



Dream Believe Achieve

SEND Information Report 2023-24

Name of the Special Educational Needs/Disabilities Coordinator:

Mrs Natalie Sumner

SEND Consultant & Specialist Teacher:

Mrs Sara Toomey

Contact details:

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Alternatively, an appointment to see Mrs Sumner/Mrs Toomey can be made via the school office and via telephone on **01282 429419**



The kinds of SEND we provided for

Whittlefield Primary and Nursery School is a one form entry mainstream school. We are an inclusive school and aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice 2015*. We aim to actively include children with a broad range of special needs and to ensure that all pupils, regardless of their specific needs, make the best possible progress in a mainstream setting wherever possible. We believe that every teacher is a teacher of every child or young person, including those with SEND. If children are not able to 'learn the way we teach' then we must 'teach the way they learn'. Good practice for pupils with Special Educational Needs is good practice for all.

How We Identify SEND

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. All children are assessed regularly and progress is tracked and monitored. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators, have social or emotional difficulties, are vulnerable or have specific diagnosed needs will be monitored.

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/assessment.
- Pupil progress in relation to objectives in the English and Mathematics policies.
- Standardised screening or assessment tools.
- Evidence/observations from parents.
- Pupils' performance in Early Years
- Screening/diagnostic tests
- Reading and spelling tests IDL
- Information from outside agencies e.g. Educational Psychologist
- Reports or observations
- Records from previous schools
- Information from parents

The identification of SEND at our school is part of our overall approach to monitoring and assessing the progress and development of all pupils. This process is detailed within our Assessment Policy.

We identify the appropriate action to take in order to meet specific needs. Early identification is essential because the sooner we take action the more responsive the pupil is likely to be to the intervention.

The identification process is achieved through continual use of classroom observations, questioning and assessments of all pupils. Progress is tracked formally on a half termly basis and where appropriate, more frequently. This aids identification of their immediate and long term needs.

The SENDCO liaises closely with class teachers and the assessment co-ordinator to analyse data and individually track pupils who are experiencing difficulties.

Class teachers can liaise with the SENDCO and Assessment Coordinator for advice and strategies. If further action is deemed necessary the class teacher will complete a 'referral' form and parents are notified immediately. All criteria for defining Special Educational Needs are in accordance with the Lancashire Education Authority Policy.

All pupils have access to appropriate quality first teaching and the implementation of interventions. However, possible triggers for the identification of Special Educational Needs could be:

- Little or no progress made when teaching approaches/learning styles are particularly targeted to improve the pupils' identified area of need.
- Learning continues at levels that are significantly below those expected for a child of a similar age.
- Communication or interaction difficulties that create barriers to learning and specific interventions are needed.
- Social, Emotional or Mental Health problems which are not improved by the techniques normally employed in the nurturing environment of our school.

- Sensory or physical problems that create barriers to progress despite the provision of personal aids or specialist equipment

If following several weeks of additional support the pupil continues to experience difficulties, the school may, with parental permission, seek the advice of external agencies. To support pupils who have specific needs, the school regularly liaises with other professionals such as paediatricians, school nurses, speech and language therapists and occupational health. The school can request assessments to identify specific needs such as dyslexia and dyscalculia and additional support from agencies such as the IDSS, Holly Grove Special School and providers of Alternative Provision.

Factors that are NOT SEND but may affect a child's progress and attainment are taken into consideration and adaptations are made accordingly.

These may include:

- A disability under the Equality Act 2010 - all reasonable adjustments will be made in order that they can access the full curriculum
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Pupil
- Being a Pupil of Serviceman/woman

Persistent disruptive or withdrawn behaviour does not necessarily mean that a pupil has SEND. Any concerns over a pupil's behaviour will be investigated on the evidence that the behaviour is an underlying response to a need. This may be a learning difficulty or another factor, as noted above. School staff will endeavour to recognise and identify the reasons for the behaviour and take suitable steps to address the root cause.

Communication and Interaction



We have a number of pupils who experience speech and language difficulties. Consequently, we have teachers and teaching assistants who support children with Speech and Language Difficulties in a 1-1 situation or small groups. This may include pupils who find it difficult to understand what others are saying or have difficulties with fluency or forming sounds, words or sentences. We have a range of resources which are used to support children's Speech and Language development and we work closely with Speech and Language Therapists.

Cognition and Learning



We are experienced in supporting children with Cognition and Learning Difficulties through high quality teaching and effective adaptation. This includes children with Specific Learning Difficulties such as dyslexia (specific difficulties with reading or spelling), dyscalculia (specific difficulties with maths) or dyspraxia (specific difficulties with coordination). We also support children with moderate learning difficulties and children on the Autistic Spectrum. For example, we support children by breaking down activities into smaller, achievable chunks; providing appropriate resources including the use of technology or multisensory activities and through providing adult support. We also run a number of interventions. The teachers plan a provision map called a Pupil Overview of Provision (POP) for each of the children in their class that require additional support and this is monitored by the SENDCo and Specialist teachers.

Social, Emotion and Mental Health Difficulties



For some children, difficulties in their social and emotional development can mean that they require additional or different provision. We support these children through pupil mentoring and social skills groups. We involve outside agencies such as ELCAS (East Lancashire Child and Adolescent Service), Child Action North West (CANW) and other specialists if necessary.

Sensory or/and Physical Needs



We work closely with outside agencies to provide support for children in our school who have sensory or physical difficulties. Where necessary, we make adaptations to the curriculum or environment in order to make lessons and learning opportunities accessible to them. We hold regular meetings with outside agencies and parents to review the approaches that are in place.

At Whittlefield, we endeavour to achieve maximum inclusion for all children whilst ensuring all their individual needs are met.

