



# Whiteshill Primary School

## SEN Information Report

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# Contents

Introduction .....	3
Aims and Objectives.....	3
Identifying and Assessing support for Special Educational Needs .....	4
The Nature of Intervention .....	5
Roles and Responsibilities.....	7
Record Keeping .....	8
Transitions.....	9
Partnership with Parents and Children.....	10
Monitoring and Evaluating the Success of the SEND provision.....	11
Bullying and Safeguarding.....	11
Complaints Procedure.....	11
Linked Documents and Policies .....	12
Appendices.....	13
Appendix 1: Possible support for children with reading as an identified area of need: .....	13
Appendix 2: Support for children with writing as an identified area of need: .....	14
Appendix 3: Support for children with communication and language as an identified area of need:.....	15
Appendix 4: Support for children with maths as an identified area of need: .....	16
Appendix 5: Support for children with social, emotional and mental health as an identified area of need: .....	17



## Introduction

This policy is designed to promote the successful inclusion of pupils with special educational needs and disabilities at Whiteshill Primary School.

In the **SEND Code of Practice 2015**, a child with SEN is defined as:

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or*
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill). Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

Children's needs and requirements may fall into at least one of the four areas, though many children will have inter-related needs. All areas of need will have a varying degree of impact upon the child's ability to function, learn and succeed. The areas of need are:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

These areas of need are explained fully in the Code of Practice document.

Children experiencing difficulties in any one or a combination of these areas may be entered on the school's SEND register. Children whose difficulties are solely due to the home language differing from the language in which she/he is taught are not identified as having SEND.

## Aims and Objectives

Our aim at Whiteshill Primary School is to create an inclusive school in which every child, member of staff and parent feels properly supported when faced with a learning difficulty or special educational need. Together with high expectations, this will help us to overcome barriers in children's learning and to close achievement gaps with others. In this way, all our children can participate fully in the life of the school, feel equally valued and be helped to reach their full potential.

We seek to achieve this aim by:

- Acknowledging that all children have different ways and rates of learning and that all may experience a difficulty or special educational need at some point in their primary school life.
- Planning to meet the full range of learning needs and styles within the curriculum.
- Making sure that all lessons provide suitable learning challenges for all members of the class or group, including the most able, by differentiation whenever appropriate.
- Tracking all pupils' attainment and progress to ensure effective and early intervention and continuously reviewing and evaluating the support arrangements that are in place.
- Designating a qualified teacher to oversee the SEN provision and to support class teachers to meet the needs of children with SEND.
- Providing a team of support staff who work with groups and individuals throughout the school under the guidance of the SENCo and teaching staff.
- Using a graduated approach to provide the correct level of support, as outlined in the Gloucestershire Guidance Booklet.
- Listening to and valuing the views of parents or carers, involving them as much as possible in setting and reviewing their children's targets for improvement and acknowledging that progress is most likely to be made when action taken at school is backed up by home support.
- Listening to and valuing the views of pupils, involving them as much as possible in considering how they learn and how their needs can be met.
- Creating an ethos that fosters a growth mind-set and that celebrates achievement at all levels and in all aspects to build confidence in all our children.
- Value and encourage the contribution of all children to the life of the school
- Work with the school's Governing Body to enable them to fulfil their statutory monitoring role regarding the Policy Statement for SEND
- Where appropriate, work closely with external support agencies to support the needs of individual pupils and/or their families.

