



Whiteshill Primary School

Special Educational Needs Information Report

Headteacher:	Heather Francis head@whiteshill.gloucs.sch.uk
SENCo:	Heather Francis head@whiteshill.gloucs.sch.uk
SEN Governor:	Jeremy Riley jriley@whiteshill.gloucs.sch.uk
Chair of Governors:	Katie Blaney chair@whiteshill.gloucs.sch.uk
Owner:	Whiteshill Primary School
Author:	Heather Francis
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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 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 need at some point in their primary school life.
- Planning to meet the full range of learning needs and styles within the curriculum by ensuring all lessons provide suitable learning challenges for all members of the class or group, by adaptation of the curriculum 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.

Types of Need

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 is identified to have 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

For more detailed explanations of these four areas of needs, please refer to [SEND Code of Practice \(2015\)](#).

Children experiencing difficulties in any one or more 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.

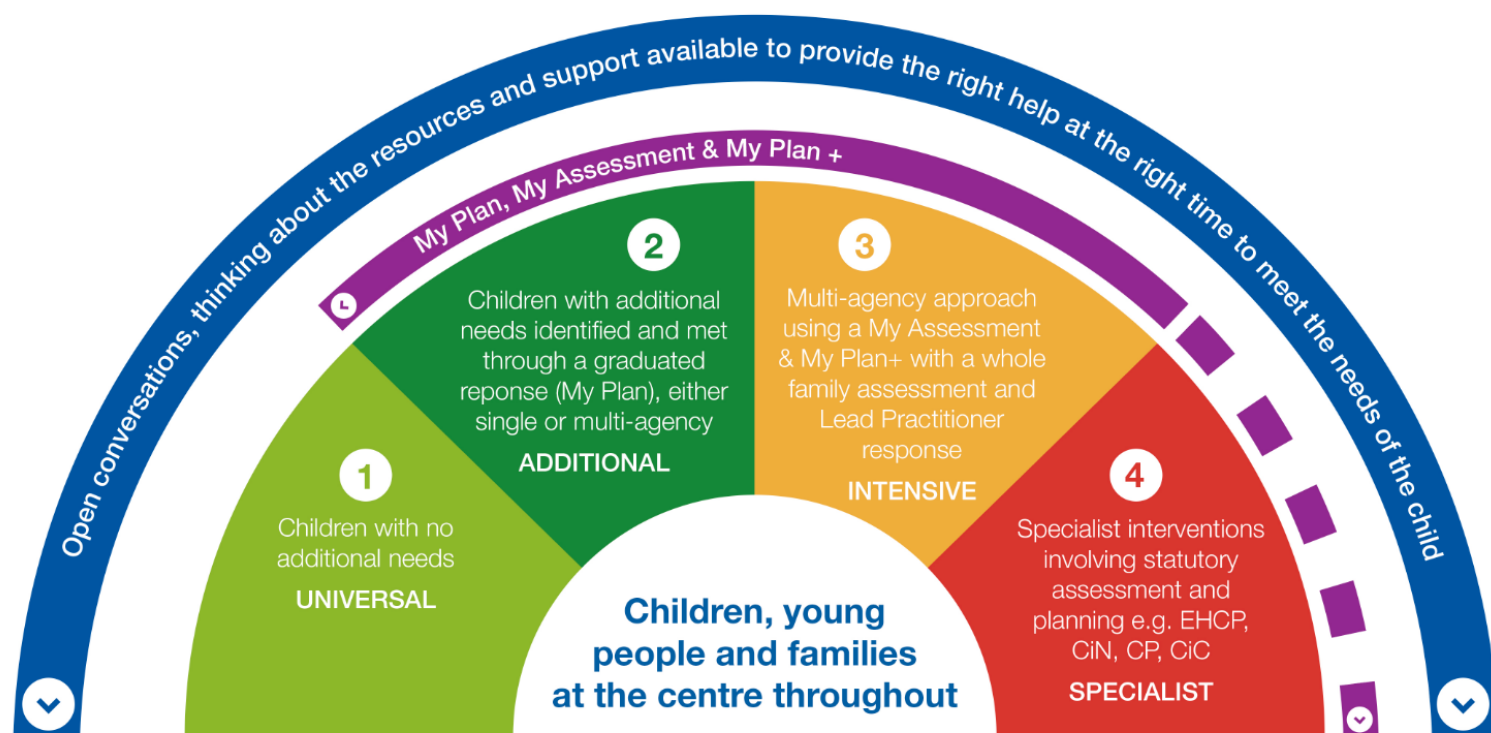
Identifying and Assessing support for Special Educational Needs

