



SEN information report - Whinstone Primary School

Last reviewed on: September 2021

Next review due by: September 2022

1. Aims

Our SEN information report aims to:

- ✓ *Set out how our school will support and make provision for pupils with special educational needs (SEN)*
- ✓ *Explain the roles and responsibilities of everyone involved in providing for pupils with SEN*

More information can be found on our [SEND policy](#)

Whinstone Primary is a very inclusive mainstream school - we believe that **every** child deserves the best possible education from their own unique starting point. We strive to promote an inclusive ethos, in which diversity of need and ability is acknowledged and nurtured. We believe in the importance of appropriate educational provision for pupils of all abilities, and try very hard to ensure that we cater for all children's needs.

Providing a high-quality education for children with SEND is at the heart of our school's ethos of inclusion. We recognise that pupils are all different and do not have the same starting point or challenges. However, we strive to give pupils the support needed to make them all equal.

Classes are made up of mixed ability pupils, including pupils with Special Educational Needs (SEN). Our school is an inclusive setting where the needs of pupils with SEN are met, with pupil views highly valued to ensure every child has the opportunity to experience a broad and balanced curriculum.

We ensure that pupils:

- ✓ Are offered an education, which provides equal opportunities regardless of individual differences
- ✓ Have access to a broad and balanced curriculum, including National Curriculum differentiated according to individual needs
- ✓ Are assessed using suitable materials and with support from external agencies
- ✓ Are supported with the resources available and provided within the school
- ✓ Have the right, either directly or through their parents, to express a preference in relation to their educational needs and provision
- ✓ Have their needs reviewed, monitored and evaluated using the *Assess, Plan, Do, Review* process.

2. Legislation and guidance

Our SEN policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- ✓ [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- ✓ [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Special educational provision is provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

A pupil may be identified as SEND if they have a learning difficulty or disability which requires special educational provision to be made for them. This is provision that is in addition to, or different from, that generally in place for other children or young people of the same age by mainstream schools.

A learning difficulty or disability is based on having:

- ✓ A significantly greater difficulty in learning than the majority of the others of the same age, or
- ✓ 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

The range of SEN needs within our school covers four broad categories:

- ✓ Communication and Interaction
- ✓ Cognition and Learning
- ✓ Social, Emotional and Mental Health Difficulties
- ✓ Sensory and/or Physical Difficulties

4. Roles and responsibilities

4.1 The SENCO

The SENCO is **Miss Amanda McNaughton**

The SENCO will:

- ✓ Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- ✓ Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- ✓ Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- ✓ Advise on the graduated approach to providing SEN support
- ✓ Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- ✓ Be the point of contact for external agencies, especially the local authority and its support services
- ✓ Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ✓ Ensure the school keeps the register of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor is **Mrs. Linda Bashford.**

The governor will:

- ✓ Help to raise awareness of SEN issues at governing board meetings
- ✓ Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- ✓ Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- ✓ Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- ✓ Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- ✓ The progress and development of every pupil in their class
- ✓ Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- ✓ Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- ✓ Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- ✓ Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- ✓ Cognition and learning, for example, dyslexia, dyspraxia
- ✓ Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- ✓ Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- ✓ Moderate and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- ✓ Is significantly slower than that of their peers starting from the same baseline
- ✓ Fails to match or better the child's previous rate of progress
- ✓ Fails to close the attainment gap between the child and their peers
- ✓ Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

For children with learning needs that are severe, complex and lifelong more intensive support may be required. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of support from a range of professionals and will detail the provision that is required.

5.3 Consulting and involving pupils and parents

We know when pupils need help if:

- ✓ Concerns are raised by parents/carers, teachers or the child
- ✓ Limited progress is being made
- ✓ There is a change in the pupil's behaviour or progress

Early identification of need is key in being able to the correctly provide support for children. Once a need has been identified, communication will take place between the parent, class teacher and SENCo to discuss next steps and an action plan in moving forward.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- ✓ Everyone develops a good understanding of the pupil's areas of strength and difficulty
- ✓ We take into account the parents' concerns
- ✓ Everyone understands the agreed outcomes sought for the child
- ✓ Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's CPOMS record. We will formally notify parents when it is decided that a pupil will receive SEN support, and a parents/carers will be asked to sign a consent for to add a pupil to the school's SEN register.

