WHITEGROVE PRIMARY SCHOOL SEN INFORMATION REPORT

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These pages set out information about our provision for children with Special Education Needs (SEN). They are updated annually.

About our school

Whitegrove is a mainstream school that provides for children with a wide range of special needs, including those with:

- ✓ Communication and interaction needs (this includes children who have speech, language and communication difficulties, including autistic spectrum conditions).
- ✓ Cognition and learning needs (this includes children who have general learning difficulties or specific learning difficulties such as dyslexia (reading, spelling and writing) and dyscalculia (maths)).
- ✓ Social, emotional and mental health needs (this includes children who display attention deficit hyperactivity disorder and those showing trauma or attachment issues).
- ✓ Sensory and/or physical needs (this includes children who have visual or hearing needs, or a physical disability that affects their learning).

Our Special Educational Needs co-ordinator (SENCo) is a member of the school's Senior Leadership Team and can be contacted through the school office via email at secretary@whitegroveprimary.co.uk or on 01344 861020.

Our governing body have a designated governor for overseeing the strategic development of all matters relating to inclusion, including SEN. They can be contacted via the school office.

Our SEN Policy, Equality policy and Accessibility Plan can be found on the school website at www.whitegroveprimary.co.uk

Joining the school and moving on

Applications for children – including those with special educational needs and disabilities - to join the school are processed in line with Bracknell Forest's published "Admission to school" rules and policies which can be seen at

https://www.bracknell-forest.gov.uk/schools-and-learning/schools/school-admissions

We encourage all new children to visit the school as part of our transition programme in the final half-term of the summer, before starting, and visits to nurseries are made before new children join the Reception class. If a child joins an existing year group during the school year, we talk with their previous school (where possible) and parents concerning any special educational needs. Similarly, if a child leaves Whitegrove during the year, we will talk with their new school, giving as much information to support their transition as possible. We prepare children for transition into Year 7 by talking with staff at their allocated secondary school, and sharing information about a child's special educational needs and the strategies which support them. Extra visits and extended transition to their new secondary school are arranged if needed. SEN documents and records are passed to the child's new school to ensure continuity of provision.

How do we identify and give extra help to children with SEN?

All our teachers are responsible for identifying children with SEN and, in collaboration with the SENCo, ensuring that those children needing different or extra support are identified at an early stage in their time with us at school. Assessment helps us to identify which children have SEN and the progress they make, or not, towards meeting age related expectations (ARE.) This is a major factor in considering the need for SEN provision, however slow progress and low attainment do not automatically mean that a child has SEN.

Each child's progress is discussed every term at IEP review meetings and parents' evening with the class teacher. The SENCo may be involved depending on the needs of the child. Children's progress is monitored through their individual education plans and recorded on our tracking system within school. Progress by individuals and various groups of SEN children can be monitored and analysed by the software. Where concerns are raised, the SENCO considers additional internal support provided by our own specialists or the need to bring in the support of outside professional agencies (e.g. Speech and Language Therapy (SALT), Autism Advisory Service or the Educational Psychologist Service).

How do we work with parents and children?

We will always contact parents if we have a concern that a child may have a special educational need. We sometimes refer to these as barriers to learning. We work closely with children with SEN and their parents to agree outcomes and how we will all work towards these, and then to review progress. The strategies and resources which we will use to help a child to meet their next steps in learning are recorded in an Individual Education Plan (IEP). We hold termly scheduled face-to-face meetings and encourage parents to talk with class teachers informally via email (secretary@whitegroveprimary.co.uk) and/or in face-to-face conversations.

We encourage children to discuss what helps them to learn best and what they find more difficult. Their views are incorporated into planning for their learning and are very important to us.

What facilities do we provide to assist access by disabled children?

The school reviews its Health and Safety audit regularly and we make reasonable adjustments as and when deemed necessary. The building is accessible to wheelchairs but there is limited space in the classrooms so we would need to make sure we were compliant with all best practice, should a wheelchair-user join the school. There are accessible changing and toilet facilities within the main building toilet blocks and in our Foundation Stage.

We are able to print work in large print for visually impaired children. If there are any specific needs, we look at modifying the environment at that point in time. The Berkshire Sensory Consortium are able to visit any of our children with diagnosed sight or hearing difficulties and advise the school on adjustments that can be made to best support them.

Adapting the curriculum

We offer a broad and balanced curriculum for all children, including those with SEN. Details of our curriculum are published on the school's website. The way we adapt this for children with SEN and/or disabilities is set out in the school's Single Equality Policy and Equality Duty and Objectives, which can be found on our website.