At Whiteshill we are very passionate about getting support in place quickly and effectively for children who present themselves with a special educational need or disability. 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. Each term, all children are formatively assessed by their class teacher and their progress discussed at regular 'pupil progress' meeting with the Headteacher.
- The progress of a child's learning may be identified by a teacher or teaching assistant (TA) as being less than expected across a lesson or series of lessons;
- A parent may be concerned about their child's needs at school and/or at home;
- There may be a previous record from another school or early education setting;
- 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 quality first teaching and 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’s Levels of Intervention Guidance’ \(2021\)](#) and the Gloucestershire Graduated Pathway. 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:



Assess

When identifying a child with an additional need, the first step in the process will be to assess their current level of need to provide some baseline data. This can be done in a range of ways which may include observation, summative assessment, discussion with parents, checklists, reports from outside agencies etc. If the child has an EHCP in place, the needs from the EHCP will be used to identify shorter term goals on the class provision map and a termly MyPlan. At this point, the child will complete a MyProfile to ensure their voice is heard in the identification process. This will be regularly reviewed, with a new MyProfile being completed annually. Parents will be engaged at this point so that they understand the process and are informed that their child has been identified as having an additional need.

If the needs are more complex and support from more than one external agency 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 needs 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 outcomes and in agreeing which external agencies will be involved.

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 Local Authority (LA) will be involved in considering the need for Statutory Assessment and the school will 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 (EHCP).

Plan

This baseline data will be used to identify an appropriate outcome for each particular need. This will be done by the class teacher supported by the SENCo in allocated non-contact time outside of the classroom. The class teacher will add this need and outcome to their class provision map. At this point, a plan will be made by the class teacher, based on advice from outside agencies or the school's SEND strategy for intervention (see below). The SENCo will ensure this plan is in line with policy and outside advice and will add it to the child's MyPlan or MyPlan+, creating an intervention timetable based on all needs across the school to ensure efficiency of staff use and training.

Do

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 TA or certain resources e.g. manipulatives). 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' 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, in line with the school strategy and following advice from the SENCo. Some interventions may be in small groups and some may be 1:1. Interventions will be planned during the teacher's termly provision map review for the next term. The SENCo will create an intervention plan based on the completed provision map to ensure efficient use of staffing and to make sure that support staff have the appropriate training and skills to carry out the intervention they are tasked with (see below for current staff training). Outcome trackers will be used at this point to ensure support staff know the purpose and outcome of the intervention and to track progress from a baseline point. If a child masters an outcome during the intervention, support staff will let the teacher know so that a new outcome can be set before the end of the term to avoid wasted learning time.

Step 4

Intervention from external agencies where we do not have the expertise in school to meet the child's need e.g. speech and language therapy, TiC+, play therapy, young carers, CAMHS.

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 SEN miss out on as little of the whole curriculum as possible.

See appendices below for specific intervention plans for different areas of need.

Equipment and facilities to support children and young people with special educational needs will be secured through the school's SEND budget and through additional top-up funding for those children with an EHCP. They may also be provided by external agencies working with the child e.g. Occupational Therapy, Speech and Language Therapy.

Review

Once an initial plan has been completed, it will be shared with parents. Thereafter, provision maps will be reviewed once every full term (Autumn, Spring and Summer) with new outcomes set or adjusted as they are met. Exit data will be compared to baseline data (see above) to say whether outcomes have been achieved, not achieved or partially achieved. MyPlans and MyPlan+ will be completed by the SENCo at this point and shared with parents, with at least two in-person review meetings offered each year.

