

Whiteley Primary School Special Educational Need and Disability Statement

The special educational needs for which provision is made at

Whiteley Primary School

Whiteley Primary School is a three form entry mainstream primary school with 630 children on roll, 29 teaching staff and 39 teaching assistants/learning support assistants.

The school caters for children with

- **Communication and Integration difficulties for example;**
Autistic Spectrum Disorder (ASD)
Semantic Pragmatic Disorder (SPD)
Pathological Demand Avoidance Syndrome (PDAS)
Speech Language delay
- **Cognition and learning difficulties for example;**
Moderate Learning Difficulties (MLD)
Specific Learning Difficulties (SPLD) e.g. Dyslexia, Dyscalculia, Developmental Coordination Disorder (DCD)
- **Social, Mental and Health Difficulties for example;**
Attachment Disorder
Attention Deficit Hyperactivity Disorder (ADHD)
Depression
Medical problems e.g. toileting difficulties, Allergies
- **Sensory and or Physical Difficulties for example;**
Hypermobility Syndrome
Fine Motor/ Gross Motor difficulties
Core Stability difficulties
Hearing Impaired
Visually Impaired
Physical impairment e.g. Cerebral Palsy (Hemiplegic)

How does the school know if my child needs extra help?

At Whiteley Primary School, children are identified as having SEND through a variety of ways including the following:

- Liaising with previous setting (previous school and pre-schools).
- Child performing well below age related expectations levels.
- Concerns raised by class teacher.
- Concerns raised by Parents/Carers.
- Concerns raised by the child.
- Liaison with outside agencies e.g. Speech Therapist (SALT), Educational Psychologist (EP) Child and Adolescent Mental Health Team (CAMHS).

- Health diagnosis between Paediatrician (P), Occupational Therapist (OT) and Physiotherapist (PT)
- In school assessments and screening
- Hampshire guidance.

What should I do if I think my child may have Special Educational Needs?

- We pride ourselves on building positive relationships with Parents/Carers. We are open and honest with Parents/Carers and hope that they are able to be the same with us.
- Your first point of contact is with the class teacher. If you require additional information and advice, please make an appointment to see the Inclusion Manager or Deputy/Head Teacher.

How will Whiteley Primary School support, provide and evaluate the effectiveness of the appropriate provision matched to my child's needs?

Who will oversee, plan and work with my child and how often?

- Our Inclusion Manager oversees all support and progress of any child requiring additional support across the school.
- Every term the Inclusion Manager will meet with the class teachers to evaluate the provision provided and measure the impact of this provision.
- The class teacher will oversee, plan and work with every child who has special educational and disability needs (SEND) in their class to ensure that progress across the curriculum is made. There may be a teaching assistant working with the child either individually or as part of a group if it is deemed necessary by the class teacher or Inclusion Manager. The regularity of these sessions will vary according to the child's needs and will be explained to Parents/Carers at the termly educational needs meetings or as and when required.

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

- The class teacher, alongside the teaching assistant and Inclusion Manager, will discuss a child's needs and what support would be appropriate. If required, advice and support from an outside agency will be sought. Different children will require different types of support and different levels of support in order to bridge the gap to maximise progress towards age-related expectations.

How are the schools' resources allocated and matched to children's SEND Needs?

- The budget used to fund SEND can be used in a variety of ways e.g.

Human resources

- *Teaching Assistants' salaries - to support children either in class, small groups or 1:1.*
- *Outside Agency assessments.*
- *Inclusion Manager's salary - this includes time for her to track, monitor and evaluate the impact of the provision and to attend Annual Reviews and outside agency meetings involving children with SEND.*
- *Update training needs for all staff.*
- *Emotional Literacy Support Assistant's (ELSA) salary – to enable work with children who have emotional literacy needs for example anxiety, bereavement /loss, low self esteem.*
- *Home School Link Worker's (HSLW) salary – to enable work with families who require advice and support in in the family home.*

Physical Resources

- *Intervention Programmes*
 - *Specialist equipment*
 - *Adapted Resources*
 - *ICT resources*
 - *Specialist Resources (ELSA, SALT, HSLW Physical, ASD)*
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.
 - We ensure that all the needs of children who have SEND are met to the best of the school's ability with the funds available.
 - If a child has an Educational Health Care Plan (EHCP) or a Special Educational Needs Support Agreement (SENSA), the first 12.5 hours is funded by the school. Any additional hours are funded by the Local Education Authority.
 - Out of the school's main budget, an allocation is made for children with SEND.
 - The Inclusion Manager, teaching assistants and ELSA are funded from this SEN budget.