## Identifying and Assessing support for Special Educational Needs

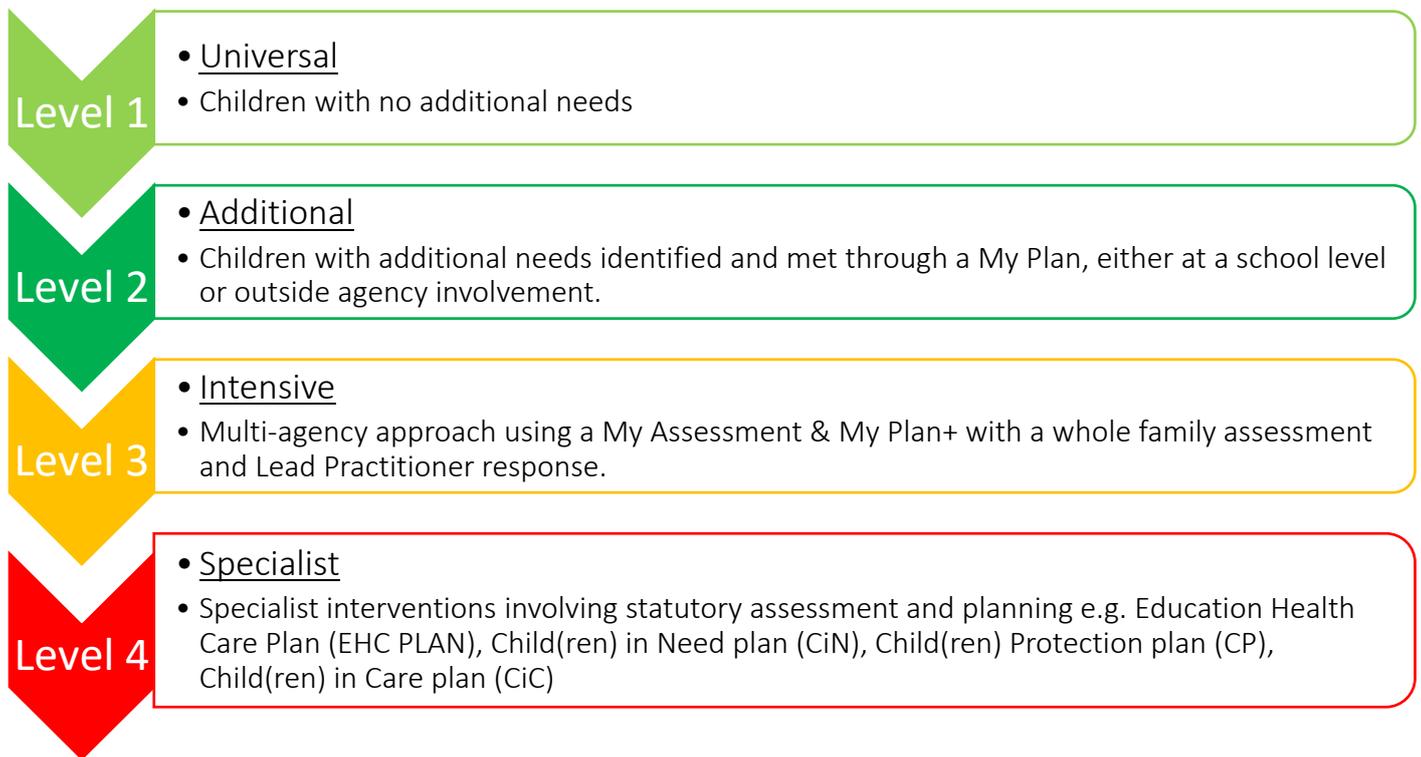
At Whiteshill we are very passionate about getting support in place quickly and effectively for children who present themselves with a learning need or SEND. We do this through a manner of different routes in line with the Code of Practice:

- In regularly and carefully tracking the progress of all children the class teacher may notice that a pupil is not making expected progress when compared to his or her peers;
- The progress of a child's learning may be identified by a teacher or TA as being less than expected across a lesson or series of lessons;
- A parent may be concerned about their child's progress at school and/or at home;
- There may be a previous record from another school or early education setting;
- There may be a difficulty highlighted through implementation of the school assessment policy;
- There may be an expression of concern from an external agency.

If there is a concern about a pupil's progress in any of the four areas of need, we as the school would discuss this with parents and we would review the arrangements that are in place in the classroom. We would look

to provide some targeted intervention for a time-limited period, assess the impact of this and carefully monitor the child's responses to well-founded interventions. Before deciding that the slow progress is attributable to a special educational need; all other possible causes would be considered first.

To decide what level of support is appropriate once a need has been identified, we will look at the individual case of each child, alongside the descriptors given in the 'Gloucestershire County Council's guidance for professionals working with children and young people with additional needs, including SEND.' These are designed as a guide for schools to identify what might be beyond universal provision and therefore what is additional to or different from that usually available. The levels of support we offer are as follows:



## The Nature of Intervention

Using the graduated approach outlined in the Gloucestershire SEND Graduated Pathway, we run a four-part cycle when supporting children with SEND: Assess, Plan, Do, Review.

### Assess

Each half term, all children are formatively assessed by their class teacher and their progress discussed at regular 'pupil progress' meetings with the Headteacher. It is here where the Headteacher/SENCO and the child's class teacher will decide on the action 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
- Staff development and training to introduce more effective strategies

The child's class teacher, working with the TA, will be responsible for ensuring that everyday quality teaching, in-class support and targeted intervention programmes support the child in achieving his/her targets set out in an individualised programme.

