



## **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 (Mrs Jane Henderson) or the Head Teacher (Mrs Kate Steven) at any time via the school office.

#### **WHAT HAPPENS NEXT?**

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 an Individual Education Plan (IEP) or a school 'passport'. An IEP will outline specific targets for the child and how they will be achieved, A passport is a one page, 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 and IEPs are reviewed as needed but at least three times per year. Parents/carers are invited to attend review meetings in addition to general parent's evenings each half term. If your child continues to need a high level of extra support and/or is not making progress in one or more area of the curriculum, it may be necessary to involve external agencies such as

Primary Behaviour Support (PBS), Speech and Language Therapy (SALT) or and 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?**

- Home communication books between parents/carers and class teacher
- Half termly meetings 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 David Simmonds)
- 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 quality first 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?**

- Quality first teaching within the classroom differentiated for individual children
- A Special Needs and Disabilities Co-ordinator who is not class-based and is 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 David Simmonds

### **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 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 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 or IEPs (Individual Education Plans) discuss and set their targets with their class teacher at an appropriate level, depending on their maturity.
- 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.

### **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 WILL I RAISE CONCERNS IF I NEED TO?**

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. Please talk to us: Firstly contact your child's class teacher; then SENDCO or Head teacher.

If you are still not satisfied with your child's SEND provision then please talk to the school SEND Governor and follow the formal complaints procedure as outlined in the policy found on the school website.

### **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.

### **WHO CAN I CONTACT FOR FURTHER INFORMATION?**

**Support4Send** Hampshire's SEND advice service for parents and carers

Parent/Carer forum – [www.nnpcf.org.uk](http://www.nnpcf.org.uk)

## **GLOSSARY OF TERMS**

SEND	Special educational needs and/or disabilities
SENDCO	Special educational needs and disabilities coordinator
IEP	Individual education plan
BST	Behaviour support team
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