



Whitchurch C of E Primary School

SEND Information Report

Whitchurch CE Primary School is a large mainstream school, for children aged 4-11. We believe that every child should be valued, and that each has the right to a full and varied curriculum in a safe and secure environment that meets their needs, first through quality teaching and then through specific provision for each individual.

HOW DOES THE SCHOOL KNOW IF A CHILD NEEDS EXTRA HELP?

At Whitchurch, a teacher, parent or Learning Support Assistant (LSA) may have concerns if a child is

- Performing below age related expectations.
- Is showing difficulty in a specific area of learning or in emotional development, at home and/or at school
- Is displaying unusual behaviours at home and/or at school
- Coming into school from another setting/nursery with needs/concerns or external agency support

WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

If you think your child has Special Educational Needs or Disabilities (SEND) please speak to your child's class teacher. You may also contact the SENDCO (Mr Dave May) or the Head Teacher (Mr David Ware) at any time via the school office.

WHAT HAPPENS NEXT?

Whitchurch C of E Primary School follows a graduated approach to SEND support, beginning with Quality First Teaching, moving to targeted SEND support through Pupil Passports, and involving external agencies or statutory assessment where necessary. After consultation with parents/carers, if the school decides that a child does have additional needs and would benefit from extra provision; they will be placed on the school SEN register and may be given a 'Pupil Passport'. A pupil passport will outline specific targets for the child and how they will be achieved, a passport is a two-sided, quick reference to allow important notes about a child's learning needs to be easily accessible to school staff. Details of any specific intervention programmes and the level of extra adult support children will receive will be shared with parents. Passports are reviewed as needed but at least three times per year in line with the school's SEND policy. We do this so that every child has targets already set when they start the new year in September. Parents/carers are invited to provide feedback and give comments on these targets in addition to general parent's evenings.

If your child continues to need a high level of extra support and/or is not making progress in one or more areas of the curriculum, it may be necessary to involve external agencies such as Primary Behaviour Support (PBS), Speech and Language Therapy (SALT) and/or Educational Psychologist (EP).

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 continually assesses each child and notes areas where he/she is improving and where further support is needed. As a school, we track children's progress from entry at Year R through to Year 6, using a variety of different methods. During pupil progress reviews a child's progress will be tracked and the success of provision analysed. If necessary, a different intervention or different approach may be tried to ensure the child does make progress. If your child has more complex SEND, they may have an Education Health Care Plan (EHCP) - these are formally reviewed annually with additional meetings as necessary.

HOW WILL I KNOW HOW MY CHILD IS DOING?

- The child may have a termly meeting between home and school
- Open door policy for parents/carers to talk to key staff including the SENDCO
- Parents' evenings and annual school report

WHO WILL OVERSEE, PLAN, WORK WITH MY CHILD?

- The Governing body will, in co-operation with the Head Teacher, determine the school's general policy and approach to provide support for children with SEND and will be involved in ensuring that the SEND provision is continually monitored. There is a named SEND governor (Mr Stephen Court).
- The Head Teacher oversees all support and progress of any child requiring additional support across the school.
- Our SENDCO oversees the day-to-day support and progress of any child requiring additional support across the school.
- The class teacher will plan for and work with each child with SEND in their class to ensure that progress is being made through high quality teaching.
- LSAs working with your child either individually or as part of a group will deliver intervention programmes as determined by your child's needs.

WHAT CAN WE PROVIDE FOR CHILDREN WITH SEND?

- High quality teaching within the classroom differentiated for individual children.
- A Special Needs and Disabilities Co-ordinator who is not class-based and is also a member of the Senior Leadership Team.
- Two Emotional Literacy Support Assistants (ELSAs) who are fully trained by the EP service.
- All LSAs are trained in the provision and delivery of specific programmes for small groups or individual children.
- Links to external agencies and support networks
- A supportive SEN Governor – Mr Stephen Court

HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

At Whitchurch, staff strive to plan and deliver a curriculum that matches the needs of all children within the setting.

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

At Whitchurch, whatever the child's needs are, our emphasis will be upon including them, with the other children, in the full range of activities our school has to offer. Pupils will only be withdrawn from normal activities when the child will benefit from some intensive individual work or when it is clearly inappropriate or unsafe for the child to participate. We believe and strive towards the general principle that all children will be able to participate in a broad and balanced curriculum, including the National Curriculum.

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

- We believe that securing children's self-esteem is crucial to a child's well-being. At Whitchurch we have a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class; therefore, this would be the parents' first point of contact. If further support is required, the class teacher liaises with the SENDCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Primary Behaviour Support team.
- The school also has two ELSAs and a Family Link worker who work with vulnerable children.

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. There is disabled parking in the school car park. The school is situated over two floors with accessibility throughout all of the ground floor including ramped access to main areas of the building.

HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SEND NEEDS?

- Whitchurch has a large team of LSAs. The LSAs and resources are deployed according to the needs of the children.

HOW DOES THE SCHOOL KNOW HOW EFFECTIVE ITS SEND PROVISION IS?

