

Special Educational Needs and Disabilities Information Report



Whitefield Primary School





WHITEFIELD PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS

At Whitefield Primary School we help all children to be the best they can be by providing an inclusive learning environment. We enable self-belief, care and respect for all; learning together to be proud of every achievement reached.

We will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the needs of the SEND children at our school. We are committed to providing the conditions and opportunities that enable any child with SEND to be included fully in all aspects of school life. When planning, teachers set suitable learning challenges which ensure that the needs and disabilities of pupils are met so they do not present barriers to learning.

Definitions of special educational needs and Disabilities (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above, or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Children with SEND will be placed on the school's SEND register. Children on the SEND register are either categorised as:

- SEN support – This means that school are providing additional support different from the kind generally provided for others of the same age.

- EHC-Plan – This means that the pupil has an education, health and care plan. This is the new document that is replacing Statements. Pupils who already have a statement will be transferred to an EHC Plan.

There are four categories of special educational needs -

- Communication and Interaction
- Cognition and Learning
- Social, mental emotional health
- Sensory and/or physical disability
- A child may have more than one category of Special Educational Needs.

Our Aims

In order to meet the special educational needs of our children we must:

- Ensure that the arrangements made for pupils with special educational needs are in line with the requirements Children and Families Act 2014, SEN and Disability Regulations 2014, Equality Act 2010 and the SEN Code of Practice July 2014.
- Create an environment that meets the special educational needs of each child in order that they can achieve their learning potential.
- Identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the Early Years Foundation Stage and subsequently the National Curriculum. This will be co-ordinated by the SENCo and the head teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them to understand SEND procedures and practices and providing regular feedback on their child's progress.
- Make clear the expectations of all partners in the process.

- Identify the roles and responsibilities of all staff in providing for children's special educational needs.
- Ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- Work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- Work with, and in support of, outside agencies when the pupils' needs cannot be met by the school alone.
- Work closely with early years provision in order to ensure a smooth transition. Meetings with parents, teachers and specialist provision in the term prior to transition.

The first point of contact for a parent who wishes to discuss their child is the class teacher. Where concerns persist then parents are advised to contact the school SENCo.

Responsibility for SEND

All adults involved with SEND at Whitefield Primary School accept that provision for children with SEND is a matter for everyone. The head teacher and SENCo are responsible for:

- determining the strategic development of the SEND policy and provision in the school in order to raise the achievement of children with SEND;
- overseeing the day-to-day operation of the school's SEND policy;
- liaising with and advising fellow teachers and managing teaching assistants;
- coordinating provision and overseeing the records of all children with SEND;
- liaising with parents of children with special educational needs;
- contributing to the in-service training of staff;
- liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies;

- monitoring and evaluating SEN provision and reporting to the governing body;
- managing a range of resources linked to children with special educational needs and disability; and
- raising the standards of teaching, learning and attainment for all children in school with special educational needs.

Governor Responsibility

The governing body aims to:

- do its best to ensure that the necessary provision is made for any pupil who has special educational needs;
- monitor and evaluate provision and effectiveness. SEND is included on the agenda of the governors meetings. Review impact and provision annually; and
- Attend courses to ensure appropriate training and understanding of SEND.

Identification and Assessment

Early identification of SEND is vital. Teachers, the SEND team, head teacher and parents will be included in the identification and assessment process. The assessment of children reflects:

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCo will be consulted, as needed, for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.

- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents' evenings.
- i) Parents' evenings and meetings are an opportunity to feedback, monitor and assess the progress being made by children.
- j) When working with children, TAs use evaluation sheets to assess progress against targets and to enable next steps to be identified.
- k) If appropriate, arrangements will be made for children to access public examinations. This may include completing the tests in a separate room, giving breaks and a reader or scribe. Extra time for completion or disapplication from the tests will occur if children meet the criteria. Parents will be consulted and advised on the process.

How will we support a child with SEND?

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

1. Classroom observation
 2. Ongoing assessment of progress made by pupils with SEND,
 3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
 4. Teacher meetings with the SENCo and Headteacher.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
 - All pupils have curriculum targets set in line with national outcomes. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.
 - Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class teacher and a member of the Senior Leadership team.
 - Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.

Action relating to SEND support will follow and assess, plan, do and review model.

1. **Assess:** Data on the pupil held by the school will be collated by the class teacher, SENCo and Head teacher in order to make an accurate assessment of the pupil's needs. Parents will be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCo.
3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes. Parents and children will have an active role in the setting of targets and the steps needed to achieve these.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local Authority Support Services
2. Specialists in other schools e.g. teaching schools, special schools.
3. Social Services
4. Health partners such as School Nurse and Child & Adolescent Mental Health Service

N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

A graduated approach

Below is an example of the provision that might be provided by Whitefield Primary School and the tiered response to pupils needs.

Quality First Teaching (All Pupils)	SEND pupils without an EHC plan	SEND pupils with an EHC plan
Differentiated curriculum Differentiated delivery Differentiated outcome Increased visual aids – letter formation, number lines. Visual timetables (class and	Quality First Teaching Named part of whole class provision mapping Group intervention english Group intervention maths Additional phonics support.	Quality First Teaching, Individual target plan. Assistance and support in line with individual EHC plans (statements) SEND laptops

<p>individual) Illustrated dictionaries Use of writing frames Alternative recording methods General ICT access with appropriate software. Better Reading Partnership Sensitive grouping/ pairing / class or playground buddy. Spelling banks for new subject specific words. Where appropriate simple and clearly laid out worksheets. Structured school and class routines Whole school and class reward system / individual reward systems. Whole school/class rules / Whole school policy for behaviour Circle time as part of PSHE curriculum Use of positive language to promote self esteem Wellbeing and involvement assessments Modified/adapted resources Desk slopes / magnifiers Overlays / use of coloured paper</p>	<p>IDL – Indirect Dyslexia Learning. Speech and Language Support. Friendship groups Emotional and behavioural work with learning mentor Time out/anger management support cards. Group intervention for behaviour and emotional support. Sensitive class seating arrangements. 1:1 reading intervention. 1:1 phonics intervention. 1:1 maths intervention Individual target plan Communication and support from external agencies including family support groups. Support in line with individualised advice from an external agency including health plans. SEN laptops</p>	
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Support outside the classroom

As an inclusive school, extra-curricular activities are available for all children.

