



SEND Policy **2018**

Contents

Aims, Objectives and Admission Arrangements	3
Definition of SEND, Roles and Responsibilities of the SEND/Inclusion Team	4
Identification, Assessment and Provision	5
English as an Additional Language (EAL)	6
The Graduated Approach	7
SEND Support Plans	8
Education, Health and Care Plans	10
Looked After Children	11
Arrangements for Access to the National Curriculum	11
Partnerships outside the school	12
Monitoring and Evaluating	12
Arrangements for Considering Complaints	13
Appendix 1: School Information Report (school offer/further information and key questions answered for parents)	14
Appendix 2: SEND Support Plan	26
Appendix 3: EHCP Pathway	27

WHINNEY BANKS PRIMARY SCHOOL

SEND / Inclusion Policy

Aim

As outlined in the SEND Code of Practice 2014: All children and young people are entitled to an education that enables them to make progress so that they achieve their best and become confident individuals living fulfilling lives.

At Whinney Banks Primary School, we have a commitment to high achievement and we strive to provide all of our children with a quality education appropriate to their individual needs so that they become confident individuals. We value all of our pupils. We believe that all children have an equal right to an education that enables them to fully develop their personal, social and intellectual potential so that they achieve their best.

Objectives

The school's main aims and objectives can be found in the 'Whinney Banks – Our Aims' document.

- All our children should be helped to develop their potential.
- All children should have access to a broad, balanced, quality curriculum.
- All children should make consistent progress at their own rate and have a positive view of their talents and potential.
- All children should have an equal opportunity to participate in as many aspects of the curriculum and school life as possible.

We will identify and provide appropriate support for pupils who have SEND, working within the guidance provided by the SEND Code of Practice 2014

Admission Arrangements

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 and/or Disabilities. Our building is accessible to all pupils including those with special physical needs.

The school's inclusive policy caters for individual needs wherever possible, in line with the Disability Discrimination Act.

Definition of SEND

A pupil has a Special Educational Need where their learning difficulty or disability calls for special educational provision which is additional to, or different from, the provision generally made for pupils of the same age.

The four broad areas of need include:

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

SEND Support Team

At Whinney Banks Primary School the needs of our children are monitored by a team of people.

- **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)
- **Mrs Hollocks and Ms Ronsano** (KS2 English Intervention Group Teachers)
- **Miss Mckeown** (Family Liaison Officer)

Arrangements for coordinating education provision for pupils with SEND

Responsibilities.

The **Head Teacher** (Mrs S Thorpe) will endorse any approach to the LA for statutory assessment and takes overall responsibility for the SEND policy.

The **SENDCo** (Mrs N Watson) is responsible for the day to day co-ordination of the SEND policy – provision and monitoring. Responsibilities include:

- Liaising with and advising colleagues.
- Co-coordinating provision for children with Special Educational Needs and/or Disabilities.
- Liaising with outside agencies and the class teacher to ensure that children with a statement/EHCP receive the provision specified in their plan.
- Attending and providing appropriate information for annual review meetings for children with a statement/EHCP.
- Maintaining the SEND register and recording systems on all pupils with SEND.

- Liaising with parents together with the class teacher and Year Group leader as appropriate. Liaising with parents who need any outside agency support.
- Liaising with the SEND Governor on matters relating to Special Educational Needs and/or Disabilities.
- Completing all paperwork required by the LEA and for the purposes of EHC Assessments.
- Monitoring and evaluating the quality of teaching, learning and standards of achievements and practice (including carrying out classroom observation, sampling of work, talking to children and parents about action taken and the outcomes), giving advice if necessary on setting targets for improvement.
- Reviewing the progress of children within SEND Support termly with class teachers.
- Taking relevant SEND issues to the SLT.
- Working with external agencies and support staff to ensure school use any extra support in the most effective way.
- Co-coordinating information for referral to outside agencies.
- Strategic planning for SEND provision by identifying future needs.

The **Governors** are involved in self-review and monitor the school's work on behalf of children with Special Educational Needs and Disabilities.

The SENDCo, Head Teacher and the Designated Governor will work together to monitor the effectiveness of procedures in place.

Teaching staff are equally responsible for the smooth implementation of the SEND policy and for making provision for pupils with Special Educational Needs and Disabilities in their class.

Parents should send their children to school ready to learn and work in partnership with school to meet their child's special needs.

