



## Local Offer/Special Educational Needs and Disability Report

### Parent/ Carer information for children who have additional needs

Inclusion Leader: Mrs Kate Williams (01903 202639 [kwilliams@whytemead.school](mailto:kwilliams@whytemead.school))

SEND Governor: Mark Dibley

Whytemead is a mainstream Primary School. We are an inclusive school, providing equal opportunities for all children regardless of their Special Educational Needs or disabilities.

All children and young people are entitled to an education that enables them to:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood whether into employment or further education. (Code of practice 2014)

We therefore use our 'best endeavours' to make sure that a child with SEN gets the support they need - this means doing everything they can to meet children and young people's SEN.

(Code of Practice 2014)

## **Frequently asked questions**

### **1. How does the school know if my child needs extra help and what should I do if I think my child may have special needs?**

If you have any concerns about your child contact the class teacher, please don't wait until a 'parents evening'. At Whytemead the class teacher has a termly meeting with the Inclusion Leader to review the needs and progress of all the children with SEND (Special Educational Needs and Disabilities). There are also informal meetings throughout the year. The class teachers will also feedback any concerns that they or a parent have to the Inclusion Leader, who may arrange to meet with you. The Inclusion Leader will also do in-class observations of children at the request of the class teacher and regularly over the year.

At Whytemead the class teacher assesses all children continuously. There are also termly progress meeting with class teachers, senior management. The Inclusion Leader also has a half- termly meeting with the senior management. This will highlight any child not making expected progress and a plan is then put in place. Where a child is not making progress the class teacher will discuss this with the parent. At this meeting, the teacher and parent will decide on what support the child may need at home and school and what they would like the outcomes to be. A 'Nature of Concern' form will be completed at this meeting. Following this, the Inclusion leader will complete a 'drop-in' observation in the child's class. The situation will be reviewed after a term and, if there are ongoing concerns, the Inclusion Leader will instigate a meeting to discuss what further action would be appropriate and whether it would be helpful to refer the child to an outside agency for further advice or assessment. At this point your child will be added to the Special Educational Needs Register.

#### **A child may be put on the SEN Register if they:**

- Make little or no progress, even when teaching approaches are targeted, particularly in a child's identified area of weakness.
- Show signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or social difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress.

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not making adequate progress. Teachers may need to consult the Inclusion Leader to consider what other actions may be needed. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject area.

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Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening
- Closes the attainment gap between the child and his peers
- Better the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's emotional well being

### 2.How will the school support my child?

All Teachers are teachers of children with Special Educational Needs. The class teacher has responsibility for the day-to-day teaching and appropriate provision for children on the SEN Register. The class teacher will differentiate work and provide appropriate resources so that each child can access the curriculum. The Inclusion Leader and the child's class teacher will plan, together with the parents, what provision is needed to help the child progress, in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment
- Group or individual support, which may involve small groups of children being withdrawn to work with an adult
- LSA support in class or on the play ground
- Extra adult time to devise/administer the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce strategies that are more effective
- Additional time / reader and / or scribe for tests

### The Role of the Inclusion Leader:

The Inclusion Manager's responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with and advising fellow teachers
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Organising training courses for staff to attend, run by outside agencies
- Liaising with local schools to support those children transferring to another school

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- Liaising with external agencies including the LEA's support and educational psychology services, health services, speech and language service, occupational therapy service and voluntary bodies
- Co-ordinating and developing school based strategies for the identification and review of children with SEND
- Making regular visits to classrooms to monitor the progress of children on the SEN Register
- Designated Teacher Liaising with Social worker, Virtual School and Foster Carer for looked after Children
- Monitoring progress of children who have English as an additional language
- Organising Health Care Plans
- Attending meeting for families who have an Early Help Plan and liaising with key support workers.
- Deputy Designated Safeguarding Lead

### 3.How will the curriculum be matched to my child's needs?

The class teacher is responsible during the school day, for adapting work, so that it meets the individual needs of your child. In order to help children with special educational needs, Whytemead adopt a graduated response. If as a school, we feel that our actions are still not having an impact on the individual we will invite specialists to observe and advise us. The school will record the steps taken to meet the needs of individual children through the use of an 'Individual Provision Map' and 'Pupil Passport'. Your child's views on their needs and progress will be recorded on their 'Pupil Passport'. Their class teacher will talk through the previous 'Pupil Passport' with your child to get their feedback on how they think they are doing and what else needs to happen to help them progress. The Class teachers and the Inclusion Leader will have responsibility for ensuring that records are kept and available when needed. See above of the ways your child may be supported.

