

Special Educational Needs
Information Report for Whale Hill
School September 2023



Review Date	September 2023
Review Frequency	Yearly
Date for Next Review	September 2024
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To be reviewed September 2024

Identification of needs:

1.
 - a) How does the school/college identify children with special educational needs?
 - b) How do we involve parents in planning for those needs?
 - c) If the school/college is specialist, which types of special educational need do you cater for?

· 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 three times a year or more frequently if required.

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Support:

2.
 - a) Who in the school/college will support my child and how will this be monitored and evaluated?
 - b) How are the decisions made about the type and amount of provision a young person will need?

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.

We operate an open-door policy if parents are concerned about their child and they are welcome to see any member of the SLT or SENDCO via appointment.

The identification of special educational needs (SEND) is part of our usual practice of teachers meeting with senior leaders/SENCO. This happens three times a year or more frequently if required.

The LA also has a SENDIASS office who acts independently of schools to inform and support parents of children with SEND.

· 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. Parents are kept fully informed about provision for the children with SEND. SEN support plans are updated three times a year

along with parents. The school will always ask permission from parents to involve other professionals to work with their child.

- We consider any new concerns and plan appropriately for additional support, provision, resources or advice from outside services as necessary. 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.

At Whale Hill, we have a Parent Support Advisor who will work with parents to identify any special educational needs a child may have and any behavioural difficulties parents deal with at home.

- 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.

Curriculum:

3. How will the curriculum be matched to the needs of the young person? *What is the approach of the school to differentiation?*

- 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.

Accessibility:

4. How accessible is the school/college environment? *Is the building fully wheelchair accessible? Have there been improvements made to the auditory and visual environment? Are there disabled changing and toilet facilities? How are communications made with parents whose first language is not English?*

- 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.

Some areas of the school have additional hand-rails to support children with mobility difficulties.

Parental Involvement:

5. How will both the school/college and the parent know how the young person is doing and how will the school support the young person'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. Children who are in need of further support, may be given a SEN support plan where specific targets are worked towards and parents are involved in reviewing these termly.
- 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

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

Whale Hill School Facebook page.

Regular curricular events.

Overall Well Being:

6. What support will there be for the young person's 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 including support for a young person's mental health needs.
- 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.
- 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 reviewed 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.

We also have trained counsellors in school who children can work with regularly if they are experiencing mental health difficulties.

Specialist Services:

7. *What specialist services and expertise are available at or are accessed by the school/college?
Are there specialist staff working at the school? What other services does the school access including health, therapy and social care services?*

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

Staff Training:

8. What training are the staff supporting children and young people with SEND had or are having?
This should include recent and future planned training and disability awareness.

- 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.
- All staff (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.

All teachers and TAs in Key Stage Two have received trauma informed training from the virtual school in September 2022.

Activities outside of school:

9. How will the young person be included in activities outside of the classroom including school trips?
How do you involve parents and carers in planning activities and 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.

Transition:

10. How will the school/college prepare and support the young person to join that particular school/college and how will it support the transition to the next stage of education and life?
What preparation will there be before my son/daughter joins the school? How will he or she be prepared to move onto the next stage? How will you support any new setting to receive my child?

- 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.

SEND Resources:

11. *How are the school/college's resources allocated and matched to the young person's special educational needs? How is the SEND budget allocated?*

· 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.

Further information:

The school/college would use this part of the document to identify key points of contact or how further information can be accessed eg. The Local Borough Council website link.

Who would be my first point of contact? If I want to discuss something about my child? Who else has a role in my child's education? Who can I talk to if I am worried? Who is the SEND Coordinator and how can I contact them? What other support services are there who might help me and provide me with information and advice?

· 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

SENDCO: Mrs. S Dunn

sdunn@whalehill.steelriver.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.peoplesinfonyet.org.uk/kb5/redcar/directory/localoffer.page>