Identification, Assessment and Provision

The SEND Code of Practice provides us with a framework for identifying SEND.

In the continuous cycle of planning, teaching and assessment, teachers and support staff make regular judgements about children's performance and progress in relation to national and school expectations.

The class teacher has responsibility for the educational and pastoral care of the children within his/her class. The class teacher, therefore, is usually the first person to identify the child who is failing to make progress. The importance of the class teacher in identifying a concern and responding to that concern is paramount.

If the teacher has concerns about the progress of a particular child, he/she will observe the child more closely, use testing to further define problematical areas and/or short term monitoring charts, talk informally to parents, try strategies/differentiation and consult with a SENDCo to overcome the child's difficulties. If these measures do not improve the situation, the SENDCo, in discussion with the teacher, will agree whether the child has a special need.

When a child is identified as having a special need, parents will be consulted and agreement reached to register the child on the SEND register. The SEND registration form will be completed.

The key test of the need for action is evidence that the rate of progress is inadequate. However, there should not be an assumption that all children should progress at the same rate. A judgment has to be made in each case as to what is reasonable to expect a particular child to achieve. 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. Whatever the level of pupils difficulties, the key test of how far their learning needs are being met is whether they are making adequate progress.

Adequate progress can be defined in a number of ways e.g.

- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- Matches or betters the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates an improvement in the child's behaviour.

We also identify SEND through:

- information gathered directly from parents.
- data gathered from in school assessments.
- recommendations from other professionals and external agencies.

English as an additional language (EAL)

A child will not be regarded as having a learning difficulty solely because the language of the home differs from the language in which he or she is taught. However, it may be that in the short-term children with little knowledge of English will need extra support to enable them to develop functional use of the language. If a child is experiencing difficulties which appear to be more than language based, then school will follow the graduated SEND approach and may arrange for further assessments to be carried out, in discussion with parents to establish whether or not they have learning difficulties.

A Graduated Approach to SEND Support

	Triggers	Process
Monitoring	If a child has been identified by the Class Teacher as failing to make progress they will monitor the child (Assess-plan-do-review cycle). Discussions will be held at pupil progress and year group moderation meetings.	• Areas of need will be established by Class Teacher/Team. • Further high quality teaching and learning strategies, interventions and differentiation of the curriculum will be initiated. • Discussions with parents and pupils. • Advice from SENDCo sought if necessary.
SEND Support	After a period of monitoring, the child: • Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness. • Shows signs of difficulty in developing literacy skills which result in poor attainment in some curriculum areas. • Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment. • Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.	• Further discussion with SENDCo. • Further discussion with parents and pupil. • Child added to school's SEND register. • Specific, targeted support will be initiated (Assess, Plan, Do, and Review Cycle). • An individual SEND Support Plan will be put in place. • Further assessments may be arranged. • Referral to external agencies may take place in liaison with parents e.g. Educational Psychologist, CAMHS, SaLT, O.T.
High Needs Funding	As above but where the child has complex needs and requires significant additional support to enable them to access the curriculum and environment of a mainstream school, as outlined by Middlesbrough LEA Higher Needs Funding Matrix.	• The SENDCo will work in conjunction with relevant staff, parents/carers and external agencies to collect evidence to support an application for Higher Needs Funding. • Application to be

		completed. • Application presented to two partner schools to decide if the child would benefit from top up funding. • A Higher Needs Funding application will be submitted to Middlesbrough LEA SEND Support Team.
EHC Assessment / EHCP	If a child demonstrates a significant cause for concern a referral for an EHC Assessment may be made to the LA. Parents will be consulted and involved in each stage of the process. An EHC referral will be made if a child; • Continues to make little or no progress in relation to specific targets • Continues to work at curriculum levels substantially below expectations; • Requires specialist equipment or regular specialist support. • Has significant and complex needs which continue to cause substantial barriers to their progress within the four broad areas of need • May need access to a more suitable educational setting e.g. special school.	• The SENDCo will work in conjunction with relevant staff, parents/carers and external agencies to collect evidence to support an application for an EHC assessment and also put in place a SEN Support plan using the LEA document. • The SENDCo and Class Teacher will work in conjunction with staff, pupil, parents and external agencies to implement and follow the EHCP. • The SENDCo will review the EHCP. <u>*see EHCP Pathway</u>

SEND Support Plans - Supporting Children with SEND

The **class teacher / SEND group teacher** remains responsible for teaching, assessing and reviewing progress with the child on a daily basis i.e.

