



**School Information Report**  
**2017**

## Whinney Banks Primary School Information Report

### 1. Identification of Needs

#### **1a. How does the school identify children with Special Educational Needs?**

**At Whinney Banks Primary School, we have clear systems for identifying Special Educational Needs.**

- The class teacher closely monitors the children's progress across the year and is usually the first person to identify a child whose progress has stalled. The key test of the need for action is evidence that the rate of progress is inadequate.
- Where progress is deemed not adequate, it will be necessary to take some additional or different action to enable the pupil to learn more effectively before the child is defined as having a special need.
- If the teacher has concerns about the progress of a particular child, he/she will:
  - Consult with a Special Educational Needs Coordinator (SENDCO)
  - Observe the child more closely
  - Use testing to further define problematical areas and/or short term monitoring charts
  - Talk informally to parents and try strategies/differentiation to overcome the child's difficulties.
- If these measures do not improve the situation, the SENDCO, in discussion with the teacher, will agree whether or not the child has a special need.
- When a child is identified as having a special need, parents/carers will be consulted and an agreement will be reached to register the child on the Special Educational Needs and Disability (SEND) register. The SEND registration form will be completed.
- Those children, who are placed on the SEND register, will have an individual SEND Support Plan which details their targets for learning for that term. The child's targets are assessed and reviewed each term. Parents attend meetings to review their child's progress and they are fully informed of their child's new targets.
- Termly meetings are held with class teachers and a member of the SEND Team, in order to review and monitor the children's progress.
- The progress of identified children is explored with class teachers and extra provision is agreed as needed. If required, the Special Educational Needs Coordinator (SENDCO) will involve external professionals to further assess and provide recommendations for appropriate provision.
- The Senior Leadership Team (SLT) analyse data collected at strategic points across the year and identify children who may require additional support.

Please see Whinney Banks Primary School's SEND/Inclusion Policy for further details.

## **1b. How do we involve parents in planning for those needs?**

**At Whinney Banks Primary School, we value parental support and we aim to fully involve parents at each stage of their child's education.**

- Parents are invited into school to attend a Parents' Evening early in the Autumn Term, a Parents' Open Afternoon in the Spring Term and an end of year Parents' Evening in the Summer Term.
- Parents may contact their child's class teacher, or the SENDCo to discuss their child's needs.
- Specific or additional needs are discussed during these meetings and appropriate provision is discussed and agreed.
- SEND Support Plans which detail the child's needs and personal targets, are reviewed and discussed during termly meetings with parents.
- Annual reviews are held for children with Educational Health Care Plans/Statements.
- Additional meetings are held as required.
- When children are provided with extra support from outside agencies, additional meetings will be arranged to gather and share information, target set, explore additional support in school and at home, as well as review progress.

*Further information in the parental involvement section found within Question 5.*

## **1c. Specialist School Provision:**

- Education, health and care plan (Statement) via LA panel;
- LA funded provision

## **2. Support**

**All children are provided with the support and guidance that they require to unlock their true potential. Further interventions are put into place and additional support is provided for children who have a special educational need or are simply finding aspects of their learning challenging.**

### **2a. Who in school will support my child and how will this be monitored?**

- With the support of the SENDCo, the teacher will identify children who require additional support or who may have a Special Educational Need.
- The SENDCo and class teacher decide on the action required based on previous assessment and make a joint decision concerning the most appropriate action, such as:
  - Different learning materials
  - TA deployment – group or individual support
  - Specific targets on the SEND Support Plan

- Staff development and training
- Access to support services for one-off assessment, advice, strategies and provision of staff training without the need for regular input.
- Access to an intervention group or opportunity to take part in an intervention programme.

When providing in class provision, the class teacher will:

- Plan, deliver and organise a curriculum which takes into account the needs of all the children within the class.
- Work closely with children who require more guidance with their learning.
- Ensure that learning is appropriately matched to the individual need through differentiation, support and resources.
- Arrange for teaching assistants to provide additional intervention work to target a specific area of need. This may be on a 1:1 or small group basis.
- Monitor and evaluate the effectiveness of the provision for all pupils and will adjust the provision accordingly.
- Devise and review SEND Support Plans for the pupil which sets achievable targets and details strategies and support in place for progress to be made towards achieving them.

