



Whittingham SEN information Report

2020-2021

This report is updated annually.

Our School Vision and Values

The children know these as the 3R's:

'Hand in hand together we will become resilient, respectful and responsible citizens of our community and the wider world.'

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.

At Whittingham C of E Primary School, we are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

What is the LA local offer?

The Children and Families Bill 2014 requires all schools 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 'SEN Information report' and is available on the school website.

https://whittingham.eschools.co.uk/website/send_1/224598

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.

What is the school SEN information report?

This utilises the LA local offer to meet the needs of SEN pupils as determined by school policy and details the provision that the school is able to provide and can be found - https://whittingham.eschools.co.uk/website/send_1/224598.

Alternatively, please contact school directly to speak to our SENCO, Belinda Athey. 01665574222.

How do we make 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 SEND Policy.

The Head Teacher (who is also the SENCO) has overall responsibility for SEND and Inclusion. Meetings and visits are also held with our named Governor for SEND Mrs J Young

Inclusion 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. This includes teaching as well as support through our rigorous monitoring cycle and consists of teaching observations, planning and book trawls, pupil interviews and discussions with teachers and support staff.

The progress of children with SEND is carefully monitored through termly pupil progress meetings and half-termly reviews as well as observations by leaders to support staff. The SENCO holds termly provision meetings, with all who work with the children, to review and set new Individual Learning targets for additionally funded pupils,

We fully involve our Governors when the SEND policy is reviewed and revised.

What support can we provide for our learners with SEND?

We are committed to being inclusive and forward thinking in our approaches to support all our learners and we have great support from Northumberland County Council's SEND team of specialists to ensure that children are well supported and that staff continue to receive up to date and relevant CPD using a range of in county services and also making the most of the recent advances in virtual meetings and training opportunities.

- **Communication and Interaction:**

We use visual timetables, now and next boards and technology to support learning.

Staff are trained in Early Talk Boost and Talk Boost as well as ASD and ADHD. We work closely with the Communication and Language team at NCC and implement strategies and programmes as suggested following work with the team, our staff, and pupils.

- **Cognition and Learning:**

We are able to offer a range of intervention work designed to help children achieve their maximum potential. This has been further enhanced by the work with NCC, Thrive, Mental Health Champions, ACE (Adverse Childhood Experiences) and PFE (Psychological First Aid).

- **Social, Emotional and Mental Health:**
- We have embedded the principles of Thrive into our school as well as mindfulness activities such as lego therapy, stillness and calm, breathing and yoga.
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- **Sensory and/or Physical Needs:**
- We are pleased to support any children with their sensory or physical needs if we are able to accommodate it but do not have specialist facilities.

Provision Mapping

Currently we store our staffing allocation and timetables securely on our shared drive in school. We are awaiting our local authority's new provision mapping system as this will help us improve things even further.

The Role of the Special Educational Needs/ Disabilities Coordinator – SEND / Co

The SENCO (Mrs Athey, Headteacher) manages the day to day provision for our children with SEND.

She is responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents and carers are:
 - involved in supporting their child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible
- Ensuring adequate records are kept detailing the support that each child is receiving.
- Helping staff with SEN paperwork such as Pupil Passports and SEN Support Plans, in order for class teachers to share and review these with parents at least once each term and planning for the next term.
- Attending half termly SENDCO meetings to keep up to date with any legislative changes in SEND

Class/subject teacher

All of our staff are experienced, reflective practitioners who are open to advice and are keen to develop their practice in order to ensure the best possible provision for all of our children including those with SEND.

They are responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENDCO know as necessary.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

SEN/ D Governor – Mrs J Young

The Governing Body meet regularly and challenge staff to ensure that the quality of the provision is constantly being improved. The SENCO reports to the Governing body on the progress of pupils with SEND at each termly meeting as well as through an annual SEN Governor Visit, the report of which is reported to all governors.

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Monitoring the effectiveness of the provision in place for pupils identified with SEND

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

When a family is looking for their child to join our school we will talk with parents and carers about their child(ren) in order to plan effectively to meet their needs.

As parents are the first educators of their child their knowledge is essential.

During the home visit for nursery children or initial meetings with children from main school we ask whether parents have 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 them and their child once they start school.

Where a child has attended a previous setting, we hope to use information from that setting to plan the best programme of support. We will also contact any specialist services that support your child, so it is important.

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 the student's needs.

We follow Northumberland County Council's Local Authority's guidance for the identification of pupils with Special Educational Needs and Disabilities and follow a graduated approach

Phase 1 – Quality First Teaching

This is likely to look like:

- 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 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.
- Specific strategies (which may be suggested by the SENCO or outside staff) 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.