## Plan

After a child has been identified as having a learning need or SEND, they will complete a My Profile to guarantee we are keeping the child at the centre of everything we do and that their voice is being heard and listened to throughout. This will be regularly reviewed with a new My Profile being completed each academic year. The child's class teacher will be given allocated non-contact time to write a My Plan. This My Plan will identify the child's learning needs and highlight an outcome for each need to ensure the child makes good progress in the next half term. This will then be monitored by the SENCo and shared with parents at an initial meeting. The My Plan will then be reviewed half-termly by the class teacher and TA with new outcomes set or adjusted as targets are met. The SENCo will again monitor progress and ensure the targets are appropriate. The SENCo will share this information with parents twice a year to give them a continued and accurate picture of the progress their child is making and their current targets.

If support from an external agency, such as Speech and Language or an Educational Psychologist, is needed to ensure the child continues to make progress, the child will be moved to Level 3 and a My Assessment and a My Plan+ will be completed. The My Assessment is a conversation with parents, where a document is filled in which helps build a detailed picture of the child's family background, life at home, medical background and a thorough description of their needs – this can be a useful step in understanding the child and it keeps the child and family very much at the heart of the process. The My Plan+ enables targets and outcomes to be set with external agencies, as well as the school. Parents/carers and the child if appropriate, will be involved in helping set these targets and in agreeing which external agencies will be involved. External agencies will be invited to attend or send a report to all future review meetings to ensure that the voices of all those involved with the child are represented.

In a small number of cases, the special need is significant enough for the child to be considered for Statutory Education, Health and Care Assessment (Level 4). The LA will be involved in considering the need for Statutory Assessment and the school will normally put forward only those children who have been assessed as requiring a level of support beyond that which a school is reasonably expected to provide from its own resources. It is also a parental right to request consideration of their child for Statutory Assessment. When appropriate, the LA will carry out a multi-disciplinary assessment and then formally consider the need for an Education and Health Care Plan (EHC Plan).

## Provision (Doing) and Reviewing

If intervention is needed, we will use the following graduated approach:

### Step 1

The first step may be some changes in the classroom (for example in the grouping of pupils, allocation of support from a teaching assistant or certain resources). This will be implemented and monitored by the class teacher and if possible backed up by home support to increase the pupil's involvement and motivation.

### Step 2

The second step may be some group or individual support from the teacher or a member of the support staff, either within the classroom or in a separate teaching space. For example, a child may receive more regular 'Maths Meetings' as a way to gain extra teaching input in the universal classroom timetable.

## Step 3

The third step may be to provide the child with a carefully selected intervention. Some interventions may be in small groups and some may be 1:1. Interventions will be planned during the teacher's half termly My Plan review for the next half term. The teachers will inform the teaching assistants of the learning needs and outcomes for each child taking part in the intervention. It is the role of the teaching assistant to monitor progress, using the school's outcome tracker, during this intervention, informing and updating the teacher if a child has mastered an outcome or struggled to make progress before the teacher is due to review their My Plans. Each intervention can take from a few minutes to half an hour, depending upon the type and focus.

Interventions will be timetabled using a provision map. This will enable the class teachers and SENCo to have an overview of what provision a child is getting and how these fit into their week. Interventions will be planned on a two-week rolling programme in the afternoons to ensure that children are not missing the same lessons each week. Interventions outside of normal curriculum time e.g. maths during a geography lesson, will only be done when absolutely necessary and when support within the taught subject does not allow the child to make progress. This approach means that children with SEND miss out on as little of the whole curriculum as possible.

See appendices below for specific intervention plans for different areas of need and see accessibility plan for more information as to how we plan to adapt our environment for children with physical needs.

## Roles and Responsibilities

### **The Governing Body, in partnership with the Headteacher**

- Determining the school's general policy and approach to provision for pupils with special educational needs;
- Establishing appropriate staffing arrangements;
- Deploying SEN resources;
- Maintaining a general oversight of the school's work;
- Ensuring the publication and annual updating of a SEND information report to support the Local Authority SEND Local Offer.

### **The Headteacher**

- Overall management of the provision for special educational and disability needs;
- Working closely with the SENCo to ensure a holistic school approach;
- Keeping the Governing Body fully informed.