The SENDCo organises, oversee and regularly monitor the deployment of additional support and interventions across school.

- Pupil progress is tracked and explored termly.
- At Whinney Banks we value early intervention. In Foundation Stage, children are selected to receive support within a small focused intervention group.
- Our Reading Intervention Team target children who have been identified by the SENDCo and Head Teacher to receive additional reading support. Reading interventions include: 1:1, paired and group support depending on the needs of the child. These interventions are regularly reviewed.
- All year groups have a teaching assistant to support the day-to-day learning within the classroom. Classes in Foundation Stage and Key Stage One receive additional adult support in the form of additional teaching assistants to ensure that the required staff:child ratio is appropriate to the children's age and needs.
- In Key Stage 2, we have additional focused English and Maths intervention groups which provide a tailored approach for children with specific Special Educational Needs. In order to ensure that the level of support for each individual child is maximised, access to these groups is preserved for those children who require it most. The groups are reviewed regularly and the children are changed as and when appropriate.
- When required, the SENDCo will seek additional support from external agencies.

*Further information in the 'Specialist Services' section found below.*

**2b. How are decisions made about the type and amount of provision a young person will need?**

- When a child is identified as having a special need, the class teacher will liaise with the SENDCo and Head Teacher and together they will identify the best form of provision required.
- Information is collected from class teachers, assessments and data in order to identify children who require additional intervention in school or involvement with outside agencies.
- All support is evaluated and adjusted regularly.

### **3. Curriculum**

**At Whinney Banks Primary School, we believe that all children are entitled to a high quality, broad and balanced curriculum which is well differentiated in order to support the varying needs of all children.**

- Children with a special educational need will be integrated as far as possible into mainstream class and will follow all aspects of the National Curriculum. There will be minimal withdrawal from mainstream classes.
- Where children require extra support, resources or extension materials this will be provided wherever possible.
- Provision will be provided by the class teacher through:
  - Careful planning of the curriculum which takes into account the needs of all the children
  - Targeted support with the teacher organising tasks for pupils who require more input or guidance/work. Learning is appropriately matched to the individual need and taught through an arrangement of different groups, tasks or resources.
  - Appropriate assessment and recording. These assessments will inform the planning for the next stage of learning and will be used during feedback to the child and parents/carers.
- Where this provision is not resulting in progress, as outlined in the Code of Practice, the SENDCO will be consulted for advice.
- If appropriate, teaching assistants will be deployed under the direction and supervision of the teacher to support access to core skills and the wider curriculum.
- Through differentiation and the establishment of realistic targets each pupil should make progress in their learning. However, pupils who find it difficult to access the year group requirements for English and Maths may attend a specialist set class which will work at an appropriate level and also deliver SEND Support targets.

*Further information can be found in the Teaching and Learning Policy.*

### **4. Accessibility**

**With due regard to parental choice and the level of physical and financial support needed to ensure success, Whinney Banks Primary will seek to fully include children with Special Educational Needs.**

- Our building is accessible to all pupils including those with special physical needs.
- There is access to disabled toilets for wheelchair users.
- The school's inclusive policy caters for individual needs wherever possible, in line with the Disability Discrimination Act.

## **5. Parental Involvement**

**We value parental support and endeavour to involve parents/carers in their children's education each step of the way.**

- Parents/carers will be welcomed into school to discuss their child's special needs and will be invited to a termly review. The school and parents/carers must work as partners to the benefit of the child.
- Parents/carers should send their children to school ready to learn and work in partnership with school to meet their child's special needs.
- If appropriate, there will be opportunities for active involvement in reading initiatives such as 'Toe By Toe' and the use of reading contracts. Parents/carers are regularly invited into school to hear readers.
- Parents/carers are fully informed about any assessment outcomes or programmes of support that are put in place. Strategies to support their child's need at home will also be shared and supported by school.
- In the autumn and Summer Terms, parents/carers are invited to a Parents' Consultation Evening.
- In the Spring Term, parents/carers are invited to an 'Open Afternoon' where they are welcome to come into school to look at their child's work and talk to staff.
- During parents' evenings, parents/carers are provided with leaflets which detail ways to support their child's learning in English and Maths.
- Daily home reading is encouraged and recommended and parents are asked to sign a reading record or reading contract each evening.
- Children have a 'Home School Book' which acts as a form of regular communication between parents/carers and teachers.
- SEND Support Plans are reviewed regularly with parents.
- 'New Starters' meetings are held for parents/carers who have children in Foundation Stage.
- Foundation Stage offer after school clubs and parent/carer meetings in order to develop parental involvement from an early stage.
- Parents/carers of children with a statement or an Education Health Care Plan (EHCP) are invited into school termly to review progress and they are also invited to a yearly review.
- Parents are invited into school regularly to share the children's e.g.:

- Dance Celebrations
- Christmas Productions
- Steel Pan Drumming Assemblies
- End of Year Assemblies

## **6. Overall Well Being**

**Here at Whinney Banks, developing the overall well-being of the whole child is at the absolute heart of our school ethos and curriculum. One of our ultimate 'Whinney Banks' aims is to ensure that children leave our school as well rounded individuals who are prepared for a journey of life-long learning.**

- Throughout school, we have developed very effective systems and routines to ensure that a safe, calm and positive learning environment is created. We take great pride in ensuring the social and emotional well-being of all of our pupils.
- Personal, social, health and emotional education (PSHE) is specifically taught in each year group.
- Ongoing, day-to-day, pastoral care and support is provided by class teachers and other adults working within year group teams.
- Mrs Watson and Mrs Thorpe will ensure that children with Special Educational Needs are catered for in the best possible way.
- Behaviour Support is available from Mr Grimes and all members of the Senior Leadership Team (Mrs Thorpe, Mrs Watson, Mrs Farrow, Miss Harron and Mr Cuthbertson).
- Attendance support is also available from Mr Grimes.
- Additional pupil and parental support is available from our Behaviour Support teacher Mrs Hill and our Family Liaison Officer (FLO) Miss McKeown.
- For children with specific emotional or social needs, targeted support can be discussed and arranged in conjunction with the class teachers or the SENDCo.
- Our school also has access to outside agencies which can provide specialist social and emotional support for both pupils and families.
- Our children have the opportunity to share their thoughts, ideas and recommendations of their learning within their classes. Class representatives take the ideas to pupil forum meetings where they can be discussed with the leadership team and/or other relevant teaching staff.

*For further information please see our anti-bullying, behaviour and child protection policies.*

### **Medical**

- For children with specific medical requirements a Health Care Plan will be written in conjunction with parents/carers to ensure that the specific needs of

the pupil are met effectively. These plans are reviewed and amended as and when needed.

- Important (and in some cases) lifesaving information is displayed (in line with data protection and safeguarding policies) for staff to see in order to ensure the safeguarding of the children involved.
- Medical information is made available to relevant staff and any teachers who cover the class.
- When necessary and in agreement with parents/carers, a wide range of staff can administer medicines within school and careful monitoring systems are in place to do so effectively to safeguard both pupils and staff. Please see our Medicines Policy for further information.
- All medicines are kept in the school office. Additional epilepsy medication, inhalers and epipens are stored in the child's classroom along with health care plans if required.
- All teaching assistants and some other members of staff are first aid trained and this training is regularly updated.
- The school nurse is available to offer advice and support to both staff and parents/carers.
- Annual training such as epilepsy and asthma awareness and epipen use, is delivered by an appropriate professional. Agreed systems and policies are shared with all staff.
- High quality medical training is undertaken by all relevant staff to ensure that children with specific needs are safeguarded.

## **7. Specialist Services**

**What specialist services and expertise are available at or accessed by the school?**

**When required, the SENDCo will refer children to and liaise with outside agencies including:**

- The Special Educational Needs Team – Local Authority
- Specialist teachers
- Attendance (Mr Grimes)
- In school behaviour support (Mr Grimes and the Senior Leadership Team)
- Behaviour Support (Mrs Hill)
- Learning and Language Support (Mrs Birch)
- Educational Psychologist
- Family Liaison Officer (Miss McKeown)
- Speech and Language
- Occupational Therapist
- Visually Impaired Service
- Hearing Impaired Service
- Bungalow Project



- Medical Professionals
- Physiotherapists
- Child and Adolescent Mental Health Service (CAMHS) Rosewood Centre
- The Bungalow Project
- The Cleveland Unit
- Beverley School
- Holmwood School
- School Nurse/Health Visitor
- Attendance and Welfare service
- Forget Me Not
- The Young Carers
- Community Campus
- Early Help
- REACH
- Harbour
- Smiles (NSPCC)