5.4 Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

For every child identified as having SEN, including those on SEN support, progress will be closely monitored by their class teacher. The SENCo also oversees and analyses the data from assessments to monitor academic progress. The termly support plan meetings between parents, children and class teachers will monitor the child's progress and inform target setting and reviews.

At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.

Regular book scrutinise and lesson observations will be carried out by the SENCo, other members of the Senior Management Team and subject co-ordinators to ensure that the needs of all children are met and that the quality of teaching and learning is high in all lessons. Children who are targeted for interventions will have their progress assessed at the beginning of a programme, which is then compared to their end assessment data. Their identified progress will then be assessed to identify next steps.

For children who have an Education, Health and Care Plan (EHCP) their progress will be formally reviewed at an Annual Review with all adults involved with the child's education in attendance or providing up to date information reports.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- ✓ The teacher's assessment and experience of the pupil
- ✓ Their previous progress and attainment or behaviour
- ✓ Other teachers' assessments, where relevant
- ✓ The individual's development in comparison to their peers and national data
- ✓ The views and experience of parents
- ✓ The pupil's own views
- ✓ Advice from external support services, if relevant (such as the Educational Psychologist, Occupational Therapist or CAMHS assessments)

The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases

We will share information with the school or other setting the pupil is moving to. We will hold early transitional meetings with secondary schools (or other primary schools when possible). These will provide an opportunity parents/carers and primary staff to share key, vital information on a child, and provide secondary school staff sufficient time to plan and prepare for the move. School staff will also support parents/carers with school visits, if requested.

When moving classes in 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. Support plans and pupil profiles will be shared with the new teacher.
- ✓ For children who require an enhanced transition, when we know the new staffing structure, we can build in visits to the new class teacher before the break for summer.
- ✓ The SENCo will ensure the new class teacher has read/given a copy of all relevant paperwork, including EHCPs.
- ✓ Children have a transition day before the end of the school year where they meet their new teacher, where possible with new staff starting school, as well as meeting their class. We aim to transition children in the new classroom they will be in to give them advance notice of where their new class will be within school.

5.6 Our approach to teaching pupils with SEN

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils, meaning:

- ✓ That the teacher has the highest possible expectations for your child and all pupils in their class
- ✓ Work is differentiated to meet the pupil's ability
- ✓ That all teaching is built on what children have previously learnt
- ✓ Varied teaching pedagogies are implemented to allow for fully immersive learning opportunities
- ✓ Small group work supported by a teacher or a teaching assistant (TA)
- ✓ A provision map will be created detailing the support children receive in particular lessons/parts of the day
- ✓ Recommendations from outside agencies and the SENCo are in place to support individual children
- ✓ Your child's teacher will carefully monitor your child's progress
- ✓ We have a varied programme of after-school clubs and residential trips for all pupils to access. Support will be given discussed for children who require additional support.

Additional provision for pupils is related specifically to their needs. For SEN Support pupils, the following additional support may be provided:

