

Special Educational  
Needs Information  
Report for Whale Hill  
School September 2021



<b>Review Date</b>	September 2021
<b>Review Frequency</b>	Annually
<b>Date for Next Review</b>	September 2022
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## **1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?**

- We encourage parents to share information with us and to discuss and raise any concerns they may have as early as possible.
- We assess children's ability as soon as they come into school and track their progress carefully until they leave the school.
- We encourage on-going home school communication.
- Parents should discuss any concerns with the child's class teacher. This may then lead to a meeting with the class teacher and special educational needs and disabilities coordinator (SENDCO) to discuss next steps.
- The identification of special educational needs (SEND) is part of our usual practice of teachers meeting with senior leaders/SENDCO. This happens twice a year or more frequently if required.

## **2. How will school staff support my child?**

- The class teacher will take responsibility for the daily provision for your child and will be supported and advised by the school SENDCO where necessary.
- The teacher will discuss with you any support that they think is needed, that is additional and different to what we would offer to children as part of our usual practice. Additional support will be assigned to the child. This might mean the child will work with different adults such as teaching assistants (TAs); this intervention will be continually monitored.
- If you and the teacher identify a need for a specific assessment or involvement from any outside specialist services (e.g. Educational Psychologist, Speech and Language etc.), the SENDCO will talk to you about this and seek your permission to proceed. The SENDCO in collaboration with the class teacher then becomes the lead person for working with the outside service.

## **3. How will the curriculum be matched to my child's needs?**

- High quality classroom teaching and adjusted planning and resources for pupils, known as differentiation, is the first step in responding to children who may have special needs. Children with specific needs may have been assessed by the Specialist Teaching Service. The recommendations from these reports will be used within the classroom setting and included in SEN Support Plans.
- If your child is not making the expected progress and has specific gaps in their understanding he/she may work within a smaller group of children.

These groups, also called intervention groups, may be run: in the classroom or outside; by a teacher or a trained teaching assistant; by a specialist from outside the school, such as a speech and language therapist.

- Further specific support may also be provided through an Education, Health and Care Plan (EHCP). This means your

child will have been identified by the class teacher and SENDCO as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school.

#### **4. How will both you and I know how my child is doing and how will you help me to support my child's learning?**

- We have an open door policy for any daily information that needs to be shared between school and home.
- Meetings can be arranged between the class teacher, parents and/or SENDCO regularly.

#### **5. What support will there be for my child's overall well-being?**

- Home/school communication books/charts are used as appropriate.
- SEN Support Plans (if required for your child) will be reviewed 3 times a year.
- Parents are given information about the level children are working at for maths, reading and writing. This will be a written report at the end of each term. If any concerns are raised because of these reports, a meeting will be arranged with parents
- Outside services involved with some children provide reports and information about attainment and expected progress for health based needs, such as speech and language or physical development.
- We have an inclusive school ethos; we believe that children of varying abilities should be educated together.
- We have access to outside service support. A list of services is provided later in this document.
- Trained first aiders are available in school. Staff members are trained to administer medicines. Parents are asked to sign a form to provide further details when medicine needs to be administered in school.
- If a child has a medical need, a detailed Care Plan is compiled with the support of the school nurse in consultation with the parent/carer; these are review twice a year.
- Staff members receive Epi pen training when required.
- We have an active School Council and regularly use questionnaires to understand the views of parents and children.
- We have a whole school reward system for behaviour (please refer to the school Behaviour Policy for more information about this). Additional behaviour management plans- Individual Behaviour Plans - may be used where needed, to support individual children who are experiencing particular difficulties.
- We run a system of play buddies to support social skills development at lunchtimes. We have children who are trained as anti-bullying ambassadors.

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

There are a range of services that we work with.