- Planning and delivering the SEND Support Plan/EHCP.
- Directing the work of the TA (if appropriate).
- Monitoring and recording progress towards the targets.
- Ensuring parents are consulted and kept informed of action.
- Ensuring other professionals working with the child, e.g. teaching assistant, class teacher have copies of the SEND Support Plan.
- Making work relating to the SEND Support Plan available for discussion with the SENDCOs, other teachers or professionals.

The **SENDCO** takes the lead in:

- Further assessment of the child's strengths and weaknesses.
- Planning future support for the child in discussion with colleagues.
- Monitoring and reviewing the action taken.
- Contacting outside agencies if necessary.
- Liaising with parents if requested by parents or staff.
- Liaising with outside agencies.

Nature of the intervention

The SENDCo and class teacher decide on the action based on previous assessment and make a joint decision concerning the most appropriate action, e.g.

- Different learning materials
- TA deployment – group or individual support
- Specific (SMART) 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.

Documentation available for children receiving SEND Support:

- A child's individual record will be centrally filed.
- Teacher assessment
- SEND Register / SEN-R registration form.
- Pupil's personal information (held in the office)
- CP information if applicable
- LSS & BSS reports if applicable
- SEND Support Plan

SEND Support Plan – Annual timetable

Autumn term	The SEND Support Plan (setting and reviewing targets) should be discussed termly by the class teacher, with the child and the parents. The delivery of the SEND Support Plan continues to be the responsibility of the class teacher. <i>SEND SUPPORT PLANS & relevant information (Quick Starts) for the Autumn term should have been passed to the child's receiving teacher at the end of July.</i> 1. SEND files set up. 2. SEND targets are pursued through individual and group work within class, timetabled use of the TA or a designated SEND class. The child's SEND Support Plan is made available as a working document
--------------------	---

	for all relevant staff. 3. At the end of the term a review is undertaken which is recorded on the current SEND Support Plan. Notes are made on new targets. 4. These notes are then formalised on the new SEND Support Plan. 5. Parents are contacted and the SEND Support Plan review and new targets discussed. Parents are asked to sign the new SEND Support Plan and are given a copy to keep. If parents are unable to attend the interview then a copy of the old SEND Support Plan with annotations and the new SEND Support Plan, should be sent home for their information. 6. Copies of the SEND Support Plan review and new SEND Support Plan are passed to the SENDCO for filing. If a parent has not been able to attend a review meeting a note should be made on the old SEND Support Plan.
Spring Term	1 – 6 as above although the review, dependent on timing, may take place during Open Afternoon.
Summer Term	1. 1 – 6 as above but with the parental discussion taking place during the parent's evening. 2. Summative judgements are made. 3. The SEND Support Plan information for the following academic year is passed to the receiving teacher.

At any point during the term staff with particular concerns about a child's academic progression or behaviour or should discuss the issue/s with the SENDCO.

Working with children with Education, Health and Care Plans (EHCP) and Statements of SEND

Where the SENDCO makes a referral for EHC Assessment to the LA, the child will have demonstrated significant cause for concern. Parents will have been consulted as part of an on-going dialogue. The EHCP Pathway will be followed and all professionals involved will carry out the recommendations that are agreed.

When making a referral for an EHCP Assessment, there should be written evidence of or information about:

- The school's action through a graduated approach (Plan, Do, Assess, Review)
- SEND Support Plans
- Records of reviews and their outcomes
- NC assessments / How the child is performing in relation to age related expectations
- Attainments in literacy and numeracy
- Educational and other assessments e.g. advice from a support teacher or an educational psychologist
- Views of the parents and of the child
- Involvement of other professionals
- Any involvement of social or educational services
- Child's medical history where relevant.

The delivery of the EHCP is the responsibility of the class teacher with monitoring and evaluation by the SENDCO and the LA through the Statutory Annual Review. At the review of Y5 pupils, provision required at the secondary phase should be considered. The SENDCO of the receiving school should be invited to the final primary review.

Looked after Children

The designated teacher for looked after children will ensure that, if relevant and necessary, the children are given additional support to address issues of under-performance, continuity and stability. The designated teacher will;

- Liaise with Social Workers, parent/carer etc. in order to write the PEP
- Inform relevant teaching staff of the child's looked after status in order to support their progress
- Keep appropriate data on the child including prior and current achievement.
- Liaise with the designated governor to monitor progress.