How will the Curriculum be matched to my child's needs?

- All work within the class is pitched at an appropriate level so that all children are able to access according to their special educational need. Typically, this might mean that in a lesson all children would be working on the same area of learning, but with activities and objectives matched to their capabilities.
- Every class has a range of physical resources to help children to access their learning.
- Teachers will use a variety of questioning during the lesson which is matched to the child's level of learning.
- In some cases, SEND children will need a more individualised curriculum, tailored to meet their learning needs.

How are Parents/Carers consulted and included in the education of their child if they have SEND?

- If a child has an Individual Education Plan (IEP) it is reviewed termly with the Parents/Carers.
- If a child has an Individual Behaviour Management Plan (IBMP) it is reviewed a minimum of three times a year.
- If a child has a SENSA it is reviewed annually or sooner if required.
- If a child has an Educational Health Care Plan (EHCP) an Annual Review is held yearly or sooner if required. All reviews are sent to the Local Authority.
- Parents/Carers of Looked After Children (LAC) are part of the Personal Educational Plan (PEP) review and these are held termly.
- Meetings are held termly for children who have an identified SEND (these are an alternative to the school Parent/Carers' meetings and allow more time for Parents/Carers to discuss their child).
- If a child requires support from an outside agency, then permission is always sought and Parents/Carers are invited to attend.
- If Parents/Carers require meetings with the Inclusion Manager, then appointments can be made via the school office.
- Parents/Carers are invited to attend a variety of training opportunities throughout the year to support their child's learning at home.
- At the beginning of every academic year, Parents/Carers are invited to a transition meeting where class expectations, routines etc are discussed with the year group.

How will my child be able to contribute their views?

- We are a 'Rights, Respecting' school where we value and celebrate each child being able to express their views on all aspects of school life. At the beginning of each year, all the children are involved in creating their own class charter which they follow. We have a school council (young governors) which meets regularly to collect the views of each child and make decisions that will impact on their school life.
- Children who have Individual Education Plans (IEPs) will review and set new targets with their class teacher and teaching assistant termly or sooner if required.
- Each year group has an attached Governor who visits the class termly and seeks the children's viewpoints on matters concerning the school.
- If a child has an Educational Health Care Plan (EHCP), their views will be sought before any review meetings.
- If a child is a Looked After Child (LAC) they will be part of the Personal Educational Plan (PEP) review.

What opportunities will there be for me to discuss my child's progress?

- We believe that a child's education should be a partnership between Parents/Carers and teachers; therefore we aim to keep communication channels open and communicate regularly.

- We may operate a home/school link book where appropriate. This will be brought home regularly so that comments from Parents/Carers and teachers can be shared and responded to when needed.
- We offer an open door policy where you are welcome any time to make an appointment to meet with the class teacher or Inclusion Manager and discuss how a child is getting on. We can offer advice and practical ways that you can help and support a child at home.
- If a child is on the SEND Register, they will have an Individual Education Plan (IEP) which sets out individual targets. This is discussed on a termly basis and Parents/Carers are given a copy of the IEP. Children are involved with setting child friendly targets which are SMART (Specific, Measurable, Achievable, Realistic, Time scaled).
- All children on the SEND Register will have an Individual Education Plan (IEP), an Individual Behaviour Plan (IBMP), a Special Educational Needs Support Agreement (SENSA) or an Educational Health Care Plan (EHCP) depending on the complexity of need.

How does the school know how well my child is doing?

- As a school, we measure children's progress in learning against national expectations and age-related expectations. The class teacher, Inclusion Manager and Assessment Manager continually monitor each child and note areas that they are improving in and where further support is needed. As a school, we track children's progress from their point of entry to year six, using a variety of different methods: age related expectations, reading and spelling ages/ standardised scores and a carousel of different assessments.
- When the child's IEP is reviewed, comments are made against each target to show what progress the child has made. If the child has not made the target, the reason for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure that the child maximises progress.

