



Whitehill
Primary School

POLICIES AND PROCEDURES

SEND STATEMENT

Date Policy Originated/Amended	Date Policy Approved by WPS Governing Body	Signature
July 2016	25 January 2018	A Robinson

For review by WPSLGB

Next review due: January 2019



Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- A) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- B) Has a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2014, p 4)*

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2014, p5)*

Whitehill Primary School aims to create an inclusive culture in the school, making provision to meet the needs of pupils with the following SEND:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

The Head of Inclusion has the overall responsibility of SEND within the school and is supported by the SENCO.

The Head of Inclusion and SENCO are responsible for:

- Coordinating all the support for pupils with special education needs or disabilities (SEND) and developing the school's SEND Policy to make sure all pupils get a consistent, high quality response to meeting their needs in school.
- Ensuring that you as a parent or carer are:
 - Involved in supporting your child's learning.
 - Kept informed about the support your child is receiving.
 - Involved in reviewing your child's progress.
- Liaising with the outside agencies that may come into school to help support pupils' learning e.g. Speech and Language Therapy, Education Psychology etc.
- Updating the school's SEND register (a system for ensuring all the SEND pupils in this school are known) and making sure that there are records of pupils' progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help pupils with SEND to achieve their best possible progress.

The Senior Leadership Team is responsible for:

- The strategic vision of SEND and inclusion across the school.
- Leading the educational development of the school and ensuring that each student's educational programme meets their individual needs.

- Monitoring and evaluating the standards of teaching and learning and pupil progress across the school.
- The Head of inclusion is part of the SLT.

The Trust is responsible for:

- Making sure that the necessary support is made for any pupil who attends the school who has SEND.

Who is the best person in the school to talk to about my child's difficulties with learning/special education needs and /or disabilities?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If the class teacher requires additional advice or support, they will liaise with the SENCO.

How else may my child be identified as have a specific SEND learning difficulty?

- Class teachers continually assess the needs of all pupils in their class.
- Pupils are formally assessed at least six times per year.
- Progress Meetings are held with class teachers and the progress of all pupils are discussed and children who are identified as not making progress or need support will be referred to the head of inclusion or the SENCO. The head of inclusion may also attend the progress meeting if required.
- Interventions are then planned and set for the pupils. These are reviewed and if a child has not responded to the intervention, the school will speak to the parents. The SENCO may refer to outside agencies for specialist advice/support.
- If a child continually requires a significant amount of support and does not respond to interventions and support from outside agencies, the school may consider requesting a statutory assessment from the local authority as the initial step towards obtaining an EHC plan.

How will the school let parents know if they have any concerns about a child's learning?

- If your child is identified as having potential SEND, the class teacher will set up a meeting to discuss any concerns.
- The school may suggest that your child needs some additional support in school. They will tell you how the support will be used and what strategies will be put in place. This is recorded on an individual learning plan (ILP), which details all of the additional support in the class.
- If further investigating is needed, a meeting will be set with the SENCO or Head of Inclusion who will discuss the next steps with you such as referrals to LIFT meetings where support may be obtained from Specialist Teacher Service and Educational Psychology.

How does Whitehill Primary measure my child's progress and how will I know?

- Your child's progress is continually monitored by his/her class teacher.
- Their progress is reviewed formally six times per year.
- Opportunities for Parent consultations are offered three times per year and your child's targets are then shared with you.
- End of year reports are provided.
- If your child has an EHC plan, they will have individual targets and outcomes.
- The progress of children with an EHC plan is formally reviewed at an Annual Review with all adults, including parents, who are involved with your child's education.

What support is available for my child with SEND at Whitehill Primary?

Quality first teaching by class teacher (Universal Support)

- The teacher has the highest possible expectations.
- All teaching is based upon building on what a pupil already knows, can do and can understand.
- Different ways of teaching (for example, practical activities and visual supports) are in place so that pupils are fully involved in learning in class.
- Progress is formally assessed and recorded six times throughout the year. Targets are set for pupils to ensure that gaps in their understanding and learning are addressed.

Targeted interventions (Targeted Support)

- Some additional individual or small group support may take place, either in the classroom during class time, or outside of whole-class learning. These may be run in the classroom or in sessions outside of whole-class learning.
- Each class plans termly for additional support which makes up the termly Provision Plan. Targets are set and regularly reviewed to ensure the additional provision/intervention is enabling pupils to make progress.
- They may be delivered by a Teacher or a Teacher Assistant (TA).
- Pupils will engage in group or individual sessions with specific targets to help them to make progress.
- All interventions are planned and reviewed under the guidance of the Head of Inclusion, SENCO or class teachers.