Arrangements for Access to the National Curriculum

Children with SEND 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. Every child will have the right to a broad and balanced curriculum of high quality. 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 which takes into account the needs of all the children
- Strategic help with the teacher targeting tasks for pupils who need more input or guidance/work which is appropriately matched to the individual need and taught through an arrangement of different groups, tasks or resources.
- Good procedures for assessment and recording. These assessments will inform the planning for the next stage and feedback to the child and his or her parents.

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 literacy and numeracy may attend a specialist set class, which will work at an appropriate but challenging level and also deliver SEND Support Plan targets.

Partnerships outside the school

Parents and pupils

Parents will be welcomed into school at any time to discuss their child's special needs and will be invited to a termly review. The school and parents must work as partners to the benefit of the child. If appropriate, there will be opportunities for active involvement in reading initiatives such as 'Toe By Toe' and the use of reading contracts.

Support services

The school will make full use of support services available e.g. LA Psychological Service, Learning Support Service, Behaviour Support Service, Education of Looked After Children etc. and target those pupils in greatest need of specialist help.

Other schools

Whinney Banks Primary will work in close partnership with Secondary Schools to ensure continuity of provision and information. Meetings to discuss pupils with Special Educational Needs and Disabilities will be held before transfer and SEND files will be passed on promptly. When necessary, schools with specialised services or resources will be consulted for advice.

Monitoring and Evaluating

In the event of an LA audit, the school will work closely with the LA advisor in order to carry out observations where required, discuss issues and agree action.

The SENDCO/SLT will carry out lesson observations, review meetings and discussions of planning issues, when required. Observations carried out through Performance Management will refer to SEND provision if appropriate. Teachers will use regular monitoring and evaluation throughout each term within normal classroom routines.

The SEND policy will be evaluated against the objectives stated at the beginning of this policy. In particular:

- Children's progress will be measured termly against SEND Support Plan targets and Age Related Expectations.
- The time taken to process a statutory assessment will be monitored.
- The number of complaints will be monitored.

Arrangements for Considering Complaints

The governors and staff of the school sincerely hope that parents will feel able to speak directly to the Head Teacher and other members of staff both about their compliments regarding the school and about matters of concern to them. It is hoped that any complaints can be dealt with in this context.

We acknowledge, however, that in a few circumstances a parent may wish to pursue a complaint further. In such cases the school's formal complaint procedure should be followed. A copy of this is available in school.

Extra: Our Inclusive Education policy does not at any point detrimentally affect the learning entitlements of either disabled or disaffected pupils, or of their non-disabled peers.

Whinney Banks Primary School Information Report

1. Identification of Needs

1a. How does the school identify children with Special Educational Needs and Disabilities?

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

- 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 and Disabilities 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 or Disability.
- 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, details strategies and support in place for progress to be made towards achieving them.

The SENDCo organises, oversees and regularly monitors 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 reserved 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 or Disability 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 or Disabilities.

- 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 and Disabilities 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 Family Liaison Officer (FLO) Miss McKeown and Parent Support Adviser (PSA) Miss Todner
- 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)
- Learning and Language Support (Mrs Birch)
- Educational Psychologist
- Family Liaison Officer (Miss McKeown)
- Parent Support Adviser (Miss Todner)
- 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 and Disabilities 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.
- All 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 Whinney 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 education 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 they 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 and Disabilities 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 or Disability?

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 or Disabilities.

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)
- **Mrs Hollocks and Ms Ronsano** (KS2 English Intervention Group Teachers)
- **Miss Mckeown** (Family Liaison Officer)

<u>Whinney Banks SEND Support Plan</u>		
Name:	Teacher/s and support staff:	Year Group:
Date of plan:		Date of review:
Overview of needs and Provision:		
Outcomes Short term targets (SMART)	Provision The interventions, support and resources needed to succeed and achieve. Who will provide support and how often?	Review Comments How much progress has the child made towards the outcome?
•	•	
•	•	
•	•	
•	•	
What parents will do	What the child will do	Agencies involved and support provided
•	•	•
<u>Parent signature:</u> _____		<u>Completed by:</u> _____

2. Education, Health and Care [EHC] Plan Pathway

