield Primary School, we are committed to working in partnership with parents and carers to meet the needs of the children in our school.

If parents have questions or concerns about the provision for a child with SEN, in the first instance, we would encourage them to contact the child's class teacher. Should they then wish to discuss the concerns further, they could contact the SENCo, Deputy Headteacher or Headteacher.

In the unlikely event that a concern is not resolved, then please make contact with our Chair of Governors in line with our 'Parental Complaints' policy and procedure.

**Where can I find the contact details of support services for the parents of children/young people with SEND?**

SENDIASS is available for parents to access additional information, support and advice.

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support.aspx>

**Where can I find information on where the local authority's local offer is published?**

Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>