

Whitwell Primary School

SEN Information Report

The Special Educational Needs Code of Practice September 2014 gives guidance to education settings that helps to identify, assess and provide help for children with special educational needs. It sets out the processes and procedures organisations must or should follow to meet the needs of children.

The Code of Practice 6.79 states that the governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.

At Whitwell Primary School we are committed to the equality of opportunity and the provision of the highest standard of education for all our pupils, including those with Special Educational Needs and disabilities.

What are special educational needs (SEN)?

The term 'special educational needs' has a legal definition. Children with SEN all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

The law says that children do not have learning difficulties just because their first language is not English. Of course some of these children may have learning difficulties as well.

Children with SEN may need extra help because of a range of needs, such as in thinking and understanding, physical or sensory difficulties, emotional and social difficulties, or difficulties with speech and language or how they relate to and behave with other people.

Many children will have SEN of some kind at some time during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. But a few children will need extra help for some or all of their time in school.

SEN could mean that a child has difficulties with:

- all of the work in school
- reading, writing, number work or understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- following rules or behaving properly in school
- organising themselves; or
- some kind of sensory or physical needs which may affect them in school

These are just some common examples, however all children are different and we always look at the individual when assessing what type of additional needs a child has.

Questions you may have:

- What is the Local Offer?
- Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or Disability (SEND)?
- What are the different types of support available for children with SEND in our school?
- How can I let the school know that I am concerned about my child's progress in school?
- How will the school let me know if they have any concerns about my child's learning in school?
- How is extra support allocated to children, and how do they progress in their learning?
- Who are the other people providing services to children with SEND in this school?
- How are the teachers in school helped to work with children with SEND, and what training do the teachers have?
- How will the teaching be adapted for my child with SEND?
- How will we measure the progress of your child in school?
- What support do we have for you as a parent of a child with SEND?
- How is Whitwell Primary School accessible to children with SEND?
- How will we support your child when they are joining this school? Leaving this school? Or moving on to another class?
- How will we support your child's emotional and social development?

What is the Local Offer?

The LA Local Offer

- The Children and Families Bill will become enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.
- It outlines the services and support available to pupils with SEND in Derbyshire schools and can be viewed at: <http://www.derbyshiresendlocaloffer.org>

Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or Disability (SEND)?

The Class Teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Coordinator (SENCo) know as necessary.

- Writing Pupil Progress targets/Individual Education Plans (IEPs), and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

The Special Educational Needs Co-ordinator (SENCo)

Our experienced SENCo is **Miss Laura Brown**.

Miss Brown may be contacted by telephone on 01909 720 251 or by email on Laura.brown@whitwell.derbyshire.sch.uk. You may also make an appointment to see her via the school office.

Miss Brown is responsible for:

- The SENCo has day-to-day responsibility for the operation of SEN policy and co-ordinating of specific provision made to support individual pupils with SEN, including those who have EHC plans, working closely with staff, parents and carers, and other agencies.
- The SENCo provides professional guidance to colleagues with the aim of securing high quality teaching for children with SEN, and works closely with staff, parents and other agencies. The SENCo works with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.
- The SENCo plays an important role with the headteacher and governing body in determining the strategic development of SEN policy and provision in the school in order to raise the achievement of children with SEN.

The Headteacher: Mrs Sarah Tomlinson

Responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Board is kept up to date about issues relating to SEND.

The SEN Governor:

Responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school.

What are the different types of support available for children with SEND in our school?

There are four broad areas of need and support which give an overview of the range of needs that are planned for. We regularly review how we provide support across these areas. They are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

There are also four noted high incidence needs that all schools will come across: ASD, communication difficulties, dyslexia and social emotional and mental health.

There are a range of different types of support available in school for children with SEN and disabilities, depending upon the needs of the child. These include:

a) Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all children in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENCo) are in place to support your child to learn e.g. a visual timetable
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support, e.g. specific group or individual work, to help them make the best possible progress.

Specific group or individual work included interventions which may be:

- Run in the classroom or a group room.
- Run by a teacher or a teaching assistant (TA).

Examples include – additional reading, phonic or spelling work, maths skills, ECAT, ECAM, SALT, Forest Schools, Social Stories.

Only a few pupils will require interventions which are **additional to** and **different from** the differentiated curriculum provided for all pupils. This forms part of the **Graduated Response**.

b) Specialist groups run by outside agencies, e.g. Speech and Language therapy (SEN Code of Practice 2014: School Support)

This means a pupil has been identified by the SENCo and class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services,
- Outside agencies such as the Education Psychology Service (EPS).