### **The SEN Coordinator (SENCo) responsibilities include:**

- Overseeing the day-to-day operation of the school's SEN policy;
- Coordinating provision for children with special educational needs;
- Liaising with and advising fellow teachers and teaching assistants;
- Overseeing the records of all children with special educational needs;
- Liaising with parents of children with special educational needs;

- Contributing to the in-service training of staff;
- Working with and co-ordinating external agencies;
- Reporting annually to the Governing Body on the implementation of the school's SEN policy, via the Annual SEND Report.

### **The Class Teacher**

- Identifying whether a child in their class has SEND and what those needs are, with support from the SENCo as necessary;
- Ensuring the progress of all children in their class, including those with SEND;
- Differentiating the curriculum and teaching approaches so that the learning is accessible but has an appropriate level of challenge for all children;
- Using teaching assistants to facilitate targeted support for identified children in the class, but remaining responsible for the teaching and learning of pupils with SEND;
- When needed, sharing children's My Plan targets with teaching assistants to help them implement these into interventions;
- Coordinating and reviewing a pupil's individual My Plan, with the support of the SENCo where needed.

### **The Teaching Assistant**

- Liaising with teachers to help plan learning support for identified children including the use of interventions where needed;
- Delivering planned learning support for any child requiring this, including interventions when needed, or facilitating their delivery;
- Helping to monitor progress (through the outcome tracker) made by children doing interventions and therefore whether the interventions need adapting in any way or replacing;
- Feeding back to teachers about how children are progressing, both within lessons and over longer periods of time.

## **Record Keeping**

At Whiteshill, we ensure we keep up-to-date records of children with SEND. This can include one and/or all the following:

- Records are kept for each child including the nature of the difficulties, provision, involvement with external agencies, review records, outcome trackers, My Plan, My Plan+ and EHC Plan documentation. These are kept digitally and physically in a locked cupboard in the Headteacher's office.
- All staff are responsible for maintaining and updating the records. The SENCo is responsible for overseeing and monitoring the record keeping system for pupils with SEND.
- All children with SEND are highlighted on the school's SEND register. This document indicates each child's level of intervention, broad area of need, additional areas of concern, plan type, involvement of outside agencies, Pupil Premium, consent from parents and the date the support was open and/or closed. This is regularly reviewed by the SENCo and Headteacher throughout the year to ensure it is as up-to-date as possible.

- With the consent of parents/carers, the LEA will be informed of any current My Plans in the school throughout the school year.

## Transitions

Transitions are the moves children and young people make from home to an early years and/or childcare setting, from there to primary, from stage to stage, from primary to secondary, between schools and from secondary to further education and beyond. At Whiteshill, it is essential that all children have a smooth and seamless journey as they move through our school community and this why we strive to support all children through periods of transition, particularly those with SEND.

### **Identified key periods of transition:**

- Starting school
- Moving to a new class and/or class teacher (EYFS to Key Stage 1; Key Stage 1 to Lower Key Stage 2; Lower Key Stage 2 to Upper Key Stage 2)
- Joining our setting from another primary setting
- Leaving our setting to join another primary setting
- Leaving primary school to start secondary school (Key Stage 2 to Key Stage 3)

### ***Starting school***

When a child joins the reception class at Whiteshill, the class teachers will meet with the child and their parents (usually by carrying out a home visit) as well as meet with the early years (EY) setting to build a picture of the child. If a child has been identified with SEND in an EY setting, the Headteacher/SENCo will attend any transition meeting and will liaise with the EY setting to provide a smooth transition into reception and the wider school community.

### ***Moving to a new class and/or class teacher***

At the end of each academic year, the class teachers will have a transition meeting to discuss the needs, personalities and support of the moving cohort (Reception into Year 1; Year 2 into Year 3; Year 4 into Year 5). In this meeting, the class teachers will also discuss the needs of children with SEND, they will share what progress has been made, the child's My Plan/+ and what support needs to be in place for the forthcoming academic year. It is the current class teacher responsibility to write the My Plan for the Autumn 1 term so support is continued and isn't impacted at the start of a new academic year.

During the latter half of the summer term, the moving cohort will spend time with their new class teacher and in their new classroom with the cohort who are staying for another year. This will allow the children to build bonds with new adults and children, familiarise themselves with a new classroom layout and adjust to being in a new class in the new academic year. It may be appropriate to put more support in place for children with SEND using tailored social stories, extra time in the classroom and/or with their new adults. This will be assessed on a case by case basis.