## **8. Staff Training**

**As a school, we fully embrace and recognise the importance of continued professional development. We continually strive for excellence in order to raise standards and provide the children we teach with the very best start in a journey of lifelong learning.**

- The SENDCo attends regular Special Educational Needs training and network meetings within the local authority.
- All teaching staff have Qualified Teacher Status.
- All teaching assistants have NVQs or equivalent qualifications.
- We have an ongoing personalised programme for professional development for all members of staff.
- New members of staff are supported by an induction mentor, the team leader and the Senior Leadership Team.
- Teaching assistants have an up-to-date first aid qualification.
- Additional training for specific areas is provided as required. The leadership team will organise relevant training for staff members in order to support them in their individual roles across school. Staff may also request additional training.

Examples include:

- Outstanding Teaching
- Raising Achievement
- Reading interventions
- English and Mathematics training
- Computing
- Physical Education
- Early Years

- Philosophy 4 Children
  - Questioning
  - Religious Education
  - Leadership
- Medical training e.g. use of epipen, administration of epilepsy medication etc. is updated annually for relevant staff members.
  - Safeguarding and Child protection training is reviewed annually.
  - Weekly staff meetings are dedicated to professional development which promotes outstanding teaching and learning as well as supporting the school development plan and Whitney Banks Aims.
  - Staff are provided with regular opportunities to share and observe good practice.
  - We have a team of dedicated teachers from across school who meet every half term as part of the 'Teaching and Learning' group. The group explores ways to continually develop a high quality curriculum for all.

## **9. Activities outside of school**

**Our school curriculum is enriched with a multitude of extra-curricular activities and opportunities. We recognise that although some children may find certain aspects of their academic learning difficult, they have the potential to shine in other areas. We are keen to find every child's strength by providing them with a wide range of opportunities in different areas of learning.**

- The specific needs of any child will be discussed with parents/carers to ensure their full access and enjoyment of any extracurricular activity, after school club or educational visit.
- We have a range of afterschool clubs which vary from term to term.  
Examples include:
  - Choir – W.B. Harmony
  - Music e.g. steel pan drumming
  - Sports e.g. football, netball, fencing, tennis, hockey, sports leadership
  - Dance
  - Art club
  - Drama
  - Homework club (Y6)
  - Cookery
- The curriculum is enriched with visits to theatres, art galleries and other places of interest.
- Each year group carefully plans educational visits to places which support the curriculum.
- In upper Key Stage 2, children have the opportunity to take part in residential educational visits e.g. Y5 spend a weekend in Robinwood which is an outward bound centre and Y6 spend an arts weekend in London which involves visiting art galleries, museums and a visit to the theatre to see a show.

- The safety of pupils and staff is paramount and will be considered prior to any educational visit or extra-curricular activity.
- Staff carry out risk assessments and where possible make a preliminary visit to the place prior to any visit. Risk assessments are checked by the Head Teacher before the visit takes place.

Please see our charging and remissions policy for details linked to costing.

## **10. Transition**

**How is Transition planned and managed by the school?**

**Here at Whinney Banks, we recognise and understand the importance of ensuring that there are smooth transitions at each stage of a child's education. Careful consideration is taken when planning transitions to ensure that are effective.**

### **Entry to Early Years Foundation Stage (EYFS)**

- Before the children start Nursery, parents are provided with individual meetings with the Nursery staff in order to discuss systems, routines and answer any questions that parents/carers may have.
- In the Summer Term, before the children start in Reception, parents/carers are invited into school for a group 'New Starters' meeting. Parents/carers are informed about the school systems, routines and any other key information (see school handbook for further details). There is an opportunity for parents/carers to ask any questions.
- In September, when the children join Reception, parents/carers are invited into school for an additional 'New Starters' meeting. During this meeting, parents/carers find out about the teaching and learning within Reception and are provided with advice about how to best support their child's learning.
- During Reception, parents/carers are invited to termly drop in session during the school day so that they can gain a greater understanding about the learning which takes place in Foundation Stage and they can access information regarding strategies in reading, writing and maths.
- Throughout the year, there will be opportunities for the parents/carers to attend an after school club with their children.

