



## Special Educational Needs and Disabilities Information Report for



### Whitestone Infant School

(in accordance with section 65(3) of the Children and Families Act 2014)

Whitestone Infant School and others in the Nuneaton Primary Consortium have a similar approach to how they accommodate pupils with Special Educational Needs and Disabilities (SEND). This document aims to provide parents with all of the information they need to understand how their child's needs will be met by both Whitestone Infant School, and also by the Local Authority and Special Support Services. At the end of the document there is a glossary to explain some of the terms used, as well as the main people responsible for SEND provision within the school and externally.

#### **The SEND needs that the school provides for**

- A three-form entry mainstream infant school catering for 4-7 year olds.
- Nine classes with a maximum size of 30 pupils.
- An inclusive school meeting the needs of all pupils.

#### **Our policy for identifying children and young people with SEND and for assessing their needs**

At Whitestone children could be identified as having SEND through a variety of ways including the following:-

- Child performing significantly below age expected levels that require extra provision to be made.
- Concerns raised by a Parent
- Concerns raised by a teacher for example behaviour or self-esteem is affecting performance
- Liaison with a previous school/setting
- Liaison with external agencies
- Health diagnosis through a paediatrician

#### **How we consult with families of children with SEND and involve them in their child's education**

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. Any parental concerns are recorded using a 'Log of SEND Concerns' form.

- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have. Termly SEND surgeries led by the SENDCo are available to parents with a child on the SEND register.
- All information from outside professionals will be discussed with you, with the person involved directly, or where this is not possible, in a report.
- IEPs (Individual Education Plans) will be reviewed termly with your involvement.
- Home Learning will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may need
- discuss with you any referrals to outside professionals to support your child's learning

If you have concerns about your child's progress you should speak to your child's class teacher initially.

If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs and Disabilities Coordinator (SENDCo).

The school SEND Governor can also be contacted for support.

### **Our arrangement for assessing and reviewing a child's progress towards their potential outcomes**

Your child's progress is continually monitored by his/her class teacher.

- Children are involved in their learning and personal targets. They are praised regularly linked to specific achievements in learning.
- Our pupils celebrate achievements in a weekly assembly. They may be awarded 'stamps, 'stickers' or *Class Dojo* points. Certificates are awarded in Celebration Assembly.
- If children require smaller step targets, alternative reward charts may be used to support learning or behaviour.

### **Our approach to teaching children with SEND**

At Whitestone Infants we strive to support all children to achieve at school and to meet their individual needs. We aim to help all learners reach their full potential and we are committed to our responsibility towards the identification and assessment of special educational needs.

We strive to offer an inclusive education, offering support to all learners including those with special educational needs. At Whitestone Infants we offer a range of extra provision to support children as well as quality first general teaching practice, making reasonable adjustments to support learning where necessary. Some children may require out of class support in which they are taught in small groups or a 1:1 basis.

### **How we prepare children as they move between phases of education, i.e. our preparations for their transfer to junior education/a new year group or their move to another infant/primary setting**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

We follow Warwickshire LA Admissions Policy. All applications must be submitted to the local authority [www.warwickshire.gov.uk/admissions](http://www.warwickshire.gov.uk/admissions). Please note when applying for a school place **children with an Education and Health Care (EHC) Plan that names a school will be admitted first.**

When a place has been confirmed a robust programme of induction takes place in order to ensure that any alternative provisions are in place prior to a child starting at Whitestone. This may include adaptations to the physical premises, resourcing is in place and staff are adequately trained. We are an extremely inclusive school and seek to break down barriers to learning and provide effective accessibility to all education.

If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

If your child is moving to a new year group within the school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. IEPs will be shared with the new teacher.
- If your child would be helped by a transition book to support them to understand moving on then it will be made for them.
- Staff from your child's new year group will visit them in their current year group as well as arranging several visits to the new environment – building up relationships before they move. Parents/Carers will also be invited to meet key staff.

In Year 2:

- Whitestone's SENDCo will discuss the specific needs of your child with the SENDCo of their junior placement.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

Children transitioning from a pre-school age:

- Whitestone's SENDCo and/or headteacher will discuss the specific needs of your child with the SENDCo of their pre-school or directly with the parent. Meetings may be arranged with other professionals involved with the child.
- Where possible your child will visit the school on several occasions and in some cases staff from Whitestone School will visit your child in their setting.

### **How we adapt our curriculum and our learning environment for our children with SEND**

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will try to ensure that your child's needs are met through Quality First Teaching.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
- The building is accessible: it is a single storey building with level entrances & double doors to the reception area, Foundation Stage and Key Stage 1 departments. There are also ramps situated at main entrances to the 'temporary classrooms' to the rear of the main building. There is a disabled toilet, shower area and changing facility within the Foundation Stage and a disabled toilet in Year 1 and 2. There is also an adult disabled toilet in the entrance area. The foundation stage and adult disabled toilets are fitted with emergency cords.
- We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.
- Wrap around care provision ('Kids Club') is available on site with an independent provider, 'Stepping Stones.' It is accessible to all children including those with SEND.
- Extra-curricular activities are also accessible for children with SEND.

