



# SEND INFORMATION REPORT 2022/23

Code: S18

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Agreed by Whitchurch Primary School Governing Body	Name
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Version	Date	Updates
1	13 <sup>th</sup> May 2020	Agreed / developed
2	1 <sup>st</sup> September 2022	Update – names of HT and SENDco
3	March 2023	Review and update

## **Legislation and Guidance:**

This Information Report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND Information Report

## **All Schools must:**

- Identify children with SEND and ensure provision is made in accordance with the SEND and Disability Codes of Practice.
- Appoint a SENDCO
- Invest in whole school and targeted training for staff.
- Ensure inclusive teaching and supportive practice is embedded throughout the school and that all teachers understand that they are 'Teachers of SEND'
- Provide information on school arrangements for SEND to parents and governors.
- Consider pre-emptive (appropriate in advance) arrangements for pupils present and future with a disability.

Publish on a school website the school SEND policy and a description of the arrangements and specialist provisions made for children with SEND - including the accessibility plan.

## **Our commitment and aspirations**

Whitchurch Primary School and Nursery is a fully inclusive school who ensures that all pupils achieve their full potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

This document is intended to give you information regarding the ways in which we ensure we support all of our pupils including those with SEND, in order that they can reach their full potential. It may not list every skill, resource and technique we employ in order to achieve this, as these are continually developed and used to modify our provision to meet the changing requirements for individual children.

We aim to ensure that children with SEND at Whitchurch Primary School and Nursery make good progress and achieve in line with other schools nationally. We ensure effective communication with parents and carers, in order to work collaboratively and secure the best possible outcomes for all our children. Children's views are also critical in ensuring the right provision to meet children's needs. We work hard to ensure that reasonable adjustments are made to overcome barriers to learning. We have good relationships with outside agencies (including the Educational Psychology Service), who assess children and advise parents and schools.

Other useful documents such as our SEND Policy and Equality Information & Objectives Statement are available on the school website. If you would like further information about what we offer here at Whitchurch Primary School and Nursery then please do not hesitate to contact us directly.

### **Who are the best people at school to talk to about my child's SEND?**

#### **Class teacher – Who is responsible for;**

- The progress and development of every pupil in their class
- Planning the curriculum and differentiation, assessing your child's progress and highlighting initial concerns regarding your child's holistic development
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the SEND policy

#### **SENDCO - responsible for;**

- Co-ordinating all the support and intervention in the school, keeping parents informed, applying for Education, health Care plans for children, holding the SEND Annual Reviews and liaising with all agencies involved with your child. Training staff and supporting teachers and managing Learning Support Assistants.

#### **Headteacher - responsible for;**

- Working with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND.

#### **SEN Governor – responsible for;**

- Helping to raise awareness of SEND issues at governing board meetings
- Monitoring the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Working with the Head Teacher and the SENDCO to determine the strategic development of the SEND policy and provision in the school

### **Types of Special Educational Needs and Disabilities which the school provides for include:**

- Autistic Spectrum Disorder
- ADHD
- Down's Syndrome
- Muscular Dystrophy
- Dyslexia
- Hearing impairment
- Visual impairment
- Cerebral Palsy

- ADHD
- ADD
- Serious Medical conditions

## **Identification of SEND**

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream schools

Special educational provision is provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. Children requiring special educational provision have specific Support Plans, completed in-line with multi-agency professional advice, which help support their development and accelerate progress.

All teachers are responsible and accountable for the progress and development of all the pupils in their class. Where a pupil is not making adequate progress, class teachers, the SENCO and parents will collaborate on problem-solving, planning support and teaching strategies for individual pupils.

Quality first teaching and differentiated work for individual pupils, is the first step in our school's response to pupils who have or may have SEN.

In line with the SEND Code of Practice 0 – 25 (2015) requirements, the school will deliver a Graduated Response to the identification of SEND.

## **The Graduated Response**

This is led by the class teacher in partnership with the SENCO.

It commences once it has been demonstrated that high quality teaching and learning arrangements, as part of normal classroom planning, support and interventions are not enabling the pupil to make good enough progress, and where this is also indicated via assessment data.

In consultation with the pupil and parents a plan will be written to achieve the agreed outcomes through support and intervention arrangements.