Phase 2 - Specific group work with in a smaller group of children.

This group, often called Intervention groups by schools and may be:

- Held within or outside the classroom.
- Led by a teacher or more often, a teaching assistant who has had training or support to run these groups by the class teacher and SENDCO.

Stage of SEN Code of Practice:

School Support means 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/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.

Specialist groups run by outside agencies or to support specialist programmes e.g Speech and Language therapy , Literacy Support and so on
AND/OR Individual support for your child of up to £6000 staffing costs

SEN Support Outside Agency

which means they have been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:

- **NCC HINT support**
- Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Health or Physiotherapy services.

For your child this could mean:

- Your child will have been identified by the class teacher/SENCO (or you will have raised your concerns) 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 may 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 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 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 type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Phase 3 - Specified Individual support - for your child of more than £6000 staffing costs in school.

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

This means your child will have been identified by the class teacher/SENCO as needing a particularly higher level of individual or small group teaching (more than £6000 staffing costs per annum), 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 Services such as HINT
- Outside agencies such as the Speech and Language therapy (SALT) Service, CYPS, School Health, Clinical Psychologists, Educational Psychologists, Occupational Health or Physiotherapy services.

For your child this could 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/D Support.
- After the reports have all been directed to the Local Authority they 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 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 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.
- An additional adult **may** be used to support your child with whole class learning, run individual programmes or run small groups including your child.

This type of support is available for children whose learning needs are:

- **Severe, complex and lifelong**

- **Need more than £6000 of staffing support in school**

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

Who to speak to if you have concerns or a complaint:

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to: Headteacher and SENCO, Belinda Athey – 01665574222.
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- **Communication**
- We believe that communication is important for all our families, significantly so for our families of children with SEND.
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We will usually communicate in the following ways:

- Providing annual reports and termly parents' evenings give all parents and carers regular feedback on their child's up to date academic levels, reading, writing and maths targets and any behavioural, emotional or social difficulties
- Asking for pupils views when appropriate
- Where appropriate plan and carry out initial concern meetings, pupil passport meetings, SEN Support Plans, EHA's or EHCP's

If your child is identified as not making expected progress despite quality first teaching, 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 receive
- discuss with you any referrals to outside professionals to support your child's learning
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School Budget

- The school budget, set by NCC , includes notional funding for supporting children with SEND.
- The Head Teachers decide on the allocation of the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher (who is also the SENCO) analyses 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 that they then look to plan what resources/training and support is needed.

- All resources/training and support are reviewed regularly, and changes made as needed. Challenge and support is provided from our Governing Body in the first instance.

If a pupil meets the criteria for special educational needs or disabilities (SEND), a SEND Support Plan will be created, detailing the overall objectives and support the children will receive.

Who are the other people providing services to children with SEN/D in this school?

Directly funded by the school:

- Experienced SENCO
- Qualified and experienced Teachers
- Experienced and skilled Teaching Assistants
- Higher level Teaching Assistants
- Educational Psychologist
- Course costs for staff CPD in SEN

Paid for centrally by the Local Authority and provided following a request for support process (this will be delivered in school):

HINT – High Needs Team

LINT – Low Needs Team

Provided and paid for by the Health Service (NHS Trust) working with schools to provide services:

- School Nurse and Health Visitors
- Speech and Language Therapy
- School Health and CYPS

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

- 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.
- All teachers are provided with information on the needs of individual pupils so that they can plan the learning to ensure that all pupils are able to make progress

- SEN Support Plans and Intervention plans will be used where necessary alongside planning to ensure children with SEND needs are met, where necessary.
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
- Children will access the National Curriculum at an appropriate developmental level
- SEND pupils will have access to the same curricular opportunities as all other children

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every half term in reading, writing and maths.
- EYFS children are assessed against the Progress Matters developmental levels and against the Early Learning Goals with reference where appropriate to the forthcoming reforms in EYFS.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- SEN children receiving additional interventions or support are identified on the SEN Register which will be reviewed every term, as an integral part of Pupil Passport Meetings and the plan for the next term made, informing their SEND Support Plan.
- Children with an EHC Plan will have an ILP which will be reviewed every term and the plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed annually, at an Annual Review with all adults involved with the child's education.
- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

Parent/ Carer Support

We are proud of our communication with families and our open door policy which is demonstrated by:

- 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 similar strategies can be used.

- The SENCO is available to make an appointment 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 with the person involved directly, or where this is not possible, in a report.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

Accessibility Plan

We have an accessibility plan in place and can be found on the SEND section of our

Transition:

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 SENCO and ensure he/she knows about any special arrangements or support that need 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 beforehand during a transition meeting.