What support will there be for my child's overall wellbeing?

- We are an inclusive school and we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's wellbeing.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class.
- The school has a Pastoral Support team which is made up of: The Inclusion Manager, the Emotional Literacy Support Assistant and two additional teaching assistants, who are trained in a range of therapeutic interventions.
- The school has a Home School Link Worker, who works under the direction of the Head Teacher and Inclusion Manager.
- If further advice or support is required, then the school will liaise with the relevant outside agencies.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- As a school we have a very positive approach to all types of behaviour with a clear behaviour and reward system that is followed by all staff and all pupils.
- If a child has behaviour difficulties, an Individual Behaviour Management Plan (IBMP) is written alongside the child and Parents/Carers to identify the specific issues, put relevant support in place and set targets. Advice from Hampshire Primary Behaviour Support (HPBS) is sought regularly for children with behaviour difficulties and who may be at risk of exclusion.
- Attendance of every child is monitored on a daily basis by the admin officer. Lateness and absence are recorded and reported to the Head Teacher and Home School Link Worker.

How will my child be included in activities outside the classroom, including school trips?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take full part in an activity, adaptations will be made if possible.

How does the school manage the administration of medicines?

- The school has a policy regarding the administration and managing of medicines on site (see separate policy). Parents/Carers need to contact the Admin staff to oversee the administration of any medicines.
- As a staff we have regular training and visits from the school nurse providing updates of conditions and medication affecting individual children. This enables all staff to be able to manage medical situations.

How are the Governors involved and what are their responsibilities?

- The Inclusion Manager reports to the Governors/ Inclusion Governor every term to inform them about the progress of all vulnerable children. This report also provides details of other professionals and organisations who are providing support and any updated training carried out. This report does not refer to individual children and confidentiality is maintained at all times.
- The Inclusion\SEND Governor reports to the full governing body termly on the impact of the SEND provision within school.

Who are the SEND Team at Whiteley Primary School?

The Inclusion Manager is Victoria Skipp
Email address: victoria.skipp@whiteley.hants.sch.uk
Telephone: 01489 881601

The Inclusion\SEND Governor is Emma Wortt

The Emotional Literacy Support Assistant (ELSA) is Nicola Bevan

The Nurture Leaders are Victoria Skipp and Nicola Bevan

The Home School Link Worker is Nicola Bevan

The Parent Support Advisor is Stella Pratt

The link School Nurse is Siobhan Solomon

The Link Physio Therapist is Sam Crossley

The link Occupational Therapist is Mara Curtis

The link Speech and Language Therapist is Megan Hayes

The Specialist Teacher Advisory team is made up of: Sonia Crabb, Deborah McCluskey, Katherine Swift and Donna Irving

The Speech and Language Support Assistant (SALSA) is Brenda Bunyan

The Physical Support Assistant is Brenda Bunyan

There are three Early Years Assistants

There are Teaching Assistants in all Key Stage 1 classes

There are seven Teaching Assistants across Key Stage 2

There are additional learning support assistants working across the primary phase

What expertise and outside agency support is available to my child?

- Our Inclusion Manager is fully qualified and responsible for the progress of all vulnerable groups in the school.
- As a school we work closely with any external agencies that we feel are relevant to the child's needs including;

Hampshire Primary Behaviour Support
Parent Support Advisor (Stella Pratt)
Specialist Teacher Advisors for Visual, hearing and Physical needs, ICT and Toileting
Children's Services
Social Workers
Locality Workers
Child and Adolescent Mental Health Service (CAMHS)
Paediatrician (P)
Ethnic Minority and Traveller Achievement Service (EMTAS)
National Health Speech and Language Therapist (SALT)
National Health Physiotherapist (PT)
National Health Occupational Therapist (OT)
Educational Psychologist (EP)
General Practitioners (GP)
KIDS
Young Carers
The Rainbow Centre

What Training have the staff supporting children with SEND had?