At Whitchurch, we regularly review the effectiveness of our SEND provision. This includes:

- Monitoring children's progress against individual targets and outcomes
- Reviewing intervention impact through termly assessments and pupil progress meetings
- Feedback from children and parents/carers
- Annual reviews for pupils with Education, Health and Care Plans (EHCPs)
- SEND audits and review of provision by the SENDCO and Senior Leadership Team
- Governor oversight through the named SEND Governor

Adjustments are made where necessary to ensure provision continues to meet children's needs effectively.

WHAT TRAINING AND SUPPORT DO STAFF HAVE TO MEET THE NEEDS OF CHILDREN WITH SEND?

Staff at Whitchurch CE Primary School receive ongoing training to ensure they are able to meet a wide range of SEND needs.

This includes:

- The SENDCO regularly attending Local Authority SEND briefings, network meetings and relevant professional development
- Whole school training delivered by internal staff and external professionals (e.g. Educational Psychology Service, Speech and Language Therapy, Primary Behaviour Support)
- Specialist training for LSAs to deliver targeted interventions
- Ongoing supervision and training for Emotional Literacy Support Assistants (ELSAs)
- Briefings and advice for staff relating to individual pupils' specific needs

Training is updated regularly to reflect the needs of children currently attending the school.

HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- As a school, we value and celebrate the right of each child to express their views on all aspects of school life. This is usually carried out through the School Council, which has an open forum for any issues or viewpoints to be raised.
- Children who have passports discuss and set their targets with their class teacher at an appropriate level, depending on their maturity. They also review these targets with their teacher.
- There is an annual pupil questionnaire, when we actively seek the viewpoints of children, especially concerning any anxieties and whether they feel able to speak to an adult if they have a worry.
- If your child has an EHCP, their views will be sought before any review meetings. The child will also be included in this as much as possible, so they are able to have a voice on their targets.

HOW CAN PARENTS/CARERS CONTRIBUTE THEIR VIEWS?

- By liaising with the class teacher and the SENDCO.
- For children with EHCPs, parents will be asked to complete a parent contribution form and attend the meetings.
- Parents can request meetings with the school SENDCO at any time.

HOW ARE COMPLAINTS ABOUT SEND PROVISION HANDLED?

Communication is the key to a true partnership between home and school. We want to provide the very best education and care for your child. We aim to work in partnership with parents and carers to resolve concerns at the earliest opportunity.

If you have concerns about your child's SEND provision:

1. Discuss these with your child's class teacher first
2. If concerns remain, contact the SENDCO or Head Teacher
3. If still unresolved, concerns can be raised with the SEND Governor

4. A formal complaint can be made following the school's complaints procedure, available on the school website
5. If concerns remain unresolved, parents may contact the appropriate SEND officer at Hampshire County Council, in line with the school's SEND policy.

Parents and carers may also seek impartial advice from Hampshire SENDIASS.

HOW ARE CHILDREN WITH SEND WHO ARE LOOKED AFTER SUPPORTED?

Children with SEND who are Looked After are supported in line with both SEND and looked-after children procedures and statutory guidance.

This includes:

- Close liaison between the SENDCO and the school's Designated Teacher for Looked After Children
- Contribution to and use of the Personal Education Plan (PEP) alongside SEND support or EHCP targets
- Regular review of progress and provision
- Multi-agency working with social care and other professionals to ensure a coordinated approach

HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting. For children with SEND, we would encourage further visits to assist with the transition into the new surroundings.
- When children are preparing to leave us for a new school, typically to go on to secondary education, we may arrange additional visits and a transition programme.
- We liaise closely with staff when receiving and transferring children from/to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs then a TPA (Transition Partnership Agreement) or EHCP review will be used during a transition meeting, to which we will invite staff from both schools.

Hampshire Local Offer:

Hampshire County Council publishes a **Local Offer**, setting out information about the services and support available for children and young people aged 0–25 with Special Educational Needs and/or Disabilities (SEND).

The Local Offer includes information about:

- Education, health and social care services
- Support available in schools and settings
- Preparation for adulthood
- Leisure activities and short breaks
- Advice and support for parents and carers

Further information can be found at:

<https://www.connecttosupporthampshire.org.uk/family-information-and-services-hub-fish/send-local-offer/>

This SEND Information Report should be read alongside the school's SEN Policy, both of which are published on the school website

WHO CAN I CONTACT FOR FURTHER INFORMATION?

- **Hampshire Local Offer:**
<https://www.connecttosupporthampshire.org.uk/family-information-and-services-hub-fish/send-local-offer/>
- **Hampshire SENDIASS (Information, Advice and Support Service):**
www.hampshiresendiass.co.uk
- **Parent/Carer Forum:**
www.nnpcf.org.uk

GLOSSARY OF TERMS

SEND	Special educational needs and/or disabilities
SENDCO	Special educational needs and disabilities coordinator
PBS	Primary Behaviour Support
SALT	Speech and language therapy
EP	Educational psychologist
TPA	Transition partnership agreement
EHCP	Education and health care plan
ELSA	Emotional literacy support assistant
LSA	learning support assistant