



Whitehall Primary School

Special Educational Needs and Disability (SEND) Policy and Information Report

1. Aims (Intent)

Our SEND policy aims to explain how the school will support and make provision for children with SEND and to explain the roles of everyone involved in providing for children with SEND.

Our school aims:

- To identify, at the earliest opportunity, barriers to learning for pupils with SEND
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To ensure equal access to learning for all pupils, including those with SEND
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents and families
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to this document.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils
- To place Quality First Teaching at the heart of school practices in order to ensure that every child is achieving to the best of their ability

2. Legislation and guidance

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

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for Education, Health And Care (EHC) plans, SEND coordinators (SENCOs) and the SEND information report

2.1 Headlines from the 2014 Code of Practice

- No more statements will be issued by the Local Authority (LA). Statements have been replaced by Education, Health and Care Plans (EHC Plans) which can be used to support children from birth – 25 years.
- School Action and School Action Plus have been replaced by one school based category of need known as 'Special Education Needs Support' (SENDS). All children are closely

monitored and their progress tracked each term. Those at SENDS are additionally tracked by the SENCO.

3. Definitions

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Miss M. Chopdat
Contact Details: 0116 2413087

Appointments with the SENCO can be made via the school office.

They will:

- Work with the Senior Leadership Team and SEND governor(s) to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor(s)

The SEND governor(s) will:

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

4.3 The headteacher

The headteacher will:

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

4.4 Class teachers

Each class teacher is responsible for:

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

5. SEND information report (Implementation)

5.1 The kinds of SEND that are provided for

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

- **Communication and interaction** (such as autistic spectrum and language disorders)

- **Cognition and learning** (such as SpLD, dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global development delay)
- **Social, emotional and mental health** (such as ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties)
- **Physical and Sensory** (such as hearing or visual impairment)
- **Moderate and multiple learning difficulties**

We have children in all these categories of SEND, and some children may have difficulties in more than one category. This may include children with a diagnosis as well as those with learning profiles consistent with a diagnosis.

5.2 Identifying pupils with SEND and assessing their needs

Children with SEND are identified by one of three assessment routes; all of which are part of the overall approach to monitoring progress of all pupils:

1. The progress of every child is monitored at regular pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching, they are discussed with the SENCO and a plan of action is agreed with the teacher and shared with parents.
2. Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - a. Is significantly slower than that of their peers starting from the same baseline
 - b. Fails to match or better the child's previous rate of progress
 - c. Fails to close the attainment gap between the child and their peers
3. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and strive to investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, a graduated response is implemented by the school. This may result in the child being placed on the SEND register. If this is to be the case, parents are informed beforehand.

An early monitoring process, as recommended by the local authority, takes place when identifying needs of pupils. The findings are recorded on standardised forms and discussions take place between the teacher, SENCo and parents. Children may need to be placed on the SEND register following this cycle of monitoring and this is approved by parents.

The SENCO or other trained staff may need to undertake a range of standardised tests with children. These assessments can be used to add to and inform teachers' own understanding and assessments of a child.

Although the school can identify special educational needs and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have an underlying medical condition or disability.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. All outcomes and provision are child-centred, with the pupil at the heart of all provision and planning.

5.3 Consulting and involving pupils and parents

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings or during specifically arranged meetings to discuss the child's progress.

A formal, written end of year report will be sent at the end of the summer term. Other meetings may be scheduled at other times throughout the year and parents are welcome to seek advice and support about their child at any pre-arranged time.

If school staff feel that a child should be placed on the SEND register, teachers will hold an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

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

Pupil review meetings will take place every term for parents of pupils with SEND. This will include class teachers updating parents on the child's progress as well as setting new, individualised targets for the pupil, if appropriate. The voices of parents and the pupil are

acknowledged and noted. All discussions and targets from these meetings forms the child's learning profile.

5.4 Assessing and reviewing pupils' progress towards outcomes

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

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

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

The assessment will be reviewed regularly.

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

Teachers will review progress towards outcomes with parents on a termly basis (as detailed in the final paragraph of Section 5.3).

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes - including from the nursery - as smoothly as possible. This may include:

- Additional meetings for the parents and child with the new teacher

- Additional visit to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet or social story
- 1:1 time with the new teacher in order to manage anxieties around transition

Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School

The secondary school SENCO is invited to review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel arrangements, training etc.

A transition meeting takes place between the SENCo, Transition Lead and key staff from the new school.

5.6 Our approach to teaching children with SEND

High-quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils.

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently in class with their peers. Children with SEND and disabilities are entitled to be taught by their teacher, not always by a Teaching Assistant (TA). Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours. We aim to provide sufficient support to enable the child to reach their aspirational targets, without developing a learned reliance on an adult.