- ✓ Access to individual adult support when appropriate and recommended.
- ✓ Access to small group and/or individualised interventions to develop skills in communication, interaction, emotional awareness, self care, flexible thinking (Socially Speaking, Time to Talk, Black Sheep material, e.g. Nursery Narrative)
- ✓ Access to low stimulus area, if necessary (individual work stations or desk spaces, clear visual timetables)
- ✓ Flexible approaches to timetables, with withdrawn time or time out scheduled.
- ✓ Modifications to lunch and/or break times, with indoor provision areas for vulnerable pupils. (Pupils can work as buddies for younger children, spend lunch in the ICT suite etc.)
- ✓ Access to technology and the use of specialist ICT software.
- ✓ Explicit teaching of generalising skills from one context to another (Precision Teaching, Read Write Inc. as a KS2 SEND tool, Specialist Learning team techniques)
- ✓ Careful planning of transition, using the Stockton Moving Forward document.
- ✓ Playground buddy systems
- ✓ Social stories, following specialist guidance (e.g. Autism Outreach Team set stories)
- ✓ Regular, individually focused intervention using set schemes, or adapted techniques (Precision teaching)
- ✓ Increased access to small group support, delivering booster sessions on key skills
- ✓ Practical aids for learning e.g. table squares, time/number lines, pictures, photos, accessible reading material suited to age, visual aids and checklists.

- ✓ Phonic development programmes (Read Write Inc. used as an SEND tools, Direct Phonics, Precision Teaching)
- ✓ Increased access to ICT, with individual laptops and software issued if necessary
- ✓ Flexible groupings to ensure children are working with peers to support and enhance their learning.
- ✓ Enhanced access to technical aids e.g. voice recorders, ICT software and/or hardware
- ✓ Adaptations to assessments to enable access e.g. readers, scribe, ICT support, additional time.
- ✓ Access to time out/individual work areas.
- ✓ Mentoring by older pupils for support, or older vulnerable pupils working with Key Stage 1 pupils, to give them a sense of responsibility
- ✓ Individualised rewards systems, based on the child's interests (reward ICT time, themed stickers, time for additional sport)
- ✓ Access to counselling services (school work closely with TAMHS Alliance to offer in-school therapy sessions)
- ✓ Increased access to additional adults in the classroom
- ✓ Opportunities to develop Social Emotional Aspects of Learning (Social Stories, Socially Speaking, Autism transition programmes)
- ✓ Physical aids to support access e.g. hearing aids, large print materials, sloped desks, wobble cushions, specialist cutlery.
- ✓ Access to a specialist teacher (ASD support, Hearing/Visual Impairment Team, Specialist Learning Team, Occupational Therapy)
- ✓ Access to support for personal care
- ✓ Therapy programmes delivered in school, designed by specialists e.g. Occupational Therapists, Physiotherapists

5.7 Adaptations to the curriculum and learning environment

We make a number of adaptations to ensure all pupils' needs are met. Our school accessibility plan outlines our adaptations in detail, and can be found on the statutory page of the school website, or by following this link – [Accessibility Plan](#)

Some of the ways we ensure we make adaptations for pupils are:

- ✓ Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- ✓ Adapting our resources and staffing
- ✓ Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- ✓ Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- ✓ The school has disabled parking spaces, a disabled toilet and wide corridors for easy access.

- ✓ Every class has the use of the computer suite and access to laptops. The school has a range of SEND software.
- ✓ The school has specialist equipment provided by the support services (e.g. radio aids for pupils with hearing impairment).

5.8 Additional support for learning

Your child's class teacher is the most important part of providing effective, suitable provision. We believe high-quality teaching is the key to ensuring progress and success. To support this, your child may also work with specialist visitors within school (Visual/Hearing Impairment teachers, Specialist Learning team teachers) or fully trained teaching assistants (either on academic provision or specialist SEND provision). A number of staff members at Whinstone have special educational needs qualifications.

SEND support is provided through a range of styles of high-quality teaching from 1-to-1 focus sessions with teachers, shared adult support in class and, in some cases, individual adult support. A large amount of SEN support is done by existing classroom teaching assistants or by specialist SEN Teaching assistants working individually with pupils.