- For higher levels of need, our school has arrangements in place to draw on more specialised assessments from external agencies and professionals. Whitchurch Primary School has access to the following professional agencies;
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapist (SALT)
- Educational Psychologist
- Child & Adult Mental Health Service (CAMHS)
- Children's Services.
- Children's Sensory Team (CST)
- Harrow Horizons (Futures in Mind)

Additional details of how the school identifies special educational needs can be found in our SEND Policy.

### **Consulting with Parents of children with SEND**

The school will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These meetings form part of the school's Graduated Response and are included in the Assess, Plan, Do, Review cycle. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and Need
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on the next steps

We will formally notify parents when it is decided that a pupil will receive SEND support.

Parents who have children already identified as having Special Educational Needs and whose children are in receipt of an Education Health Care Plan, have the opportunity to express their views and wishes during their child's Annual Review. During the review, children are also given the opportunity to discuss their education, should parents deem it appropriate.

### **The Local Authority's Local Offer**

This document sets out the services and support available in Harrow for children and young people under the age of 25 with special educational needs and those who are disabled.

It provides:

- One place to find information about the support available.
- Details about how to access services.
- Clear and easy to understand information

The Local Offer can be found by visiting the Harrow Council Website and entering Local Offer into the search box.

### **Leadership of SEND Provision**

Our SENDCO co-ordinates support and interventions across the school, and from outside agencies. The SENDCO will ensure that provision is made in accordance with the Special Education Need and Disability Code of Practice 0- 25. (2015)

The Code sets out the following expectations:

- Quality 1<sup>st</sup> teaching, differentiated for individual pupils should be available to the whole class.
- Class teachers being responsible for planning the curriculum and assessing your child's progress, even if they have additional needs.
- Quality 1<sup>st</sup> teaching, which includes effective assessment and target setting, will identify pupils making less than expected progress.
- Where progress continues to be less than expected the class or subject teacher, working with the SENDCO, will assess whether the child has SEND.
- Where a Special Educational Need is established, the school, in partnership with parents/carers and pupil, will continue to work through the four step Graduated Response: **assess, plan, do, review**.

- Where a pupil with SEND is reaching a point of transition (from EYFS to Key Stage 1, from Key Stage 1 into Key Stage 2 and then into High School) the school will work with the parents and pupil to ensure a smooth and successful transition.
- Where there is sufficient evidence that a pupil's needs are still not being met through the Graduated Response and school's own resources (including funding), a decision may be reached to request a Local Authority assessment for an Education and Health Care Plan (EHCP).
- EHC Plans are integrated support plans for children and young people with Special Educational Needs and Disability (SEND), from 0 – 25. An EHC Plan will specify and coordinate additional funding and provision. The plan is focused on achieving outcomes and helping children make a positive transition to adulthood, including paid employment and independent living.
- The school will annually monitor and evaluate the effectiveness of its provision for pupils with SEND.

### **Teaching pupils with Special Educational Needs**

Teachers are fully aware of the children in their care who have Special Educational Needs. We are a fully inclusive school and therefore undertake a fully inclusive approach to teaching. Teachers will therefore:

- Undertake Quality 1<sup>st</sup> teaching
- Adapt their planning to meet the needs of all children
- Differentiate tasks
- Undertake modified curriculum planning
- Consult the SENDCO and/or seek advice from professionals who have expertise in particular areas of SEND
- Draw up Support plans for children on the SEND Register
- Support the targets drawn up in Annual Review Meetings
- Act upon the advice of the Educational Psychologist and/or other outside agency support.
- Undertake the actions agreed at any Meetings

The SENDCO will:

- Support with planning if/when required
- Seek support from outside agencies
- Support with targets for Support Plans
- Ensure that Action plans are completed post Educational Psychologist involvement.
- Undertake observations and hold Review meetings
- Take charge of the SEND Budget in order that there are funds available to resource Special Education
- Ensure that the physical environment is conducive to learning for all children including those with Physical Disability.

### **Staff expertise and training**

All teaching and support staff undergo continuous professional development via in- school and outside agency training. In addition to this, the school welcomes the expertise from Physiotherapists, Occupational Therapists, Educational Psychologists and Speech and Language therapists, who train and support staff to deliver therapy programmes.