The school has a range of interventions available, which are reviewed and form a provision map. When considering an intervention, we look first at the child's profile of learning in order to select the intervention which is best matched to the child.

Targets for children with SEND are deliberately ambitious in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher – who monitors progress towards the targets during the intervention – and by the SENCO and Deputy Headteacher, who monitor overall progress after the intervention.

The cycle for administering interventions is as follows:

- Interventions are planned in blocks
- At the end of each block, children's progress towards their targets is assessed and recorded
- A decision is then made as to whether to continue the intervention, to swap to a new intervention or to allow a period of consolidation in class.

The SENCO monitors interventions to identify 'what works.'

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

We provide the following interventions:

- Dyslexia Gold
- Read Write Inc
- Reciprocal Reading
- NELI
- Phonics
- Let's talk
- Positive people
- Fun Time
- Play Interaction

Other interventions, which are specific to year groups, are also provided

5.7 Adaptations to the curriculum teaching and learning environment

Whitehall Primary School is disability friendly. The school is split over two levels with lift access to the upper floors. Corridors are wide and we have an easy access toilet. Where and when appropriate, we make changes to the environment or building that are necessary for children with physical or other sensory disabilities.

All of our classrooms are inclusive; we aim to teach in a way that will support children with tendencies towards SpLD, dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is particularly vital for those who need it. Our children access the full National Curriculum and we recognise achievement and expertise in all curricular areas. As part of normal class adaptation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson etc.

- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font etc.
- Adapting teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, multi-sensory learning etc.
- Consulting the Local Authority's BERA document to ensure that provision for different areas of SEND is appropriate

5.8 Additional support for learning

We have a number of teaching assistants who are trained to deliver interventions such as Read Write Inc and Let's Talk

Teaching assistants will support pupils on a 1:1 basis when it is specified as part of their Element 3 funding or within their EHCP.

Teaching assistants will support pupils in small groups when a child is identified with SEND and on School Support. Children who have been identified as having difficulties in a particular area also receive support through interventions.

We work with the following agencies to provide support for pupils with SEND:

- Learning, Communication and Interaction team
- Social, Emotional and Mental Health team
- Early Years Support team
- Educational Psychologists
- NHS Speech and Language Therapy
- NHS Vision Support team
- NHS Hearing Support team
- Specialist NHS nurses for other medical needs

5.9 Expertise and training of staff

Our SENCO has had up-to date training for the role and continues to liaise with a number of professionals and senior leaders. The SENCO also has classroom teaching and middle-leadership experience. The school currently has a full-time SENCO, who has achieved the Postgraduate National Award for SENCOs.

All of our teachers are trained to work with children with SEND. Some are very experienced, and others less so but all have access to advice, information, resources and training to enable

them to teach all children effectively. We offer training and self-help opportunities through access to in house or LA courses, provision of books or guidance towards useful websites.

We have a team of teaching assistants, including five higher level teaching assistants (HLTAs) who are all trained to deliver SEND provision.

In the last academic year, training has taken place to support pupils with a range of needs, as well as for TAs who run specific interventions (such as Fun Time)

5.10 Securing equipment and facilities

School staff have received training to support SEND and lower level learners and they identify the equipment that is needed to ensure effective provision. All requests for ordering specialist equipment are approved by the SENCO.

Teachers and the SENCO also take into account reports and advice from Local Authority link teachers and specialists when considering equipment to use.

There is a sensory area within the school, which children have access to.

If we identify equipment that we can't access without the aid of additional, more specialist help, the school is able to access additional expertise from the LA. This includes access to Educational Psychologists and Advisory Teachers.

5.11 Evaluating the effectiveness of SEND provision

All children benefit from 'Quality First Teaching,' which means that teachers assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.

We have high expectations of all our children. Tracking and monitoring of our SEND children is in line with whole school practice.

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

- Reviewing pupils' individual progress towards their goals each term, parents are also included in this process
- Reviewing the impact of interventions on a termly basis
- Conducting pupil interviews
- Monitoring of provision and planning by the SENCO, members of the Senior Leadership Team and link Governors
- An annual SEND report is produced for governors

- Using tracking data and pupil progress meetings to measure the progress made
- Formative assessment (1:1 conferencing) across all subjects
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make amendments and adaptations to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEND, disability or medical needs.

All pupils are encouraged to go on our residential trips, such as the Year 6 visit to Norfolk.

All pupils are encouraged to take part in sports days, theme days and workshops. Provision is made so that each child is able to access these. No pupil is ever excluded from taking part in these activities because of their SEND or disability.

All pupils whose Education, Health and Care plans name the school will be admitted before any other places are allocated.