### 4.How will both you and I know how my child is doing and will you help me to support my child's learning?

At Whytemead we work in partnership with our parents to support children's learning. At our termly meetings we will talk with you about how you can support your child at home and plan the best outcomes for your child. Assessments may be used to support work with your child. Below are listed **some** of the assessments we use;

- Accelerated Reader Star Tests are completed 3 times a year and give a reading age for each child.
- We use the 'Testwise' Dyslexia Screener' for children in Year 2 and above where we have concerns in this area.
- The Boxall Profile is used to assess and inform us on how to support children with Social and Emotional difficulties.
- The Fulton Profile is used to target provision for children for whom we have concerns about their Social Communication Skills. We also have a sensory check list.
- The Sandwell Numeracy Test is used as a progress marker for those who will be taking part in the 'First Class @Number' programme.
- Progress in Understanding Mathematics Assessment is used for children on the Success@arithmetic programme.

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Each child on the SEND Register will be reviewed using a 'Plan, Do and Review' process. They will be given a Pupil Passport, which is written by the Class Teacher. The child, parent and Inclusion Leader are also able to have their own input. This is reviewed twice a year, with parents. The class teacher and Inclusion Leader are happy to talk to you about your child's progress and any other issues as often as is necessary.

### 5. What Support will there be for my child's overall wellbeing?

We also have a Play Therapist to support those children with more specific social and emotional needs. Early Help Plans can be instigated by the Inclusion leader teacher and Parents for support at home. In weekly Staff meetings concerns about vulnerable children are discussed and information shared.

Transition between classes and schools for children with SEND is carefully organised. Extra visits to new school are organised, and photo books of new rooms and teachers made for children to share at home. Class teachers meet at the end of the summer term, with the new teacher, to pass on important information about children ensuring a positive transfer. The inclusion leader meets with parents and the new teacher ( or LSA if the teacher is new to the school) to discuss the best outcomes for the year ahead.

Transition to High School is carefully planned for and vulnerable children are identified and supported through an immersive programme in liaison with their new school.

When a child has medical needs, the Inclusion Leader will put together a Health Care plan with the parent and school nurse, to ensure the child is safe and that staff are aware of the child's specific needs. When this meeting is held we would also look at any staff training that may be required. This plan will also include the administering of any medication and outlines what to do in the case of an emergency. The Health Care Plan will be shared with all staff, who are involved with your child.

### 6. What Specialist Services and expertise are available at or accessed by the school?

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment and advice in teaching the child directly. They may also advise on targets or strategies for supporting the child's progress. They may also offer training for staff working with a child. These will be implemented in the classroom setting or in additional sessions as appropriate. The delivery of the interventions will be recorded on the child's 'Pupil Passport' and continue to be the responsibility of the class teacher overseen by the Inclusion Leader. Where a specialist is already working with a child, before they start school, the Inclusion Leader will arrange to meet with them, in order to ensure a smooth start into our school.

#### **Outside agencies may become involved if the child:**

- Continues to make little or no progress in specific areas over a long period

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- Continues working at levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional or social difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- Despite having received intervention, the child continues to fall behind the level of his peers

### Agencies used by the school:

Parent Partnership

Parent Carer Forum

Speech Therapist

Occupational Therapist

Physiotherapist

Play Therapist

Family Support Worker

Social Services

First Team

Learning, Behaviour and Social Communication Team

Educational Psychologist

Integrated services

Child Development Centre

IPEH

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These are the main specialists we work with, but we are also signposted to others by them.

### 7. What Training have the staff supporting children with SEND had or are having?

Staff training needs are assessed regularly. Recently staff have attended training to support children with Social and Emotional needs, Behaviour, Attachment, First Aid, Autism, Maths support, Speech and Language, Team Teach, Success@ Arithmetic, Reading, Writing Spelling and Phonics. LSAs training needs are also regularly reviewed and they are sent on courses as required. Recently many have been sent on Speech and Language and Autism Awareness courses, Success@ Arithmetic, Sensory training.