The SENCo will use this provision map review each term to monitor the impact of the provision being made for children identified with SEND. At the end of each academic year, the SENCo will also analyse key attainment data to discuss the progress of children who have been identified as either working below the age-related expectation and may therefore have an additional learning need. This information will form a starting point for the class teachers to create a new class Provision Map for the coming academic year.

In the summer term, provision maps will be reviewed by the outgoing class teacher so that a plan is in place for any incoming teachers and intervention is not impacted by a change of staffing.

Where external agencies are involved, they will be invited to attend or send a report to all review meetings to ensure that the voices of all those involved with the child are represented.

Staff Training

At present, staff in school have attended the following training in relation to children with special educational needs and disabilities:

- Autism awareness
- ELS phonics intervention
- Emotional Literacy Support Assistant

- Anaphylaxis, asthma and epilepsy school nurse training
- The National Award for Special Educational Needs Co-ordination – NASENCO
- DGAT SENCo training
- GLOW maths – mastery for maths for teachers and TAs
- Early Help peer support and network events
- Neurodiversity conference
- Team Teach

Staff have worked with a number of external agencies to support children with SEND in the school, including the following:

- Occupational therapist
- Speech and Language therapist
- Educational Psychologist
- Play therapist
- CAMHS
- Young Carers
- Advisory Teaching Service
- School nurse

Referrals are made to outside agencies by the SENCo following discussion with parents after a need has been identified which is not being met by internal intervention (see above).

Other bodies, including health and social services bodies, local authority support services and voluntary organisations are involved in meeting the needs of pupils with special educational needs and in supporting the families of such pupils through our [Offer of Early Help](#).

Transitions

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 teacher(s) will meet with the child and their parents (usually by carrying out a home visit) as well as with the Early Years (EY) setting to build a picture of the child. If a child has been identified with SEND in an early years setting, the Headteacher/SENCo will

attend any transition meeting and will liaise with the early years 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 outgoing class teacher will be given non-contact time to review the class provision map. The incoming class teacher will have allocated non-contact time to read through the provision map, MyPlans/MyPlan+/EHCPs and any recent external agency reports and intervention timetables to ensure they have a thorough picture of the expectation of support for their cohort in September. It is the SENCo's responsibility to ensure an up to date MyPlan/MyPlan+ is in place for September along with an intervention timetable for the new academic year. This intervention timetable will begin as soon as practical but no later than the end of September.

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. 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. Again, the SEND register will be updated accordingly and the EHCO will be given an up to date record of who is on the school SEN register and where children have transitioned to if appropriate.

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 MyPlan+ or EHC Plans, we invite the secondary school to the final review meeting with parents to discuss what support may be needed going forward, review end of Key Stage targets and finalised a transition plan. If a child is open to the Advisory Teaching Service, we will attend and facilitate their transition conference with the secondary school to ensure a smooth transition.

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.

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 information 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 and pupil progress meetings 4 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 provision maps;
- Reports from outside agencies;
- Reviews of My Plan, My Plan+ and EHCP targets;
- Noting of parents' and pupils' views, e.g. through review meetings, my profile completion, questionnaires or conferencing.

Emotional, Mental and Social Development

At Whiteshill, we have an important role to play in supporting the emotional, mental and social development of our children, by developing approaches tailored to their needs. It is our statutory duty to promote the welfare of our children, which includes: preventing impairment of children's health or development and acting to enable all children to have the best outcomes.

Early intervention to identify issues and provide effective support is crucial. Our school role in supporting and promoting mental health and wellbeing can be summarised as (as set out in the Department of Education guidance: [Mental health and behaviour in schools](#)):

- ***Prevention:*** *creating a safe and calm environment where problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities, behaviour policy and ethos.*
- ***Identification:*** *recognising emerging issues as early and accurately as possible;*
- ***Early support:*** *helping pupils to access evidence based early support and interventions (see below); and*
- ***Access to specialist support:*** *working effectively with external agencies to provide swift access or referrals to specialist support and treatment.*

We recognise that part of this role is to consider how best to use our SEN resources to provide support for children with mental health difficulties that amount to special educational needs. It is also important that all the needs of those children who attract pupil premium to the school, including mental health needs, are assessed and support is arranged accordingly.