What should happen:

- You will 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 you to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

We also refer to specific guidance and strategies as are suggested in the Derbyshire Friendly Files, A Child with Autism in my Class and the DCC Descriptors of SEN to inform our support for children with SEN.

c) Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

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

Your child will also need specialist support in school from a professional outside the school. This may be from

- Local Authority central services,
- Outside agencies such as the Speech and Language Therapy (SALT) Service and Autism Outreach.

For your child this would mean:

- The school (or you) can request that Local Authority Services 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 request has been made to the 'Panel of Professionals' (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. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA 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.

- The additional adult may be used to support your child with whole class learning, run individual programs or run small groups including your child.

How can I let the school know that I am concerned about my child's progress in school?

- If you have concerns about your child's progress, you should speak to your child's class teacher initially.
- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Coordinator (SENCo).
- The school SEN Governor can also be contacted for support.

How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

How is extra support allocated to children, and how do they progress in their learning?

The school budget includes money for supporting children with SEN. The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school. The Headteacher and the SENCo discuss all the information they have about SEND in the school, including

- the children getting extra support already,
- the children needing extra support,
- the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources, training and support are needed.

The school identifies the needs of SEN pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

Who are the other people providing services to children with SEND in this school?

School provision:

- Teachers work to ensure children with SEND are included fully in our school and the curriculum.
- Teaching Assistants and HLTAs undertake a range of interventions with either individual children or small groups.
- Teaching Assistants offer support for children with emotional and social development through our Pastoral sessions.

Local Authority Provision:

- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service
- Behaviour Support
- SALT (Speech and Language Therapy)

Health Provision:

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- Physiotherapy

How are the teachers in school helped to work with children with SEND, and what training do the teachers have?

The SENCo's role is to support the class teacher in planning for children with SEN. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEN issues and individual teachers and support staff training that are relevant to the needs of specific children in their class.

How will the teaching be adapted for my child with SEND?

Quality first teaching involves differentiation at all levels in all areas of the curriculum. Support is put in place within class and through out of class interventions. Children with SEND also have time to work specifically on their targets either within a small group or on a 1:1 basis as appropriate. They also may need specific resources to engage them or to allow them to access the curriculum dependent on their needs. Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

The SENCo and staff use Provision Mapping to identify children who are not making required progress and highlight possible interventions and monitor their impact.

Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.

Staff will ensure that they make their classrooms inclusive for children with SEND such as using coloured paper and backgrounds for children with dyslexia, providing visual timetables for children with ASD, providing number squares, sloping desks, computer programmes, and triangular pencils.

The Disability Discrimination Act requires schools to make reasonable adjustments (according to need but that are practically and financially viable) to ensure that disabled pupils and users of the school are not put at substantial disadvantage and are able to access the same opportunities as their non-disabled peers. Specifically, that all pupils will have the same access to information, the school environment and the curriculum.

How is Whitwell Primary School accessible to children with SEND?

The school is fully compliant with DDA requirements. The school is on a split-level with an external, covered ramp. There are two disabled toilets, one on each level.

We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs. Extra-curricular activities, including residential trips, are accessible for children with SEN.

How will we support your child when they are joining this school? Leaving this school? Or moving on to another class?

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

If your child is joining us from another school:

The SENCo will communicate with their current teacher(s) and, as a school, we will ensure we know about any special arrangements or support that needs to be made for your child,

If your child would be helped by a book/passport/social story or something else to support them in understanding moving on, then one will be made for them.

Your child will be able to visit our school and stay for a taster session.

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 need to be made for your child.

We will make sure that all records about your child are passed on as soon as possible.

If your child would be helped by a book/passport/social story or something else to support them in understanding moving on, then one will be made for them.

When moving classes in school:

Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. IEP s are on the server and are available for the new teacher to build upon.

If your child would be helped by a book/passport/social story or something else to support them in understanding moving on, then one will be made for them.

In Year 6:

The SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school. In most cases, a transition review meeting, to which you will be invited, will take place with the SENCo from the new school.

Your child will participate in focused learning relating to 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.

Any specific resources that would support the child will be provided.

How will we support your child's emotional and social development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. However, for those children who find aspects of this difficult our Pastoral Manager offers a range of interventions from the team:

- A Forest School programme run in school and some of the children who attend this are targeted so they can further develop the skills needed to build their social and emotional skills in a small group situation.
- Two TAs, who specialise in pastoral work, are available at playtime and lunchtime if children need someone to speak to.
- One of our MDS is also part of the school pastoral team and she oversees issues that may continue from lunchtime.
- Social and Emotional skills support involving 1:2:1 or small group work.

If your child still needs extra support, with your permission the SENCo will access further support through the Team Around the Family (TAF) process or involvement of counselling agencies such as CAMHs.

If you require any further information please do not hesitate to contact the school.