We try to ensure our staff are trained in order to provide for a variety of needs. Our school SENCO has the National Award for SEN Co-ordination, and all TAs have a Level 2 or 3 Teaching Assistant Qualification. In addition, we have developed a varied skill-base, with experience and training on a range of SEN types, including:

- ✓ Autistic Spectrum Disorder Awareness training
- ✓ Additional Literacy and Numeracy support training
- ✓ Dyslexia Awareness training
- ✓ Supporting children with Speech, Language and Communication needs training.
- ✓ Raising achievement and performance for pupils with ASD
- ✓ TEACCH Approach training (Treatment and Education of Autistic children)
- ✓ 'Team Teach' approach for positive handling strategies.
- ✓ Precision teaching training
- ✓ Training to support children with developmental delay
- ✓ Paediatric First Aid
- ✓ Hearing Impairment training

The staff within school have expertise and have received training in the following areas:

- ✓ working with children with Hearing Impairment
- ✓ working with children with behavioural difficulties
- ✓ working with children with Speech, Language and Communication needs
- ✓ working with pupils with significant cognitive needs.
- ✓ working with children with Visual Impairment

- ✓ working with children with Autistic Spectrum Disorder
- ✓ working with children with specific needs (dyslexia, dyspraxia and dyscalculia)

We work with a number of agencies to provide support for pupils with SEN, including:

- ✓ Hearing/visual impairment
- ✓ Educational psychology
- ✓ CAMHS/Neurodevelopmental pathway
- ✓ Occupational Therapy
- ✓ Speech and Language therapy
- ✓ Emotional Resilience nurse
- ✓ Early Help

5.9 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- ✓ Reviewing pupils' individual progress towards their goals each term
- ✓ Reviewing the impact of interventions termly (or before)
- ✓ Using pupil questionnaires
- ✓ Monitoring by the SENCO
- ✓ Using provision maps to measure progress
- ✓ Holding annual reviews for pupils with EHC plans

5.10 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on any residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. Where appropriate, pupils will be provided with additional adult support or resources to ensure they can access all activities on off in school.

More information can be found in the school [Accessibility Plan](#)

5.11 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- ✓ Pupils with SEN are encouraged to be part of the school council
- ✓ Pupils with SEN are also encouraged to be part of lunch clubs to promote teamwork/building friendships (e.g. sports crew)
- ✓ Lunch/break time support is offered by additional adults to encourage engagement in activities
- ✓ Quiet areas are provided for pupils who find lunch/break times difficult.
- ✓ Friendship benches are available in each playground
- ✓ Social intervention groups, such as Lego therapy are available to all pupils.

5.12 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher or SENCO in the first instance. They can also be taken to the school Head teacher. They will then be referred to the school's complaints policy, which can be found on the statutory page on the school website - [SEND Complaints](#)

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children.

5.13 Contact details of support services for parents of pupils with SEN

Stockton Special Educational Needs and Disability Information, Advice and Support Service (SEND IASS) is a free, impartial and confidential service. They provide advice, information and support on all matters relating to special educational needs and disabilities (SEND) to:

- ✓ Parents of children and young people with SEN or disability
- ✓ Children with SEN or a disability
- ✓ Young people up to the age of 25 with SEN or a disability

More information can be found at [Stockton SEND IASS](#)

5.14 Contact details for raising concerns

If parents have concerns about their child, they should:

- ✓ Contact their child's class teacher,
- ✓ Contact the school office on 01642 750318 to ask to be contacted by the school SENCO – Miss Amanda McNaughton
- ✓ Email the SENCO directly at amcnaughton@whinstone.org.uk

5.15 The local authority local offer

Stockton-on-Tees Borough Council's Local Offer provides a wide range of information for families of children and young people with SEND. This can be accessed here – [Local Offer](#)

Government information regarding SEND can be found here: [SEND guide for parents and carers](#)

6. Monitoring arrangements

This policy and information report will be reviewed by Miss Amanda McNaughton **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the school governors.

The SEND policy, Information Report and SEND section of the Whinstone Primary School website has been written to comply with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) code of practice, 0-25 guidance.

The DFE statutory guidelines can be found in the document entitled: [SEND Code of practice: 0-25 years](#)