The school also endeavors to support children's social, emotional and mental health, through the opportunity to participate in: social skills groups, art therapy, transition groups and/or one to one pastoral support.

We have a team of Learning Support Assistant who are regularly trained to deliver SEND provision.

## How will I know how well my child is doing at school?

- In our school we have:
- Assessment and data tracking every term, and reporting to parents.
- Pupil progress meetings every term to identify how pupils are progressing
- An open door policy - parents welcome to make an appointment at any time with your child's class teacher and/or the SENDCO
- Partnership between parents and teachers - we will communicate regularly.
- If required, a home school link book between parents and class teacher can be introduced.
- The SENDCO will be available to speak to at Parent Consultation meetings.
- If your child has an EHC plan, there will be formal Annual Review meeting where progress and further targets are reported and discussed. Parents will be consulted for their views regarding their child's progress and will have every opportunity to become involved in target setting and the holistic education of their child. Children will also be consulted and invited to participate in the Annual Review meetings (according to age and understanding) in order that they can also become fully involved in their education.
- A referral to the SEND department will be made when the Class Teacher is concerned regarding a child's progress. This forms the beginning of our Graduated Response. The SENCO will then arrange observations, consult with parents and look at strategies to use to support learning. An Education support Plan will be written with targets for a pupil and these will be reviewed after a term.
- During the review, the child's progress is discussed and this will be based on summative assessment information, the tracking of progress and teacher assessment. Should a child still not show signs of making progress, or progress is minimal and below that of their peers, a discussion into whether outside agency support should be sought. If this is the case, the child will then be placed on the school's SEND register.

## Additional Support for Parents

Support services for parents of pupils with Special Educational Needs outlined below and can be contacted as follows:

SENARS (Special Education Needs Assessment and Review Service) 020 8966 6483  
[senassessment.reviewservice@harrow.gov.uk](mailto:senassessment.reviewservice@harrow.gov.uk)

SENDIAS) Special Educational Needs and Disabilities Information and Advice Service) 0208 428 6487  
[harrowsendias@family-action.org.uk](mailto:harrowsendias@family-action.org.uk)

## Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

Whitchurch Primary School and Nursery is a fully inclusive school. We strive to ensure that all barriers to learning for pupils with SEND are eliminated in order that they can participate and enjoy the same activities as pupils in our school without SEND. This includes;

- All of our extra-curricular activities and school visits are available to all our pupils, including our before (Early Birds)-and after-school ( Night Owls) clubs.
- All pupils are encouraged to go on our residential trips

- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- Access to the physical environment is adapted to meet the needs of children with physical disabilities, for example electric doors, low coat pegs, hearing loop, evacuation chairs
- The curriculum encourages activities, which all can participate in, including Disability Sports.
- No pupil is ever excluded from taking part in these activities because of their SEND or disability.
- For further information please read the school's Accessibility Plan and our Equality Information & Objectives Statement, which can be found on our website.

### **Admissions and exclusions**

- Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. (Also see our Equality Information & Objectives Statement.)
- Exclusions will always be based on the school's Behaviour Policy (which can also be found on our website). We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

### **Transition arrangements for children with Special Educational Needs.**

Children with Special Educational Needs transferring from our Nursery into Reception, or from outside Nursery settings to our Reception, have the opportunity for the following:

- Home visits by their new class teacher and support staff
- Visits to children's outside Nursery settings
- Discussions with other settings regarding the needs of the children

Children with Special Educational Needs who transfer from Key Stage 1 to Key Stage 2 will have the following:

- An opportunity to visit the upper school in a small group context, prior to the whole school Transition Day.
- Passports with photographs of their new classroom / teacher / LSA, made for children to take home and read, in order that they feel more secure with their new surroundings prior to transition.
- Staff handover meeting to discuss a child's special educational needs with their future class teacher.
- An invitation for parents to meet with their child's new TA in order to discuss their child's needs.

Year 6 children transferring to High School will have the opportunity to:

- Participate in a Year 6 transition group, for the duration of their final year.
- Partake in additional visits to High Schools, prior to Transition Day
- The opportunity for children to take photographs of their new school / staff
- Annual Review meetings for Year 6 children with Education Health Care Plans take place in the Summer Term. The High School SENDCO is invited to attend in order to meet the parents and child to discuss how the school will endeavour to meet the needs of the child.