### 8. How will my child be included in activities outside the classroom including school trips?

As a school, we do everything possible to ensure that all children have access to all activities outside the classroom. All school trips require a risk assessment. For children with significant needs they may require an individual risk assessment, involving parents to ensure that they are able to take part in the trip successfully.

### 9. How accessible is the school?

At Whytemead we have a disabled toilet and wheel chair access. When necessary, children can use a sloped writing board, wedge or wobble cushions and there are pencil grips, Penagain pencils, Stabilo pens and specialised scissors available in classrooms. Coloured screens are available for children to use when reading. We work together with the Occupational Therapist, who will advise us on the individual needs of children in their care.

### 10. How will the school prepare and support my child to join the school and transfer to a new one?

If your child has already been identified as having Special Educational Needs, before your child starts school, where possible, we will meet with you so that we can ensure a positive start into school. This is usually done in conjunction with the previous setting. When moving on to a new school, we will arrange extra transfer visits for your child, if needed. Class LSAs work with specific children to help them make up a booklet, with photographs, about their new school and spends time talking about any aspects of the change in school these children may be unsure of. Parents are encouraged to visit the new school and the Inclusion Leader is happy to visit with the parent if they need this support, or arrange for Parent Partnership to support these visits. The Inclusion Leader will always meet with the new school to ensure that all information is passed on about your child. If an 'Early Help Plan' is in place, staff from the new school will be invited to a meeting, so that the parents can have the opportunity to speak with them together with any other professionals involved.

### **11. How are the school's resources allocated and matched to the children's special educational needs?**

Where children are given Education, Health and Care Plans of 22 hours, we as a school may agree to pay for 1:1 support for these pupils if this is felt appropriate or an LSA shared between 2 or 3 children in the same class. We have an Inclusion Leader who gives support and guidance to learning support assistants working with children in the classroom.

We also resource every class with LSA time. Where required, children are given appropriate resources in order for them to access their learning.

We employ a full time LSA who supports children's mental health and well-being.

### **12. How is the decision made about what type and how much support my child will receive?**

Where a child has been identified as having special educational needs and is on the SEN register, the time and type of support given to your child will be reviewed twice yearly by the class teacher and Inclusion Leader. You will have the opportunity to discuss this at the parent meeting. If your child has an Education, Health and Care Plan it will specify how much support time your child will need. If your child has an Education Health and care Plan we will also arrange Annual Review meetings with you, to ensure that the plan is still appropriate for your child and make any changes.

All children on the SEN register have their progress reviewed termly by the Inclusion Leader and class teacher.

### **13. How are the parents involved in the setting? How can I be involved?**

At Whytemead we encourage all parents, carers and grandparents to become involved in the school. This can be through the PTA, listening to children read, helping on school trips or sharing a hobby. We hold regular parents' evenings and open events, where parents can come in and view their child's work and talk to their teacher.

New parents are encouraged to view the school. The Inclusion Leader is delighted to meet with new parents of children with SEND to discuss support that their child may require.

In addition to this, some parents of children on the SEND register are invited to meet with the Inclusion Leader twice a year. The class teacher also attends these meetings. We understand that you have a valuable understanding of your child's needs and wishes. We aim to involve you in every decision making process. We encourage you to meet with us as often as you feel necessary.

### **14. Who can I contact for further Information?**

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At Whytemead your first point of contact is always the class teacher. If your child has an Education, Health and Care plan the Inclusion Leader will oversee the implementation of the plan in school.

If you require further support at home your first port of call is your local Children and Family Centre. In the case of Whytemead this is The Wave Centre across

## The West Sussex Local Offer

For information on this please see: <https://westsussex.local-offer.org/>

Included below are links to other documents that may be helpful.

Working together to Safeguard children

<http://www.workingtogetheronline.co.uk/>

Keeping Children safe in Education <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Mental Health and Behaviour in Schools <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

The Children's Act 1989: Children Looked After with SEN

<http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/DCSF-00185-2010.pdf>

Equality Act 2010 and Accessibility Plan <http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>

Managing Medicines

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/306952/Statutory\\_guidance\\_on\\_supporting\\_pupils\\_at\\_school\\_with\\_medical\\_conditions.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf)

Admissions <https://www.gov.uk/schools-admissions/admissions-criteria>

Glossaries::

SEND: Special Educational Needs and Disabilities

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LSA: Learning Support Assistant

LEA: Local Education Authority