- All teachers are responsible for children with Special Educational Needs and/or Disability (SEND) and have regular training throughout the year.
- The Inclusion Manager attends conferences and regular meetings with Hampshire Inspectors and SEND Officers to keep up to date with current initiatives and resources.
We have an accredited Emotional Literacy Support Assistant (ELSA) who receives regular support and training from the Educational Psychology team.
- We have a Home School Link Worker (HSLW) who works with families who require advice and support in in the family home.
- We have one accredited Nurture Group Leader who receives termly support from the Educational Psychology Team.
- We have a Speech and Language Support Assistant (SALSA) who is trained in delivering Speech and Language programmes.
- We have a trained member of staff who supports children with physiotherapy needs and occupational Therapy needs.
- The Senior Leadership Team and a number of teachers and teaching assistants are Team Teach trained to support children with behavioural difficulties.
- As part of the teaching assistant's professional development, they will regularly attend training or refresher sessions throughout the year on a variety of teaching interventions used by the school.

- All Staff have regular training throughout the year on the four areas of SEND, which are as follows:
 - Communication and Interaction,
 - Cognition and Learning,
 - Social, Mental and Emotional
 - Sensory and or Physical.

How accessible is the School Environment?

- We are an inclusive school and will try and meet the needs of children with SEND to the best of our capability. Adaptions to the curriculum are made to ensure this happens. We liaise with outside agencies and services to provide the necessary support and equipment to enable them to be able to do this.
- The school is on one level and the outside environment can be accessed without the use of steps.
- The school site is wheelchair accessible.
- The school has 2 fully equipped changing rooms which includes disabled toilet, handrails, raised stool, accessible shower and an Astor Bannerman electronic changing unit.
- The school has a physiotherapy room.
- Regular risk assessments for children with physical disabilities are carried out alongside Specialist Teacher Advisors.
- If a child requires specialised equipment, this will be provided by the Specialist Teacher Advisory service.
- We liaise with the Ethnic Minority and Traveller Achievement Service (EMTAS) when it is necessary for us to support families with English as an Additional Language (EAL).

How will the school prepare and support my child to join the school, transfer to a new setting or the next stage of education and life?

Pre-school to Reception

- The Early Years Teachers aim to visit pre-school children at home and in their Pre-School setting. If a child has an already identified Special Educational Need then the Inclusion Manager will meet with the Pre-school SENCO/INCO and the Parents/Carers to discuss and plan for transition. The transition may include additional visits and a 'Transition Passport' (which includes photographs of their new classroom, teacher, teaching assistant and places they will access in the school).

Transition within school (Year R-Year 1, Year 1-Year 2, Year 2-Year 3, Year 3-Year 4, Year 4-Year 5, Year 5 –Year 6).

- Transition meetings occur between year group teams to discuss and pass on all relevant information about each individual child. Children visit their new classes, and receiving teachers visit their new class in the current year group. Teachers discuss children identified

as having SEND alongside the Inclusion Manager and additional transition needs are identified and planned for.

Transition to Secondary School

- When children are preparing to leave us for a new school, typically to go to secondary education, we take part in the cluster transition day. This day gives the children an opportunity to spend a day in their secondary setting. Liaison is made with the receiving schools, SENCO/ Inclusion Manager/ Transition Manager and Year 7 Leader to discuss children identified as having SEND and additional transition needs are identified and planned for. For example, Henry Cort run a programme specifically tailored to aid transition for the more vulnerable children.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant information and paperwork is passed on and all needs are discussed and understood.

Who can I contact for further information?

- The first point of contact would be your child's class teacher.
- If you require additional information or advice, then an appointment with the Inclusion Manager, Victoria Skipp, can be made via the school office.
- Other advice could be sought from Support4SEND enquiries.pps@hants.gov.uk
Independent Parental Special Education Advice (www.ipsea.org.uk/)
- More information can be found in Hampshire County Council's Local Offer.

Who should I contact if I am considering whether my child should join the school?

- Contact the school Senior Admin Officer, Elaine Binks, to arrange to meet the Head Teacher (Lesley Pennington), Deputy Head Teacher (Alyson Gibbons) or the Inclusion Manager (Victoria Skipp) who would willingly discuss how the school could meet your child's needs.

Complaints Procedure

- In the first instance any complaint should be addressed to the Head Teacher, Lesley Pennington, or Inclusion Manager, Victoria Skipp. If the problem cannot be resolved by this means, then the Chair of Governors may become involved (the school complaint procedure is available on the school website). If school based solutions fail to resolve the complaint, Parents/Carers should write to:

Children's Services Department
Ashburton Court East
The Castle
Winchester
SO23 8UG