



Fellowship, Courage and Creativity

SEN Information Report 2020 – 2021

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HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

At Whitewater CoE Primary School children are identified as having SEND through a variety of ways:-

- Liaison with Pre-School for those children joining us in Year R. For those children joining from other schools, through liaison with that pre-school to gain an advance understanding of the child's strengths and learning experiences.
- Children who are performing at below age-related-expectations as identified through teacher observations and assessments.
- Children who are making less than the expected rate of progress as identified through half-termly Pupil Progress meetings.
- Concerns raised by Parent/ Carer or Guardian.
- Concerns raised by teacher for example, behaviour or self-esteem that is affecting performance.
- Liaison with external agencies i.e. Primary Behaviour Service, Speech and Language Team, Occupational Health, School Nurse, CAMHS and other agencies. Health diagnosis through paediatricians and other health professionals.

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

- Where a parent has concerns that their child may have special educational needs (SEN), they should, in the first instance, share their concerns with the child's class teacher. The class teacher will raise this with the School's SENCo who will make explore next steps with the class teacher and then contact with the parent to discuss their concerns and will propose next steps when appropriate. These may involve assessments both from within or external to the school.
- Where a parent has raised their concerns with the SENCo, they will ensure that the class teacher is aware of these and that the class teacher will participate in any future meetings, where possible.

- At present our SENCo is Emily Burningham. She currently works part time and her SENCo days are Wednesdays. If parents would like to contact Mrs Burningham, they can do so via the school office.
- At Whitewater CoE Primary School, we value parents/carers talking to us and sharing your concerns. We pride ourselves on building positive relationships with parents. We are open and honest with our parents and hope that you are able to do the same with us.

HOW DOES THE SCHOOL DEFINE SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITY?

- A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- By learning difficulty, it is meant that the child or young person has a significantly greater difficulty in learning than the majority of others of the same age, or they have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. *For more detailed definition see DofE Code of Practice 2015, xiv,xv P15/16 .*

HOW WILL SCHOOL SUPPORT MY CHILD?

The School's objectives to supporting children with Special Educational Needs and/or Disability are:

- to work within the guidance provided in the SEND Code of Practice (CoP) (2015);
- to maximise progress for children with SEND;
- to plan an effective and differentiated curriculum to meet the needs of children with SEND, to help them overcome their barriers to learning;
- to take a child-centred approach to setting out their learning journey and associated support plan;
- to involve children and parents/carers working in close partnership, in the identification and review of the learning steps set for individual children;
- to ensure all those involved with children are aware of the procedures for identifying their needs, supporting and teaching them;
- to provide support and advice to all staff working with children with special educational needs and/or disabilities.

WHO WILL OVERSEE, PLAN, WORK WITH MY CHILD AND HOW OFTEN?

- The progress of all our children is reviewed half-termly by the Senior Leadership Team (SLT), and in particular those with special educational needs and pupil premium grants, in partnership with the class teacher.
- Any additional support for children is coordinated and overseen by the SENCo. Where the additional support is led by the class teacher, this is planned and delivered by that individual through quality first teaching.
- Where additional support is being provided in a 1-1 or small group scenario this will involve a specific pre-planned programme or will be planned by a Teaching Assistant who is trained to deliver this support, with guidance from the class teacher and the SENCo.
- This additional support may be delivered by a teacher, the class teacher or a Teaching Assistant. The regularity of this support will vary depending on the child's need.

WHO WILL EXPLAIN THIS TO ME?

- The class teacher will meet with parents at least on a termly basis (in addition to the Parent's Evening) to discuss your child's needs, support and progress. At this meeting the class teacher will be able to advise what additional support the child is having at that time.
- Should parents wish to discuss their child's progress at any other time, they can make an appointment with the class teacher. The class teacher is the first point of contact for our parents as they will know their child very well.
- In some cases the SENCo will arrange to meet with parents to discuss more complex provision.

HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?

- We have two Governors who have specific responsibility for special educational needs and are accountable for reporting back to the Full Governing Body. They are Shona Hoad and Jo Hunt. Should you wish to contact the SEN Governors, please liaise with the school office to make an appointment.
- The SENCo meets regularly with the SEN Governor(s) to:
 - inform them about the overall progress of children with SEND;
 - discuss specific initiatives;
 - agree the strategic direction of the school and its approach to children with special educational needs
- The SENCo/ Headteacher and Deputy Head meet as a Senior Leadership Team (SLT) to agree key expenditure within the SEN budget, and the SEN Governors are kept fully informed about these decisions.

HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS, WHAT ARE THE SCHOOL'S APPROACHES TO DIFFERENTIATION AND HOW WILL THAT HELP MY CHILD?

- We believe that every teacher is a teacher of every child, including those with special educational needs and/or disabilities. Quality of teacher is vital; however, for some children there are occasions when further additional support may be needed to help them.
- We strive to:-
 - raise the aspirations and expectations for all children with SEND;
 - support all children to enable them to make consistently good progress in their learning outcomes, social and emotional development in line with their starting points;
 - recognise the differing needs that individual children have and differentiate accordingly;
 - be an inclusive school that provides every possible opportunity to develop the full potential of every child;
 - provide every child with the right to a broad and balanced education including extra-curricular activities where appropriate and full access to the National Curriculum;
 - encourage all pupils to support each other throughout their learning journeys in line with our values "Fellowship, Courage and Creativity";
 - work in partnership with parents/carers and professionals where appropriate, to achieve the best outcomes for every child;
 - identify, at an early age, individuals who need extra help and attention;

- use a variety of teaching strategies, which include different learning styles to facilitate meaningful and effective learning for all children;
- monitor closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements;
- promote our school values of Fellowship, Courage and Creativity for every child at a level accessible to them.
- We value every child in our school equally. We aspire to promote positive self-esteem and learning behaviours to ensure that every child has the opportunity to experience success.

HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING? WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- We offer an open-door policy where you are welcome to make an appointment to meet with either the class teacher or SENCo and discuss how your child is getting on. We encourage meetings with class teachers at the end of the school day as this ensures that teachers can give their full attention to the children at the start of the day. We can also offer advice and practical ways that you can help your child at home. Your class teacher is the first point of contact with regard to your child's progress.
- At the end of the academic year (July) all children receive a detailed annual report covering your child's attainment and progress. This gives information on your child's attainment against the age-related-expectations in reading, writing and maths as well as the individual targets that support your child's learning.
- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- We communicate regularly using a parent's newsletter to inform parents of activities and include wider information relating to village life.
- As well as termly Parents' Evenings where we have longer consultation sessions for those parents with a child with SEN, there are also opportunities to visit your child's classroom and see the topics they have been learning.
- In terms of how you can best support your child, this will be communicated through termly class newsletters, special parents' events such as maths evenings, phonics evenings and regular discussion with your child's class teacher.
- All schools have a Register that contains the names of those children with special educational needs and what additional support they are receiving over the academic year.
- If your child has complex special needs they may be part of an Inclusion Partnership Agreement (IPA) or have a Education Health and Care Plan, which means that an annual formal meeting will take place to discuss and review your child's progress with a report written and sent to the SEN Service (copied to parents).

HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- The class teacher continually assesses each child and records areas where they are 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 including Age Related expectations and Reading and Spelling ages with standardised scores. A standardised score enables us to compare that child against other children of the same age to see if they are within the low average, average or high average range.

- We use a system called Target Tracker which ensures that this data is updated half-termly by our class teachers and each child is then tracked against their progress to date, for example Early Learning Goals, or Key Stage 1, together with the national expectations for all children.
- Children who are not making expected progress are monitored through half termly Pupil Progress meetings with the Class teacher and the Senior Leadership Team. In this meeting a discussion takes place examining why individual children are experiencing difficulty and what further support can be given to aid their progression.
- Where the child has special educational needs and is on our school register, their targets will be reviewed to identify what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress. This will be carried out by the SENCo and the class teacher, and the parent will be involved and will have an opportunity to fully discuss this.

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING? WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

- Your child's well-being is extremely important to us and every member of our team focuses on ensuring that all our children have a positive experience during their time with us. We are inclusive in all that we do with our children, ensuring that we adapt whatever we need to, to be able to include all our children. We welcome children from diverse backgrounds, recognising their contribution in our community.
- In the first instance 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 SENCo for additional advice and support.
- We are extremely fortunate to have an excellent Emotional Literacy Support Assistant (ELSA) who is highly trained to support children with emotional difficulties (short term mainly), friendship difficulties and so on. She works with identified children during the school afternoon, under the guidance of the SENCo.
- Additional support to ensure the well-being of our children can, in individual cases, involve working alongside outside agencies such as Health and Social Services, School Nurse and the Primary Behaviour Service Team.

HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

- The school has a policy regarding the administration and managing of medicines in school. Please see our website for more details, where our Supporting Pupils with Medical Conditions Policy is available.
- Parents are advised to contact the School Office if medication is recommended by Health Professionals to be taken during the school day.
- On a day to day basis the School Office generally oversee the administration of any medicines.
- Our staff have regular training and updates of conditions and medication affecting individual children, to ensure we are able to respond accordingly (see our First Aid Policy for more details, available on our website).
- We have a number of staff members who are highly trained in First Aid and this is regularly updated in accordance with best practice and regulations.

WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils (see our Behaviour Management Policy for more details, available on our website).
- If a child has significant behavioural difficulties we will put together an Individual Behaviour Management Plan (IBMP) that identifies the specific issues and put relevant support in place against set targets. This is worked through with the parents and the child so that all parties understand how we are trying to address this area of difficulty. We look to provide support to children with behavioural difficulty and avoid exclusion where possible.
- Outside agencies such as Primary Behaviour Service and the Educational Psychologist can also provide assistance and support to the child and school. Parents will be kept informed and will be involved in regular meetings with the school and any outside agency involvement.
- After any behaviour incident we encourage the child to reflect on their behaviour with an adult, to look at what happened, and how it can be put right. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- Attendance of every child is monitored on a daily basis by the School Office. Lateness and absence are recorded and reported upon to the Head teacher. Support is given through meeting with parents and looking at ways to provide support for attendance and regular lateness.

HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- We are a school that values and celebrates each child being able 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.
- All children can discuss their views with their class teacher, and as a school we regularly conference children to ascertain their viewpoint on a number of areas such as curriculum, school grounds etc.
- Children with an Education, Health and Care Plan, or an Inclusion Partnership Agreement will have a formal opportunity to put their views across at any review meetings held.

WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- Our SENCo Emily Burningham and has achieved the National SENCo Accreditation.
- All our teaching staff have had training in special educational needs and are familiar with most learning disabilities. Regular training takes place to ensure that our staff remain up to date with current research.
- We have a number of well trained and experienced Teaching Assistants who are familiar with and have experience of working with a breadth of special educational needs.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs and these include Primary Behaviour Service, Hampshire's Educational Psychologists and Hampshire's Specialist Teachers Service. From a health perspective we also work closely with the School Nurse, GPs and medical practitioners in the community, medical specialists from North Hampshire Hospital, Occupational Therapy team, Speech and Language Therapy service, CAMHS and Physiotherapy service. Finally, from a social services perspective we work closely with Children's services, social workers and Locality Teams.

- There are a number of specialist, supportive charities that provide support to children with specific learning disabilities that the school work with on an individual basis.

WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING ?

- All our teaching staff have been trained to support children with special educational needs and this is revisited regularly to ensure that our teachers are up to date with current thinking.
- Our Teaching Assistants have also been trained in a wide range of reading and spelling intervention programmes, designed to help those children who are struggling with literacy.
- Our Teaching Assistants have regular training to ensure that they are up to date with current thinking regarding learning disabilities.
- One of our Teaching Assistants is also trained to support those children with emotional difficulties, and she is called an ELSA (Emotional Literacy Support Assistant). She is supported both within the school and through supervision with the Educational Psychology Service.
- We feel that children's individual needs are well supported as a result of our appropriately trained staff, and this is regularly reviewed.

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

- As an inclusive school it is important to us that all children are included in the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and including a discussion with parents.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities (covering the same curriculum areas) will be provided in school.

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- The school site is single storey and wheelchair accessible with a disabled toilet large enough to accommodate changing.
- In the event that we have a child with physical difficulties we would look to ensure that they had appropriate access.
- Please see our Accessibility Plan for more details, available on our website.
- We also liaise with EMTAS (Ethnic Minority Achievement Service) who assist us in supporting any families with English as an additional language.