**What are the different types of support that may be available for children at this school?**

Area of needs	Whole school ethos and practice	Possible focussed support for some children's additional needs	Possible support and intervention for a small number of children who may or may not have an EHC
Social emotional and mental Health needs	<ul style="list-style-type: none"> <li>• Consistent application of the school's behaviour policy</li> <li>• A positive supportive and nurturing environment</li> <li>• Circle time/PSHE curriculum</li> <li>• Training in Mental Health issues for staff.</li> <li>• Pupils are encouraged to be part of a clubs to promote social development.</li> <li>• Any Bullying is taken extremely seriously and is dealt with as a matter of priority.</li> <li>• Social skills groups</li> <li>• Pastoral support</li> <li>• School counsellor</li> <li>• Education Mental Health Practitioner available</li> <li>• Motional assessments for pupils who are identified.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification and assessment in school</li> <li>• Additional advice and support from outside agencies</li> <li>• Adaptations to the curriculum to secure engagement</li> <li>• Support to build relationships and engage</li> <li>• Trained Learning Mentor to overcome barriers to social inclusion</li> <li>• Pastoral Team to support social, emotional, communication needs</li> <li>• Pastoral Partners</li> <li>• Art Therapy</li> <li>• Music Therapy</li> <li>• Social skills groups</li> <li>• Pastoral support</li> <li>• School counsellor</li> <li>• Education Mental Health Practitioner available</li> </ul>	<ul style="list-style-type: none"> <li>• Interventions are implemented, reviewed and revised</li> <li>• Work with parents to refer to CAMHS</li> <li>• Targeted intervention to promote social skills and emotional resilience</li> <li>• Adaptations to physical environment eg time out</li> <li>• Monitoring and support in unstructured time eg breaks/ lunch</li> <li>• Behaviour Management Plan/Pastoral Support Plan</li> <li>• Social Skills and Life Skills groups</li> <li>• Drawing and Talking</li> <li>• Year 6 transition groups</li> <li>• Harrow Horizons – Futures in Mind</li> </ul>
Speech, language, communication and interaction	<ul style="list-style-type: none"> <li>• Training for staff to meet the diversity of communication language skills</li> <li>• Strong emphasis on speaking and listening and phonics teaching</li> <li>• Communication friendly learning environment</li> </ul>	<ul style="list-style-type: none"> <li>• Small group phonic support / 1:1 RW support.</li> <li>• Pre-teaching</li> <li>• Personalised support within the class</li> <li>• Language monitoring systems upon entry to Reception and follow up provision</li> <li>• SALT interventions delivered by the school inclusion team</li> </ul>	<ul style="list-style-type: none"> <li>• Access to small teaching and learning groups</li> <li>• Additional in class LSA support</li> <li>• Alternative communication systems</li> <li>• Access to personal ICT/ adapted ICT equipment</li> <li>• Speech &amp; Language Therapy planned and delivered by a qualified therapist or therapy assistant</li> <li>• LSA's to work with children on SALT targets.</li> <li>• Confidence groups</li> </ul>