### ***Joining/leaving our setting from/to another primary setting***

When a child joins Whiteshill from another primary school, we will strive to make them feel welcome and part of our school community as quickly as possible. The Headteacher will meet with the child(ren) and their parents or carers and if necessary contact their previous school to build a picture of the child(ren) and their learning needs. If any confidential documents or records need to be passed on, this will be done through

secure means, such as Egress or similar. This information will be stored in line with our record keeping policy and our SEND register will be updated accordingly.

When a child leaves Whiteshill to join another school, the Headteacher will securely pass on any important information to the new school and meet to discuss this further if required. Again, the SEND register will be updated accordingly.

### ***Leaving primary school to start secondary school***

When a child moves onto secondary school, we will facilitate and support the transition being put in place by the secondary school. This could be allowing children to attend transition sessions, meeting with their new Head of Year and providing time for the class teacher to meet with secondary school staff. For children with a learning need or SEND, we will securely pass on any important information and records to the secondary school to ensure they have all the information to carry on any further support. In cases of children with EHC Plans, we invite the secondary school to the final My Plan/review meeting with parents to discuss what support may be needed going forward, review end of Key Stage targets and finalised a transition plan.

It should be noted that in line with the SEND Code of Practice, during any stage of transition we as 'the current setting' will agree with the child and/or the parents what information will be shared as part of the planning process.

## **Partnership with Parents and Children**

Home support is a crucial factor in the progress of all children. Research has shown that partnership with parents or carers is one of the most important ways in which standards can be raised. At Whiteshill, we actively encourage building a successful partnership with parents or carers. Parents or carers will have the opportunity to review and discuss their child's learning need or SEND twice a year through the My Plan meetings with the SENCo. If families require additional support from the school and other agencies, the school will facilitate Team Around the Child/Family meetings (TAC/TAF) and meet with the family every 6 weeks.

Parents who have concerns about their child's progress should initially contact the class teacher, who will consult with the SENCo when appropriate.

For parents who are dissatisfied with the provision for their child in an EHC Plan or with the LA's decision not to make a Statutory Assessment, there is SENDIASS Gloucestershire (formally known as the Parent Partnership Service) and, if necessary, the Regional SEN Tribunal system.

It is essential that our children are at the centre of everything we do. It is important that their voice is heard and that their views are respected. They are often the best judge of their own needs and lasting learning cannot be achieved without positive participation. It is known that children with a learning need or SEND can have a lower sense of self-esteem and confidence, so a child-centred approach is key. They will be consulted through pupil conferencing, My Profiles and whenever relevant through parents' meetings.

## Monitoring and Evaluating the Success of the SEND provision.

At Whiteshill, we are committed to the consistent monitoring, review and evaluation of our SEND provision. In this respect, the SENCo will submit the school's annual SEND report to the Headteacher and Governing Body annually. The SENCo, with input from the Headteacher, uses a range of methods to gather data for analysis, including:

- Recording of data 3 x a year linked to % on track for age-related expectations (ARE);
- Analysis of end of year National Curriculum performance (KS1 and KS2 SATs, Y1 Phonics Screening, Teacher Assessment);
- Analysis of impact of interventions through scrutiny of intervention timetables, outcome trackers and plans;
- Support from outside agencies including Speech and Language and the Educational Psychologist;
- Reviews of My Plan, My Plan+ and EHC Plan targets;
- Noting of parents' and pupils' views, e.g. through parents' meetings, questionnaires or conferencing.

## Bullying and Safeguarding

### **Bullying**

It is known that children with a learning need or SEND are especially vulnerable to the impact of bullying and as a school we take several steps to tackle this, such as through our PSHE curriculum lessons, annual e-safety day and focused whole school assemblies as well as incorporating growth mindset into the school ethos. More details are outlined in our Anti-Bullying policy.

### **Safeguarding**

We recognise that children with SEND can face safeguarding challenges. These include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Being more prone to peer group isolation than other children;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers.

As a result, we recognise that some children will need additional pastoral support, e.g. working with outside agencies, targeted SEMH interventions and other therapeutic interventions. Please see our Child Protection and Safeguarding Policy for more information.

## Complaints Procedure

As outlined in the school's complaints policy, there are two stages to logging a complaint;

Stage 1 (informal) would be to talk to the class teacher about the provision your child is receiving. If you are still unable to resolve concerns, then the next step is to talk to the SENCo. If your concerns are still unresolved, talk to the Headteacher.