- Children will be helped to access the activities should this be required.
- During school trips groupings and additional needs will be carefully assessed so that the needs of children with SEND are met.
- Parents will be informed of trips and consulted if special provision is required.
- A number of children are supported during the lunchtime period and break-time. Game activities and quiet zones are available when required.

Evaluating the effectiveness of the SEND provision

The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level. This data will be shared termly with governors.

Referral for an education, health and care plan

If a child has lifelong or significant difficulties they may undergo a statutory assessment process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an EHCP will be taken at a progress review. The application for an EHCP will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be gathered about the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan.

Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Partnership with parents

At all stages of the special educational needs process, the school keeps parents fully informed and involved. We take into account the wishes, feelings and knowledge of parents at all stages and encourage parents to make an active contribution to their child's education.

Information can be found on the school website: <http://www.whitefield-pri.lancs.sch.uk/> . This includes links to websites and resources we have found useful in supporting parents to help their children at home. A termly newsletter provides information on the curriculum and learning expectations.

Regular meetings are held each term to share the progress of special needs children. We inform the parents of any outside intervention and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. Where appropriate, a home school diary may be used to communicate on a more regular basis.

Support for well-being

The school offers a wide variety of pastoral support for pupils. This includes:

- Personal, Social, Health and Economic (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.

- Pupil and Parent voice mechanisms are in place, school council and parent forum.
- Small group interventions to support pupil's well-being are delivered to targeted pupils and groups by our learning mentor. These aim to support improved interaction skills, emotional resilience and well-being.
- The school has been awarded the Gold Behaviour Quality mark, and has Healthy School status, which evidences the work undertaken within the school to supports pupils' well-being and mental health.

Local Offer

Details of the local offer can be found at:

<http://www.whitefield-pri.lancs.sch.uk/>

Our School – Statutory Information – Special Educational Needs

Admission arrangements

The normal schools admission procedures will follow for any pupil regardless of need.

The school aims to meet the needs of all children who wish to attend and the headteacher will liase with parents, the Local Authority and the school governors in cases where additional provision is required.

Facilities

The school has ensured access ramps to both buildings and has a toilet that is suitable for wheelchair access. Both buildings are fully accessible for pupils requiring the use of wheelchairs.

Allocation of resources

Staffing costs for SEND pupils are provided by the Local Authority. The amount given to the school to support Special Educational Needs and Disability is examined and monies directed to capitation, in class support, the teaching of groups and where appropriate, specialist teachers are used to assist with assessments, advice and support.

SEND in-service training

The school 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/ staff development sessions.

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 has 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.

- The Governor with specific responsibility for SEN has completed the SEN Governor training.

Use of external support services

The school has access to:

Inclusion and Disability Support Service (IDSS)

Educational Psychologist Service

Acorn Psychology and Support Services

Educational Welfare Service

Support from Outreach Schools (eg The Coppice Special School, Hillside Special School.)

Music therapy

Speech and language support

Parent Partnership

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.

What should a parent do if it thinks their child may have special educational needs?

If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher. This then may result in a referral to the SENCo, Mrs Adams

Links with other schools and transition between and beyond school

The school ensures close liaison with local secondary schools and staff meet to discuss the transfer process for all children especially those with special educational needs and disabilities.

Records of children's progress, attainment and target plans are transferred to school on departure. Secondary School SENCOs will be involved in the transfer process.

Criteria for evaluating the school's special needs and disabilities information report

The report will be evaluated annually and governors will consider the ways in which the school identifies and assesses children with SEND, the quality of provision, monitoring arrangements and the use of external agencies.

Complaints

Concerns should first be addressed with the class teacher in an attempt to resolve the difficulties. The second stage of the process would be to contact the SENCo. The parent may also approach the head teacher.

If the parent feels the matter remains unsolved then they may apply to the Lancashire Authority using their complaints procedure.

If parents wish to appeal against the decision relating to a statutory assessment then they have recourse to the Special Educational Needs Tribunal.

Linked policies

Administration of medications
Alcohol and drug Abuse
Pupils Medical Needs
Anti-Bullying
Behaviour
Care and Control
Available on the school website

SEND Team

Mrs J Adams - SENCo and Inclusion Manager
Mrs G Bearton - Learning Support Mentor
Dr S Penman - SEND Governor

Teaching Assistants

Mrs L McLauchlan
Mrs J Bretherton
Ms A Gildhert
Mrs J Gordon
Mrs E Morris
Mr A Whittle
Mr M Birchall
Mrs Hersee

Mrs M Thompson
Mrs R Whymark
Mrs C Roxburgh
Mrs J Briggs
Mrs M Allan
Mrs R Ward
Miss Wilkinson
Mrs Chauhan

Useful Contacts

British Dyslexia Society
0118 966 2677
www.bda-dyslexia.org.uk

Down's Syndrome Association
020 8682 4001
www.downs-syndrome.org.uk

National Autistic Society
020 78332299
www.oneworld/autism.uk

Dyspraxia Foundation
01462 454986
www.dyspraxiafoundation.org.uk

Special Educational Needs Liaison Officer
Joint Divisional Offices
East Cliff
PRESTON
PR1 3JT
01772 262030