### **The expertise of our trained staff who will support SEND children and advise on how specialist expertise will be secured**

- The SENDCo's job is to support the class teacher in planning for children with SEND.
- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as emotional and attachment difficulties and Autism.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Specialist Teaching Service, Educational Psychology Service, Integrated Disability Service, Oakwood Special School and Speech & Language etc.

### **How we evaluate the effectiveness of our SEND provision**

- The progress made by all groups of children is monitored and tracked using entry & exit data from time-limited interventions.
- Feedback from parents & external professionals.
- SEND progress is analysed at all data collection points. Leaders study school trends and make comparisons with LA and national data.
- Regular monitoring of the quality of provision for SEND pupils will be undertaken by the SENDCo & headteacher.
- Termly pupil progress meetings have a focus on progress for pupils with SEND.

### **How children and young people with SEND are enabled to engage in activities with their peers**

- All individual needs are catered for.
- Various groups set up for specific learning difficulties.
- Nurture group in our Owl's Nest.
- Adult support is utilised to engage pupils in activities with peers.
- Well-being teaching assistant supported individually or in groups with social, emotional and mental health.

### **Our support for improving emotional and social development, including how we listen to the views of SEND children and how they are included in the schools anti bullying policy**

We recognise that pupils with SEND may well have Emotional and Social Development needs that require support in school.

The Emotional Health and Well-being of all our pupils is very important to us.

- We have an Anti-bullying policy that is regularly reviewed.
- Children are asked their views relating to their health & well-being in surveys.
- School Council discussions provide opportunities to discuss issues and share concerns.
- An excellent Relationship, Health Education (RHE) curriculum including Protective Behaviours.
- We provide a range of assemblies that promote inclusivity.
- Access to refer children to NHS Mental Health in Schools Team (MHST)

We are a nurturing school, with highly trained staff. We have a well-established Owl's Nest nurture group for pupils who require extra support. We have a 'Well-being Teaching Assistant' who can support children 1-1 or in small groups.

**How this school helps to meet the needs of SEND children and their families with regards support from external bodies, such as health services, local authority support services and voluntary sector organisations**

- Whitestone is a listening school and is open to working with others in a multi-agency way. Programmes suggested by outside agencies will be followed to aid children within our school.

**Who are the other people providing services to children with SEND in this school?**

School provision:

- Teachers are responsible for teaching SEND groups or individuals
- Teaching Assistants working with small groups or individual children

Multi Agency Provision including Local Authority Provision delivered in school:

- Integrated Disability Service (IDS)
- Specialist Teaching Service (STS)
- Educational Psychology Service (EPS)
- Parent Support Adviser (Stacie Johnson)
- NHS Speech and Language Therapy (SALT) input to provide a higher level of service to the school.
- School Nursing Team
- RISE
- Visual Support Service (VSS)
- Hearing Impairment Support Service
- Physiotherapy and Occupational Therapy
- Compass

**Roles within the school with responsibilities for SEND children**

**Class/subject teacher**

The Class teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Special Education Needs/Disabilities Coordinator (SENDCo/Inclusion Manager) know as necessary.
- Writing Pupil Progress targets/ Individual Education Plans (IEPs), and sharing and reviewing these with parents at least once every term and planning for the next term. Personalised teaching and learning for your child as identified on school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

**SENDCo**

The SENDCo - Mrs Kilburn (email: [admin2123@welearn365.com](mailto:admin2123@welearn365.com) or phone: 02476 347813.

Responsible for:

- Developing and reviewing the school's SEND policy
- Coordinating the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are
  - i) involved in supporting your child's learning
  - ii) kept informed about the support your child is getting
  - iii) involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into to school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.

- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.

#### Headteacher

The Headteacher – Mrs Green  
Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Headteacher will give responsibility to the SENDCo/Inclusion Manager and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

#### SEN Governor

The SEND Governors – Dean Robinson and Sally Farmer  
Responsible for:

- Making sure that the necessary support is given for any child who attends the school, who has SEND.

School contact telephone number 02476 347813

**Glossary** – notes taken directly from the 'Draft special need and disability code of practice; 0-25 years – April 2014' by the Department for Education and Department for Health

**SEND** – Special Educational Needs/Disability - 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 to her. A disability as defined under the Equality Act 2010 is a "physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities".

**EHCP** – Educational, Health and Care plans – The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across education, health and social care and, as they get older prepare them for adulthood.

A request for an EHC can be done by the parents of the child or a person acting on behalf of the school with the knowledge and agreement of the parents. The Local Authority must determine whether the EHC assessment is needed and must communicate its decision to the parents within 6 weeks of making the request.