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

- We encourage all new children to visit the school prior to starting when they will meet their buddy and be shown around the school. For children with SEND we would encourage further visits to help reduce the anxiety associated with changing schools.
- If moving to our school is potentially going to be difficult, we would work with the parents and any other external agencies, to help support the child through possible additional visits, social stories (a personalised story for that child addressing their specific anxiety), introductions and time to get to know the key adults in their class. The needs of the child

would determine what the best approach is, to ensure that their transition to our school was as anxiety-free as is possible.

- Children joining school in Year R have a number of visits to help them become more familiar with the school environment and the resources available. The child typically will attend a series of afternoon sessions during June /July and parents are invited to an informal evening to meet the teachers and key staff that will be working with their child.
- When children are preparing to leave us for a new school, typically to go to secondary education, we arrange additional visits. Through close liaison with the SENCo) at Robert May's School, specific arrangements can be made to support the child. Inclusion Partnership Agreements can also play a part where a child has specific needs that it is essential that the receiving school are aware of.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs then an IPA (Inclusion Partnership Agreement) or Education Health and Care Plan review will be used as a transition meeting during which we will invite parents and staff from both schools to attend.

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

- We ensure that all children who have special educational needs are met to the best of the school's ability with the funding that is available.
- We are committed to ensuring that our staff are well trained and familiar with the needs of all of the children they support. We teach with Quality First Teaching in mind, to support every child to make good progress.
- Children with special educational needs who need additional support are reviewed half termly in conjunction with all our children, and the best intervention / support is identified and delivered to them, usually by one of our team of TAs, or a teacher.
- We have a team of TAs who deliver programmes designed to meet groups of children's needs, as identified through Pupil Progress meetings and through class teacher/SENCo/Headteacher liaison.
- The budget is allocated from County on a needs basis, with the children who have the most complex needs getting the most support, although this is done on a fair and equitable basis.

HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?

- The class teacher alongside the SENCo will discuss the child's needs and what support would be appropriate, during the half termly Pupil Progress meetings.
- Different children will require different levels of support in order to bridge the gap to achieve age related expectations. This can include small group work, additional sessions of guided reading, guided writing or maths boosters, as well as highly personalised interventions.
- Parents of children with special educational needs will be advised of the additional support that their child is receiving through on-going discussions.

HOW DO WE EVALUATE THE EFFECTIVENESS OF THE PROVISION MADE FOR CHILDREN WITH SEN?

- All our children are reviewed half termly and the impact of additional support is measured through various methods:
 - Pupil progress measures such as where children are at compared national/Age Related Expectations as well as progress measures monitored in our SEN Toolkit;

- reviewing children’s targets in their plans (IEP or EHCP) and ensuring that they are being met;
- verbal feedback from the teacher, parent and pupil.
- It is possible for children may be removed from the SEN register, should they no longer meet the criteria for inclusion to the register. This is contained in Guidance from Hampshire County Council.
- Our SEN Governors work in partnership with key groups (SLT, Class Teachers, Support Staff, Parents/Carers, Pupils) to monitor and evaluate the impact of the SEND provision. This is reported back to the Full Governing Body.

WHO CAN I CONTACT FOR FURTHER INFORMATION?

- Your child’s class teacher to share your concerns.
- You could also arrange to meet with our SENCo to discuss any concerns.
- Your SEN Governors, contactable via the School Office.
- Read our SEND policy available on our website.
- Contact Support4SEND
<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/support4send>
- Contact IPSEA (Independent Parental Special Education Advice) - www.ipsea.org.uk/

WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

- Contact the School Office (Mrs Sue Fox) to arrange to meet the Headteacher (Miss Lucy Edwards) who would willingly discuss how the school could meet your child’s needs.

WHERE WOULD I FIND INFORMATION ON HAMPSHIRE COUNTY COUNCIL’S LOCAL OFFER?

- The Local Offer refers to information and services available in Hampshire for children and young people (birth to 25) who have Special Educational Needs and/or Disabilities (SEND).
- The Local Offer includes information about education, health, social care, preparation for adulthood, leisure services and impartial information advice and support.
- Hampshire’s Local Offer (co-produced with parents, carers and young people) aims to help you find your way through the maze of information to reach the best solutions for you / your child.
- A link to our Local Offer is available via our School website or directly on <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>