### **Year group Transitions**

**At Whinney Banks, we pride ourselves in having consistent and very effective systems, routines and expectations throughout school. As a result, the**

**children are able to adapt quickly to their new classes as there is little change to the systems, routines and expectations.**

- As the children move through school, teachers have the opportunity to share information with the new class teacher.
- Current teachers provide in depth records for each individual child for the new class teacher.
- During the settling in period (the first week) of a new academic year, the children will learn about systems, routines, expectations etc. These will be consistently reviewed throughout the year.
- For those children who require extra support transition, there will be opportunities for them to visit the class teacher and familiarise themselves with the new surroundings.
- Parents/carers are welcome to arrange a meeting with the new class teacher if they have any concerns that they would like to discuss.

### **Y6 Transition to Secondary School**

- During Year 6, parents/carers and children are invited to open evenings held at the nearby secondary schools. This helps inform parents/carers decisions regarding choice of secondary school for their child.
- Meetings are arranged between the Year 6 teachers and the relevant staff from the children's secondary school. These meetings provide opportunities for staff to share information about each individual child.
- Information forms are completed by the Year 6 teachers and are handed over to the secondary school.
- Special Educational Needs files are transferred to the new school.
- The children have the opportunity to spend a number of days in their new school during the Summer Term (induction days).
- Additional induction days and other arrangements can be arranged for those children who require an extended transition.
- At some points during the year, the Head Teacher for Acklam Grange Secondary School (our main feeder school) delivers assemblies. This provides the children with an opportunity to meet and familiarise themselves with the Head Teacher and this supports transition.
- In the Summer Term, teachers from Acklam Grange come into school to meet the Year 6 pupils. They provide key information and answer any questions that the children may have.

## **11. SEND Resources**

**How are the school resources allocated and matched to the young person's Special Educational Needs?**

Here at **Whinney Banks Primary School**, we are very well resourced in terms of equipment, space and staff. We are very lucky to have a large building which enables us to effectively support many additional interventions. Our resources are allocated and matched to all pupils, including those pupil's with **Special Educational Needs**.

#### **How is the SEND budget allocated?**

- Each financial year, the school's Special Educational Needs and Disabilities budget is allocated depending on the level and area of need for each individual child. This may include:
  - Resources and specialist equipment e.g. sloping writing boards, computer software, intervention support programmes, reading overlays, writing equipment etc.
  - Additional support staff in class to target specific needs.
  - 1:1, paired or small group targeted support for a clearly defined period of time focusing on specific targets.
  - Special Educational Needs English and Maths groups in Key Stage 2.
  - Reading Intervention staff to support the development of reading across school through individual and paired reading support in Key Stage 1 as well as regular guided reading sessions for children in Key Stage 2.
  - Computer programs
  - Computer hardware – computers, iPads, tablets, digital and video cameras etc. which are used to support and enhance learning experiences

The allocation of additional resources is made based upon pupil progress and specific need as it arises.

Decisions regarding the allocation of resources can be made:

- Within teaching teams by class teachers, in conjunction with an appropriate member of the Inclusion Team.
- As a result of pupil progress reviews with teaching teams and the Senior Leadership Team.
- By the SENDCo and senior leadership following the analysis of data collected from assessments.
- As a result of assessment and support strategies suggested by external agencies e.g. an educational psychologist.

**See Section 1 for additional details.**

## **12. Key Points of Contact at Whinney Banks Primary School**

**The class teacher is the first point of contact if parents/carers wish to discuss their child's progress and needs.**

Parents are also welcome to make an appointment with the following members of the Inclusion Team and leadership team:

- **Mrs Watson** (Assistant Head Teacher, Special Educational Needs Coordinator and Inclusion Support)
- **Mrs Thorpe** (Head Teacher, Special Educational Needs Coordinator and designated staff member responsible for Child Protection)
- **Mrs Farrow** (Assistant Head Teacher and Extended Schools Co-ordinator)
- **Mr Grimes** (Senior Leadership Team Member, KS2 Maths Intervention Group Teacher and Behaviour and Attendance Support)
- **Mrs Green and Mrs Jones** (Special Educational Needs Governors)
- **Miss Mckeown** (Family Liaison Officer)