If a child is still experiencing difficulties despite high quality first teaching, then we can offer intervention programmes which are targeted at developing specific skills. Intervention programmes which run at Whitegrove include:

- ✓ Speech and Language – developing speaking & vocabulary, and listening & understanding skills, colourful semantics, shape coding, Blanks questioning
- ✓ Social skills – understanding and regulating emotions, body language, reading social situations & making good decisions, social stories
- ✓ Specialist literacy teaching –e.g. Beat Dyslexia
- ✓ Maths support – Numicon, Plus 1/Power of 2, Catch-Up Numeracy
- ✓ Phonics support – Alpha to Omega, Nessy, TRUGS
- ✓ Reading support – Catch-Up Literacy, C-Pen Reader
- ✓ Social /emotional support – emotional literacy interventions (ELSA), outdoor learning experiences, Lego therapy, Zones of Regulation
- ✓ Handwriting – fine motor resources, pen/pencil grips
- ✓ Physical/sensory work – Sensory diets/circuit

What expertise can we offer?

Our Headteacher has more than 20 years' experience of leading SEN in primary schools, both as a headteacher, SENCo and headteacher of an SEMH school. The SENCO is working towards ger NPQSENCO and has experience teaching and leading in primary schools and universities.

We have staff that have received training in the following:

- ✓ ADHD
- ✓ Attachment and trauma
- ✓ Boxall Profiling
- ✓ Catch-Up Literacy
- ✓ Catch-Up Numeracy
- ✓ Dyslexia support
- ✓ ELSA (Emotional Literacy)
- ✓ HAST and Salford Reading Tests
- ✓ Lego therapy
- ✓ Neurodiversity
- ✓ Numicon
- ✓ Nessy
- ✓ Practical Strategies for Dealing with Autism
- ✓ Sensory and OT support
- ✓ Speech & Language programmes
- ✓ TEACCH
- ✓ Team Teach de-escalation strategies

- ✓ Zones of Regulation

Learning Support Assistants and Higher Level Teaching Assistants are trained to support the particular needs of the children with which they work.

We also have access to a range of specialist support services for those children with a higher level of SEN, following referral to and triage (prioritisation) by the service. Waiting lists are common for all referrals and strict referral thresholds are applied by the school and service. These services include:

- ✓ Educational Psychology
- ✓ Children and Young People's Integrated Therapies (CYPIT)
  - they provide Occupational Therapy, Physiotherapy, Speech and Language Therapy and specialist Dietetic services for children
- ✓ Support for Learning – literacy, mathematics and motor skills assessments and direct teaching for individuals or small groups
- ✓ Behaviour Support
- ✓ Child and Adolescent Mental Health Services (CAMHS)
- ✓ Autism Support for mainstream Schools

We always discuss the involvement of specialist SEN services with parents first. We also work with other services and organisations that are involved with a family, with the family's permission.

How do we know if SEN provision is effective?

For children with SEN we regularly review their progress towards agreed outcomes (recorded in IEPs), assessing whether the support in place has impacted their learning and what we need to do next to help them progress further. A child's attainment is evaluated against the Age-Related Expectations or Early Years Learning Goals.

When we run special intervention programmes for individuals or groups of children, we evaluate how successful they have been and use that information to decide on how best to run them in the future. Each child has an individual provision map, which records the interventions they receive and their impact.

The Governing Body receives information about the education of children with SEN (anonymously), at termly meetings with the SEN Governor and the SENCO. External verification is undertaken by range of professionals including the STEP (LA School standards and effectiveness partner) who visits five times year and reports to the Local authority and governing body.

How are children with SEN helped to access activities outside the classroom?

All children are included in activities and trips following risk assessments where needed, and in accordance with our duties under the Equalities Act 2010. We communicate with parents and children when planning trips so that arrangements can be made if necessary to ensure that all

children can access the benefits of learning beyond the classroom. We also support SEN children to access school clubs and in addition to class based trips we organise a few additional trips purely for our most complex SEN children to specialised venues, e.g. Thames Valley Adventure Playground (TVAP).

Where appropriate, the school will signpost a family to activities outside school which will support their child.

What do we do to support the wellbeing of children/young people with SEN?

Children with special educational needs/disabilities have the right to be treated with respect, and no less favourably than other children. Issues of equality are addressed in the school's Equality policy and the Behaviour policy. All children have the opportunity to share their views through their school parliament representatives and annual pupil surveys. They are regularly encouraged to share any concerns about school or home with a member of staff. "I want to tell my teacher" boxes are available in every classroom, so that they can share any worries discretely with staff. Some children are further supported by social/emotional interventions and through our Zones of Regulation curriculum.

Who to contact

If you have any concerns about your child, you should contact his or her class teacher in the first instance; this can be done via the school office. If you'd like to feedback about SEN provision, please do so through the school office in the first instance who will pass your concerns to the headteacher and SENCo. If you feel your complaint has not been dealt with appropriately by school leaders, then you should make a formal complaints through the Complaints policy, which can be found on the school website.

If you'd like impartial advice from Bracknell Forest's Information, Advice & Support, contact

https://bracknellforestiass.co.uk/

If you'd like to know more about opportunities for children and young people with SEN (and their families), or information or support groups, this can be found on Bracknell Forest's SEND Local Offer website:

http://bracknellforest.fsd.org.uk/kb5/bracknell/directory/home.page