Stage 2 (formal) would be referring to school's complaints procedure which governors will use to try and resolve issues. If you are still unhappy, you can use SENDIASS Gloucestershire and, if necessary, the Regional SEN Tribunal system.

## Linked Documents and Policies

- [SEND Code of Practice 2015](#)
- [Gloucestershire SEND Graduated Pathway](#)
- [Safeguarding Policy](#)
- [Anti-Bullying Policy](#)
- [Complaints Policy](#)
- [Behaviour Policy](#)
- [Teaching and Learning Policy](#)
- [Feedback and Marking Policy](#)
- [Supporting Pupils with Medical Conditions Policy](#)
- Accessibility Plan
- [Gloucestershire Local Offer](#)

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## Appendices

### Appendix 1: Possible support for children with reading as an identified area of need:

#### Level 1 universal

Reading curriculum including weekly library visit and vocabulary focus

Regular individual reading differentiated to appropriate level

Daily comprehensive phonics teaching in Reception and Year 1

#### Level 2 additional

6 weekly phonics assessment and intervention in Reception and Year 1

Continued phonics intervention from year 2 onwards

Daily reader list

In lesson focus, support and differentiation

Parental support for reading at home

Reading books levelled carefully to their need following assessment.

Vocabulary and cultural capital intervention

#### Level 3+ intensive

Reading ruler and coloured paper

Support in line with advice from outside agencies e.g. Educational Psychologist, Advisory Teaching Service

Appendix 2: Support for children with writing as an identified area of need:

**Level 1**  
universal

Writing curriculum including model texts and opportunity for editing

Word cards and working walls for reference

'Every Time We Write' expectations for each year group clearly displayed and referenced in lessons.

'Handwriting Hero' certificates and pen licences in Oak Class

Weekly letter formation, spelling and grammar sessions from year 2 onwards.

Writing focus in phonic sessions in Reception and Year 1

Spellings applied in letter formation sessions

**Level 2**  
additional

In class focus, support and differentiation

Nessy online spelling programme

Parental support for spellings

Ergonomic pencil, pen or desk

Fine motor skills intervention

Letter formation intervention

**Level**  
**3+**  
intensive

Coloured paper

Access to laptop

Support in line with advice from outside agencies e.g. Educational Psychologist, Advisory Teaching Service

Appendix 3: Support for children with communication and language as an identified area of need:

**Level 1**  
universal

Continuous provision in EYFS and Year 1  
Vocabulary focus in reading lessons  
Total communication approach across the school including symbols, signing, sensory time and social stories.  
Curriculum vision includes emphasis on talking and discussion

**Level 2**  
additional

Talk Boost  
Vocabulary and cultural capital intervention  
6 weekly phonics assessment and intervention in Reception and Year 1  
In class focus, support and differentiation

**Level**  
**3+**  
intensive

Speech and Language Therapy  
Support in line with advice from outside agencies e.g. Educational Psychologist, Advisory Teaching Service

Appendix 4: Support for children with maths as an identified area of need:

**Level 1**  
universal

Maths mastery curriculum which includes daily modelling and reasoning sentence stems

Maths meetings as and when needed

Daily fluency sessions (15 minutes)

Timestables Rockstars (Year 4)

Manipulatives available during lessons

Maths working wall

**Level 2**  
additional

Daily maths meetings

Individual fluency plan based on assessed KPIs from appropriate year group.

Targeted use of manipulatives

In class focus, support and differentiation

**Level**  
**3+**  
intensive

Support in line with advice from outside agencies e.g. Educational Psychologist, Advisory Teaching Service

Appendix 5: Support for children with social, emotional and mental health as an identified area of need:

**Level 1**  
universal

RSHE curriculum  
Weekly Forest School sessions in Reception  
Termly forest school sessions for year 1 – 6  
Mental wellbeing focus throughout the year in assembly  
Whole school growth mindset approach  
Curriculum vision includes focus on outdoor learning  
Yoga sessions from year 1 – 6 annually in PE curriculum

**Level 2**  
additional

'The Colour Monster' emotions-based intervention  
Incredible Five Point Scale  
'Make Me a Superhero' resilience intervention – KS2  
Total communication approach across the school including symbols, signing, sensory time and social stories.  
Intervention by our trained Emotional Literacy Support Assistant

**Level  
3+**  
intensive

Family Support Worker – Barnardo's  
Support in line with advice from outside agencies e.g. Educational Psychologist, Advisory Teaching Service