Complaints Procedure

Arrangements relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school are outlined in our school' [complaints policy](#).

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, SENDIASS Gloucestershire can be contacted for support (see below).

Support Services

Information about the Gloucestershire Local Offer and support services available to the parents of pupils of SEND locally can be found [here](#).

If you need any additional information, advice or support on matters relating to children and young people with special educational needs and disabilities (SEND) please contact SENDIASS Gloucestershire. SENDIASS has a free enquiry line 0800 158 3603 which has a 24 hour voicemail facility. Callers who are using a mobile phone can dial 01452 427566/7 as an alternative. Emails can be sent to: sendiass@gloucestershire.gov.uk or messages can be submitted via the 'Contact Us' page on their website: <https://sendiassglos.org.uk>

Linked Documents and Policies

- [SEND Code of Practice 2015](#)
- [Gloucestershire SEND Graduated Pathway](#)
- [Mental health and behaviour in schools](#)
- [Child Protection and Safeguarding Policy](#)
- [Anti-Bullying Policy](#)
- [Complaints Policy](#)
- [Behaviour Policy](#)
- **Teaching and Learning Policy**
- [Supporting Pupils with Medical Conditions Policy](#)

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 using ELS in Reception and Year 1

Decodable reading books in line with phonics scheme.

Levelled reading books in KS1 and lower KS2 and for those who need them beyond this point.

Level 2 additional

6-weekly phonics assessment and ELS intervention in Reception and Year 1 and year 2 for those children who do not pass the phonics screening.

Regular Reader intervention

In lesson focus, support and adaptation

Information sessions for phonics and reading at home

Targeted interventions

Levelled reading books in upper KS2

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

Daily letter formation, spelling (Jane Considine) and grammar sessions from year 2 onwards.

Writing ELS workbooks during phonic sessions in Reception and Year 1.

Level 2 additional

In class focus, support and adaptation.

Parental support for spellings

Ergonomic pencil, pen or desk

Funky Fingers fine motor intervention

Targeted interventions

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 interaction as an identified area of need:

Level 1 universal

Continuous provision in EYFS.

Oral maths in 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

Targeted interventions

6 weekly ELS phonics assessment and intervention in Reception and Year 1.

In class focus, support and adaptation.

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, reasoning problems.

Daily fluency sessions (15 minutes)

Daily multiplication practise – Key Stage 2

Manipulatives

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 adaptation.

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	<ul style="list-style-type: none">RSHE curriculumWeekly Forest School sessions in ReceptionMonthly forest school sessions for year 1 – 6Mental wellbeing focus throughout the year in assemblyWhole school growth-mindset approach 'At Whiteshill we...'Curriculum vision includes focus on outdoor learningYoga sessions for lower Key Stage 1 annually in PE curriculumGardening sessions in Science Curriculum
Level 2 additional	<ul style="list-style-type: none">Incredible Five Point ScaleTotal communication approach across the school including symbols, signing, sensory time and social stories.ELSA (Emotional Literacy Support Assistant)
Level 3+ intensive	<ul style="list-style-type: none">Family Support WorkerCAMHS or TiC+ supportSupport in line with advice from outside agencies e.g. Educational Psychologist, Advisory Teaching Service

For more information on how your child will be supported with the above areas of need and also to find out how a child's sensory and/or physical needs would be supported to help disabled pupils to access the school, please see the [Gloucestershire Intervention Guidance for Special Educational Needs and Disability in Educational Settings – Schools](#). Please also see our [Equalities Objectives Statement](#) and Accessibility Plan for more information on how we will ensure disabled pupils are not treated less favourably than other pupils.