Autistic spectrum	<ul style="list-style-type: none"> <li>• Structured day</li> <li>• Positive behaviour management</li> <li>• Management strategies.</li> <li>• Learning style understood.</li> <li>• Differentiation within lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum modified to take account of learning needs.</li> <li>• Individual coaching and support from the class teacher and our Inclusion Team</li> <li>• Use of appropriate resources e.g. visual timetables, social stories, work stations.</li> <li>• LA Advisory Teacher</li> <li>• Advisory Teacher for Autism consultation</li> </ul>	<ul style="list-style-type: none"> <li>• Advice and support via Autism outreach team</li> <li>• Small group targeted intervention.</li> <li>• ICT used to reduce barriers</li> <li>• Alternative communication systems - Makaton. PECS</li> <li>• Social Skills / Life Skills groups</li> <li>• Year 6 transitions group</li> </ul>
Cognitive and Learning/Moderate Learning Difficulties	<ul style="list-style-type: none"> <li>• Differentiation of the curriculum and teaching</li> <li>• Teaching resources are accessible and appropriate</li> <li>• Multi sensory approach to learning</li> <li>• Interactive environment</li> <li>• Adapted teaching</li> <li>• SEND pupils planned for in planning and preparation staff meetings and on planning documents.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum is adapted to meet the needs of pupils</li> <li>• Targeted intervention programmes Independent Learning support Plan</li> <li>• Specific goals- short steps</li> <li>• Differentiated resources are provided as appropriate</li> <li>• Learning support via in school Inclusion</li> <li>• 1:1 reading alongside intervention programmes such as Toe by Toe</li> <li>• Access to personal ICT/adapted ICT equipment alternative methods of recording</li> <li>• Support Plans</li> <li>• Educational Psychology Service</li> <li>• Coloured paper work sheets to support children with dyslexia</li> </ul>	<ul style="list-style-type: none"> <li>• Access to small teaching and learning groups</li> <li>• Additional in class TA support</li> <li>• Additional specialist teaching support</li> <li>• Educational Psychology assessment / support</li> <li>• Access to personal ICT/ adapted ICT equipment</li> <li>• Educational Psychology training eg: Precision teaching.</li> <li>• Dyslexia / Dyscalculia training for staff, and knowledge of resources such as Toe by Toe, Power of Two, Dynamo Maths</li> </ul>
Sensory and physical needs (e.g. hearing, visual impairment, multi-sensory, physical and medical needs)	<ul style="list-style-type: none"> <li>• Referrals to Children's Sensory Team.</li> <li>• Referrals to OT and Physio</li> <li>• Provision of specialised equipment.</li> <li>• Curriculum is adapted</li> <li>• Seating position within class prioritised.</li> </ul>	<ul style="list-style-type: none"> <li>• Modified learning environment.</li> <li>• Learning support via our Inclusion team.</li> <li>• Occupational Therapy and Physiotherapy from experienced LSA's &amp; inclusion team working from Therapy plans</li> <li>• Mobility and care plan management</li> <li>• Liaison with a range of medical professionals as needed assistance via School Nursing Team</li> <li>• Large font used for worksheets.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual protocols and plans for children with significant physical and or medical needs.</li> <li>• Additional modifications to the school environment</li> <li>• Additional resources to reduce individual barriers to learning</li> <li>• Occupational Therapy and Physiotherapy from qualified therapists and therapy assistants</li> <li>• Access to external advice and assessment.</li> <li>• Advice and outreach from Sensory Team</li> </ul>

## **The effectiveness of provision**

The effectiveness of provision is monitored through:

- Formative teacher assessment
- Summative termly assessments
- Data analysis
- Pupil Progress meetings

Children with Special Educational Needs and Disabilities, who are unable to undertake formal assessments, will be assessed using the Engagement Model. This assessment supports the assessment of children who have a highly differentiated or modified curriculum, which meets their individual needs, and who are unable to access KS1 or KS2 curriculum or pre key stage assessments.

Any child identified as not making the expected progress, after Quality 1<sup>st</sup> Teaching and interventions, will be referred to the SENDCO and further support planning will take place.

## **What happens if my child with SEND makes very little progress at school?**

- Parents are encouraged to make an appointment with the class teacher if they have concerns about attainment, achievement, progress or well-being in school.
- Where a child with SEND continues to make little progress despite the support provided by the school's SEND provisions including external support and advice, and there is evidence that the child has severe and complex needs that cannot be met within the resources ordinarily available to school, we will ask the Local Authority to undertake a statutory assessment of the child's SEND as set out in the SEND Code of Practice and through a request for an Education Health and Care Plan.
- Governor Involvement: All schools have a designated SEND Governor responsible for making sure the necessary support is available for every child who attends the school.

## **If you need to complain**

Parents have the following rights of redress, should the school, Governors or LA fail in its duty to provide support for SEND pupils, or if a parent disagrees with a decision or feels that there is discriminatory practice:

- The school or LA complaints procedure
- An appeal to The SEN and Disability Tribunal (LA decision)
- A claim against the responsible body (Chair of Governors or LA) for disability
- To the SEN and Disability Tribunal for discrimination
- A complaint to the LA Ombudsman (Schools and LAs)