Education Psychology Service (EPS);

Redcar and Cleveland Inclusion team;

Child and Adolescent Mental Health Service (CAMHS);

Speech and Language Therapy Service;

Family support worker;

Visually Impaired Unit;

Hearing Impaired Unit;

Occupational Therapy;

Social Services;

Parent Adviser;

Time 4 You Counselling service;

School Nursing Service

Diabetic Nursing Team

· You can find out more about the full range of services who work with schools at: Redcar and Cleveland: [www.redcar-cleveland.gov.uk](http://www.redcar-cleveland.gov.uk)

## **7. What training have the staff supporting children with SEN had, or are having?**

- Staff members are sent on individualised training if they are supporting a pupil with a more specific need.
- The SENDCO, class teachers and teaching assistants have attended a variety of training.
- A group of teachers and TAs have received specialist training to support ASD children.

The Outreach Team have provided support for a large group of TAs on promoting positive behaviours.

## **8. How will my child be included in activities outside the classroom including school trips?**

Risk assessments are carried out for school visits including residential trips and reasonable adjustments will be made where required. Where needed, the risk assessment will include a meeting with parents as well as taking account of any medical advice. When choosing the destination of these trips, the needs of all children will be taken into account.

- On some occasions an individual member of staff may be assigned to support a small group or individual child if the risk assessment indicates that this is necessary.

## **9. How accessible is the school environment?**

- Most parts of the school building can be accessed by wheelchairs with minimal support.
- We have a disabled toilet.
- The school building is locked with a security code.
- The learning environment is fully accessible and inclusive for all.

## **10. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

- We recognise that transitions can be difficult for a child with SEN, and take steps to ensure that any transition is as smooth as possible.
- If your child is moving to another school:

We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible.

- When moving classes in school we have a clear transition plan in place:  
Information will be passed on to the new class teacher and in most cases, a planning meeting will take place with the new teacher to discuss your child's strengths and difficulties and the learning methods that have been successful. Provision maps will be shared. Vulnerable children have additional opportunities to visit new classrooms and compile a 'passport' of information including photographs and maps.

- In Year 6:

The Year 6 teacher and/or Headteacher/ SENDCO will discuss the specific needs of your child with the SENDCO/Inclusion Manager of their secondary school. Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

A range of strategies, suitable for your child, may be used to support them at the time of transition.

## **11. How are the schools resources allocated and matched to children's' special educational needs?**

The school budget received from the Local Authority includes money for supporting pupils with SEND. The Headteacher then decides on the budget for SEND in consultation with school governors and based on the needs of pupils in the school. We may receive an additional amount of top-up funding for pupils with higher level needs.

We will use our SEND funding in the most appropriate way to support your child. This support may include some individual or small group teaching assistant support, but this may not always be the best way to support your child. The funding may therefore be used to put in place a range of support strategies. SEND funding may also be used to purchase specialist equipment or support from other support services etc.

## **12. How is the decision made about what type and how much support my child will receive?**

- All class teachers meet with the senior leadership team and SENDCO at regular intervals during the school year to discuss pupils' progress. We look closely at the provisions that have been in place and their effectiveness and impact on the child's learning and progress.
- We consider any new concerns and plan appropriately for additional support, provision, resources or advice from outside services as necessary.
- Provision Maps and/or SEN support plans are constructed and reviewed for all children on the SEN register as part of this process.

## **13. How are parents and carers involved in the school? How can I be involved?**

- It is our aim that the school works in close partnership with parents and maintains regular and purposeful communications between school and home. This includes:

The school website: [www.whalehillprimary.co.uk](http://www.whalehillprimary.co.uk)

Newsletters informing parents of dates, events and items of school news.

Whale Hill School Facebook page.

Regular curricular events.

## 14. Who can I contact for further information?

The class teacher is the first point of contact but parents are also welcome to directly contact the SENDCO about any concerns.

Headteacher: Mrs S Marsden  
headteacher@whalehillprimary.org.uk

SENDCO: Mrs. S Dunn  
sdunn@whalehillprimary.org.uk

SEND caseworker team at the local authority: Miss H Manton

For further information and advice about services for children and young people with special educational needs and disabilities (SEND) in Redcar and Cleveland please visit the website  
<http://www.peoplesinfont.org.uk/kb5/redcar/directory/localoffer.page>