Specialist support from outside agencies (Targeted Support)

- This may be from services such as:
 - Speech and Language Therapy service
 - Educational Psychology service
 - Physiotherapy/Occupational therapy
 - School nurse
 - Specialist Teaching Service
- You may be asked to give your permission for the school to refer your child to an outside agency.
- The specialist professional will observe/assess pupils and make recommendations, which may include:
 - Making changes to the way a pupil is supported in class e.g. support from a member of staff or changing some aspects of teaching to support them better.
 - Setting clear targets which will be reviewed and used to evaluate progress.
 - Running an intervention group led by school staff under the guidance of the outside professional.

Specified Individual support (Specialist Support)

- This is provided for children via an Education Health and Care Plan (EHCP). EHC plans are given to pupils who need additional support above and beyond the support outlined in the above categories. This support is available for pupils whose learning needs are severe, complex and lifelong.
- Pupils will continue to receive:
 - Quality First Teaching
 - Targeted Interventions
 - Support from outside agencies as appropriate.
 - An individualised curriculum for specific needs where appropriate.

How are the staff at Whitehill Primary supported and trained to work with children with SEND?

- The Head of Inclusion and SENCO support the class teachers in planning for pupils with SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. the ASD Outreach service, SALT service or medical/health training to support staff in implementing care plans.
- Individual training for an identified staff member may be put onto place, linked with the needs of an individual pupil with SEND.

How is additional support for SEND funded?

- The school receives 'notional SEN funding' as part of the school budget.
- The funding is used to ensure that quality of teaching is good and that there are sufficient resources to deploy additional and different teaching for pupils required SEND support.
- In a very few cases, a very high level of support is required for those pupils with severe and complex needs.
- The school can apply to KCC to request Higher Needs funding to provide additional support for pupils with more complex needs.

Is Whitehill Primary physically accessible to pupils with SEND?

The school has made considerable adjustments to ensure that it is accessible for physically disabled pupils.

- The KS1 building is fully school accessible to pupils with physical disabilities.
- The KS2 building has an upper floor therefore pupils who may have a physical disability will have their classroom situated on the lower floor.
- All key resources are sited on the ground floor of the KS2 building to ensure they are accessible to all.

How does Whitehill Primary support my child with transition?

- In the summer term, the SENCO will meet with Early Years staff, including other SENCOs from local nurseries to discuss individual pupils who may be transitioning into our nursery provision or our reception classes.
- A member of staff from the early years team at Whitehill will then arrange a visit to the child's setting prior to the child joining Whitehill nursery or reception.
- Teaching staff from Whitehill will meet with Year 7 teachers in the summer term to discuss all pupils who will be transitioning to secondary school in September.
- The Head of Inclusion will meet with Secondary school staff, including the SENCO to discuss individual pupils to ensure relevant information is passed on regarding additional support/strategies and interventions that may be required.
- Additional transition days to the Secondary School may be available to enable SEND pupils to have time in their new school to become familiar with staff and the building.

Arrangements made by the governing body for complaints from parents to pupils with SEND concerning provision made at Whitehill Primary:

- Parents should discuss their concerns with their child's class teacher first.
- The normal procedure for the treatment of complaints is also used for complaints made regarding special educational and disability needs.

Useful Links and Information:

- The Head of Inclusion is Mrs J Patterson and the SENCO is Mrs S Payne, both can be contacted through the school phone number: Whitehill Primary School – 01474 352973.
- The Kent Local Offer: Outlines how schools and the local authority make provision for pupils with SEND. This can be found at www.kent.gov.uk .
- Kent Partnership Service (KPPS) provides free, impartial, confidential advice, support and options around educational issues for parents who have children with SEND (0-19). Their contact details are: www.kent.gov.uk/kpps, telephone: 03000 413000, (office) 0300 3336468, minicom 0300 333 6468. Email: kentparentpartnershipservice@kent.gov.uk .
- Kent Parent Carer Forum: www.kpcf.co.uk
- M4S: is a parent driven charity who support disabled children and young people with additional needs. www.m4s.org.uk

Glossary of Terms used in this report:

- ASD – Autistic Spectrum Disorder
- ADHD – Attention Deficit Hyperactivity Disorder
- EHC – Education Health Care Plan
- EP – Educational Psychologist
- KCC – Kent County Council
- LA – Local Authority
- LIFT – Local Inclusion Forum Team
- SALT – Speech and Language Therapy
- SENCO – Special Education Needs Coordinator
- SEND – Special Educational Needs and/or Disability

To be reviewed: September 2018