Provision is made for all pupils to have equal access to all school activities and there is a lift to allow all children to access the top floor.

5.13 Support for improving emotional and social development

All children are treated as individuals and all adults work together to meet every child's academic and pastoral support needs. This includes other professionals working within the school such as the ELSA. Emotional literacy is a crucial part of child development and well-being and all aspects of this are considered.

Behaviour is not automatically classified as a SEND need. School staff will attempt to 'connect before we correct' in order to manage a child's behaviours. If a child shows consistent challenging behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we may refer to relevant outside agencies to support the family and child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS (Child and Adolescent Mental Health Services), or the school may make a referral through the Mental Health Support Team, Educational Psychologist or the Healthy Together Team.

If the child is felt to have long-term social, emotional or mental health needs - for example with managing their strong emotions - the school offers social skills interventions. These are delivered by trained TAs or teachers who develop good, trusting relationships with the children.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEND. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

5.14 Working with other agencies

We work with a range of professionals within the Local Authority, they are all listed in section 5.8.

Where it is necessary, the school will liaise with health and social care bodies, mental health services and voluntary organisations to support children with SEND and their families.

5.15 Complaints about SEND provision

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure: Complaints about SEND provision in our school should be made to the class teacher in the first instance. This will be followed by informing the SENCO if parents do not feel a resolution has been reached. Further complaints are relayed to the headteacher. They will then be referred to the governing body if necessary.

5.16 Contact details of support services for parents of pupils with SEND

All referrals made to SEND support services are done so following parental consent. Any professionals involved with a child with SEND contact parents and provide their contact details. These can be further requested from the SENCO if needed.

5.17 Contact details for raising concerns

If a parent/carer has concerns, they should contact the SENCO via the school office or through year group emails.

5.18 Leicester City Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. The Local Offer is available from the website:

www.localofferleicester.org.uk.

5.19 Additional paperwork for children at SEND support

Once a child has been identified as requiring in school SEND support, some of the following paperwork may need to be completed. This means that the child has outcomes that are in addition to their class targets.

- Intervention group targets
- Checklists
- Schools internal monitoring paperwork
- Element 3 funding
- Individual Support Plan (ISP)
- Positive Handling Plan (PHP)
- Personal Education Plan (PEP)
- Single Point of Contact (SPOC) referral for medical needs
- Intimate Care Plan
- Mobility risk assessment
- Proposal for Education, Health and Care Plan

- Referral to an outside agency listed below:
 - Speech and Language Therapist (SALT)
 - Educational Psychology Service (EPS)
 - Learning, Communication and Interaction Team (LCI)
 - Vision and Hearing support service
 - Primary Social, Emotional and Mental Health Service
 - Family Support/ Common Assessment Framework
 - Healthy Together Team

5.20 Moving to an EHC Plan (Education, Health and Care Plan)

Following consultation between families, school and relevant outside agencies, we may consider applying for and Education, Health and Care Needs Assessments if:

- The child has not made expected progress despite the school having taken relevant and purposeful action to identify, assess and meet their needs.
- The child has a difficulty or disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that they may at some point benefit from special school provision.
- The child's needs are assessed as being complex and enduring by school staff and external agency professionals

Having a diagnosis (e.g., of ASD, ADHD or dyslexia) does not always mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will notify and collect information from parents, the child and the school, together with any health or social care professionals who are involved with the family. Together, those will record the child's strengths, their dreams and aspirations, as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting. The Plan will be reviewed at least annually and school will invite families and all agencies involved with the child. This is called an Annual Review meeting and the outcomes are recorded on an Annual Review return and sent to the Local Authority.

6. Monitoring (Impact)

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

It will be approved by the governing board.

6.1 Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. At Whitehall Primary School, our School SEND link governors are Ms Kam Gill and Ms Julie Nisbett.

6.2 Monitoring of provision

The impact of provision, such as interventions, will be reviewed termly by the SENCO and members of the Senior Leadership Team. Lesson observations, learning walks, pupil interviews and pupil progress meetings also take place during the school year to ensure continued high-quality provision.

7. Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgemental attitude throughout school.

8. Links with other policies and documents

Whitehall Primary School is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEND Code of Practice together with the Equality Act 2010. This policy should be read in conjunction with our Dyslexia Friendly policy, Accessibility plan, Positive Handling policy and Behaviour policy.

Accessibility plan

Whitehall Primary School recognises its duty to develop and implement an Accessibility Plan. The plan has been written to comply with Equality Act 2010 and the SEND Code of Practice 2014.

Review framework

This policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

Signed: Head of School Date: Summer 2024

Signed: Chair of Governors Date: Summer 2024

Review date: Summer 2025