



Fellowship, Courage and Creativity

ANNUAL REVIEW OF SEN INFORMATION REPORT Whitewater CofE Primary School– SEN Information Report 2018 – 2019

HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

At Whitewater CoE Primary School children are identified as having SEN through a variety of ways including the following: -

- 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 contact with the parent to discuss their concerns and will propose next steps. These may involve assessments both from within or external to the school.



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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 also our Headteacher, Miss Edwards and she currently has additional support from a part-time Senco. Should she not be available a message can always be left with Mrs Sue Fox, our Admin Manager.

For us at Whitewater CoE Primary School, the most important thing is that you talk with us and share 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 WILL SCHOOL SUPPORT MY CHILD?

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

The progress of all our children is reviewed half-termly by the Leadership Team (LT), and in particular those with special educational needs and pupil premium grants, in partnership with the class teacher and deputy head.

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. (Wave 1 – quality teaching in the classroom or learning environment). Where additional support is being provided in a 1-1 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. Where the additional support is in a small group situation, this will draw upon existing resources that have been pre-planned by qualified teachers and teaching staff to address the specific target gaps for those children.

This additional support may be delivered by a teacher, the class teacher or a Teaching Assistant and will usually be additional to the maths and literacy that take place every morning. The regularity of this support will vary depending on the child's need.

The Senco will advise parents in writing if their child is having highly specialised 1-1 support with a member of our teaching staff in a given term.

WHO WILL EXPLAIN THIS TO ME?

The class teacher will meet with parents at least on a termly basis (this is usually part of 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, the class teacher will



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make an appointment after school for this. The class teacher is the first point of contact for our parents as they will know their child very well.

If your child is having additional support, in particular highly specialised 1-1 support, you will be advised by the Senco in writing. Should you wish to discuss this further with the Senco, a meeting can be arranged.

HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?

The Senco meets regularly with the Governor for SEN to inform them about the overall progress of children with SEND; to discuss specific initiatives and the strategic direction of the school and its approach to children with special educational needs. The Senco/ Headteacher and Senior Leadership Team (LT) agree key expenditure within the SEN budget, and the Governor for SEN is kept fully informed about these decisions.

The Governor with responsibility for special educational needs is Shona Hoad. She /he also ensures that the Governing Board are informed on special educational needs issues.

Should you wish to contact Shona Hoad, please liaise with the school office to make an appointment.

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?

All children are exposed to our rich new curriculum with specific tasks and activities that challenge and stretch children according to their need. Typically, this might mean that in a given lesson some children will be having differentiated activities pitched at a level that is suitable for them.

All teachers' planning shows the differentiation of activities within the overall curriculum and those children that are benefiting from this across the whole class, and in what subjects, in particular Literacy and Maths. This is monitored regularly by the Headteacher and Deputy Head to ensure that teaching and learning for all children is consistently good to outstanding.

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



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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 is on this register, there will be an opportunity to discuss their targets and progress during the longer session at Parents' Evenings.

If your child has complex special needs they may be part of an Inclusion Partnership Agreement (IPA) or have an 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 Children's Services in Winchester (copied to parents).

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. 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.



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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).

Children who are not making expected progress are picked up through half termly Pupil Progress meetings with the Class teacher, Key Stage Phase Leader and the 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.

Through regular Social, Moral, Spiritual and Cultural (SMSC) and class Circle Time, as well as our assembly focus using some of the Social and Emotional Aspects of Learning (SEAL) resources, we feel that this ensures a comprehensive focus on all our children's well-being. As a Church of England Primary School we have close liaison with Reverend Marion de Quidt, vicar at our local church.

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.



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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 on the school site.

Parents need 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 oversees the administration of any medicines.

As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

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.

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



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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, curriculum, school grounds and so on.

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 Miss Edwards is supported by a fully qualified and accredited assistant to work with special educational needs.

All our teaching staff have had training in special educational needs and are familiar with most learning disabilities. Regular training to ensure that our staff remain up to date with current research, takes places regularly.

In addition, we have a number of well trained and experienced Teaching Assistants who are familiar with, and had experience of most learning disabilities (such as hearing impairment, dyslexia, moderate learning difficulties, autism and so on).

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, Hampshire's Specialist Teachers Service, Communication and Learning Team. 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



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Physiotherapy service. Finally, from a social services perspective we work closely with Children's services, social workers and Locality Teams.

In addition, there are a number of specialist, supportive charities that provide support to children with specific learning disabilities and their families, for example Mustard Seed, a charity that works with children with autism.

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.

In addition, our Teaching Assistants have regular training to ensure that they are up to date with current thinking regarding learning disabilities such as dyslexia, autism, behaviour and emotional difficulties, attachment difficulties and so on.

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.



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HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school is single storey. In the event that we had a child with physical difficulties we would look to ensure that they had appropriate access.

We also liaise with EMTAS (Ethnic Minority Achievement Service) who assist us in supporting our 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. At our 'feeder' secondary school is Robert May's School in Odiham, which runs programmes specifically tailored to aid transition for the more vulnerable pupils. These are in addition to the normal Taster days that the children experience prior to starting in September. In addition, through close liaison with the Senco (those teachers within schools that has special responsibility for children with special needs) in 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.



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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 invest considerable sums in ensuring that our staff are well trained and familiar with the needs of all of their children. Quality First Teaching is key to children making 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 are funded from the SEN budget and they deliver programmes designed to meet groups of children's needs, as identified through Pupil Progress meetings and through close 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 1-1 interventions. Parents of children with special educational needs will be advised of the additional support that their child is receiving through on-going discussions.



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HOW DO WE KNOW IF IT HAS HAD AN IMPACT?

All our children are reviewed half termly and the impact of additional support is measured through Age Related Expectations, through Reading Ages and Spelling Ages assessments.

In addition, by reviewing children's targets and ensuring that they are being met.

The child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels.

Verbal feedback from the teacher, parent and pupil.

Children may be taken off of the SEN register when they no longer meet the criteria for inclusion to the register. This is contained in Guidance from Hampshire County Council.

WHO CAN I CONTACT FOR FURTHER INFORMATION?

First point of contact would be your child's class teacher to share your concerns.

You could also arrange to meet with our Senco or her assistant to discuss further.

Look at the SEN 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, headed by Mrs Sue Fox to arrange to meet the Head teacher Miss Edwards, who would willingly discuss how the school could meet your child's needs.

Dated December 2018

To be reviewed December 2019