Teachers provide adapted learning opportunities for all the children within the school and provide materials and resources appropriate to the children's interests and abilities. This ensures that all children have full access to the school curriculum.

All members of staff in school have a responsibility for maximising the achievement and opportunity of all learners, including those with SEND. Staff are aware of their responsibilities towards all learners and a positive and sensitive attitude is shown towards all pupils at all times. Whittlefield provides a very nurturing environment for all children.

Who should I speak to about my child's special needs?

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Class Teacher	<p>Always discuss any concerns about your child with the class teacher first of all.</p> <p>Class teachers are responsible for:</p> <ul style="list-style-type: none">▪ Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work or additional support) and letting the Special Educational Needs and Disability Co-ordinator (SENDCo) know as necessary.▪ Writing a Pupil Overview of Provision (POP) and sharing and reviewing these with parents at least once a term and planning for the next term. Adapted teaching and learning for your child as identified on the individuals POP.▪ Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND needs.
Special Educational Needs and Disability Co-ordinator (SENDCo) and Head Teacher	<p>SENDCo and Head teacher are responsible for:</p> <ul style="list-style-type: none">▪ Developing and reviewing the schools SEND Policy, co-ordinating all the support for children with children with special educational needs or disabilities (SEND).▪ Involved in supporting your child's learning.▪ Keeping you informed about the support your child is getting.▪ Involved in reviewing how they are doing.

	<ul style="list-style-type: none"> ▪ Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and language therapy, Educational Psychology etc. ▪ Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in the school are known) and making sure records of your child's progress and needs are kept. ▪ Providing specialist support for teachers and support staff in the school so that they can help children with SEND in school to achieve the best progress possible. ▪ Once a child has been placed on the Special Needs register the SENDCo will monitor his/her progress and liaise with teachers about the type of support that can be provided. <p>You can contact Mrs Sumner/Mrs Toomey or Headteacher via the school office on 01282 429419.</p>
SEND Governor	<p>Our SENDCo Governor is Jo McCue.</p> <p>SENDCo Governors are responsible for:</p> <ul style="list-style-type: none"> ▪ Making sure that the necessary support is given for any child who attends the school who has SEND. <p>You can contact Jo McCue through the school office on 01282 429419.</p>

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

At Whittlefield, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting.
- Child consistently performing below 'age expected' levels or equivalent (e.g. percentile rankings).
- Concerns raised by a parent.
- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance.
- Liaison with external agencies e.g. for a physical/ sensory issue or speech and language.
- Use of tools for standardised assessment through the specialist teacher – Mrs Toomey.
- Children with an EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

Talk to us – contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENDCo. Appointments can be arranged in person, by phone or by email. Please see the school contact details at the top of this report.

At Whittlefield the attainment and progress of all children is carefully tracked and monitored throughout the school year by the class teachers. This process is overseen by the Headteacher/SENDCo who analyses the data. This data can include observations in the classroom to monitor the support in place for a child and any further support the teacher or TA needs to provide for a child's needs,

monitoring of the children's books to see if the targets set are having an impact on their daily work and to make sure the work set is adapted to a child's needs, as well as the attainment data.

On a daily basis, teachers evaluate their lessons and consider whether individual children are making the expected progress within their lessons. They adapt their teaching quickly to make sure all children can make progress with their learning.

If teachers have any concerns regarding a child in their class, they will discuss these concerns with parents and also with the SENDCo. The targets of children who have Pupil Overview of Provisions (POPs) are reviewed termly and teachers are formally asked at these key points of the year to reflect upon the progress of children on the SEND Register and to identify any other children of concern.

Regular dialogue between teachers, teaching assistants and the SENDCo take place. During these dialogues, pupils of concern are discussed and progress/provision of all children on the SEND Register is discussed in detail in order to inform future provision and priorities. Where concerns have been raised, the child may be added to the SEND Register at the 'Monitoring' level so that their progress can be closely monitored and additional support can be put in place as necessary.

The SENDCo would liaise with the relevant outside agencies. This would determine whether any further formal assessments need to be carried out in order to identify key areas to target and to evaluate the effectiveness of any interventions that are put into place. These assessments could be repeated following an intervention programme to evaluate whether progress has been made.

If you continue to be concerned that your child is not making progress you may wish to speak to the special educational needs/disabilities co-ordinator (SENDCo) Mrs Sumner or Mrs Toomey. The school's SEND Governor, Jo McCue can also be contacted for support through the school office.

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

At Whittlefield we believe that children should play a major part in the target setting process and are involved in planning and evaluating their POPs (Pupil Overview of Provision).

We have a School Council which is made up of two representatives from each year group, voted for by their classmates. All children are eligible to serve on the School Council, regardless of special educational needs or disabilities and in recent years several such children have served the Council very well.

All children take part in the Pupil Attitude Questionnaire termly, which produces a numerical summary of views of their own school lives as well as opinions of various school-related topics, such as behaviour. The data shows that the vast majority of children have a positive view of school. Areas for further development can also be identified and improvements planned to ensure all children enjoy their school life.

Children with SEND who have a Pupil Overview of Provision (POP) are involved in discussions about their targets including how well they are progressing and what they need to do as a “next step”. They do this whilst working 1:1 with a teacher or teaching assistant. Adjustments can be made to the targets when necessary to suit the rate of progress.

We also have Pupil Forum which children are invited to by the Head Teacher. They meet once a term to focus on the School Improvement Plan and discuss ideas.

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

The school's Policy for Special Educational Needs and Disability aims to develop partnerships with every parent and carer in the education of their child and to involve parents and pupils in the review process. Parents and carers are valued and their contribution in terms of identification and support for pupils with SEND is fully recognised. Parents/carers with concerns about their child's learning should, in the first instance, contact the class teacher. School operates an 'open door policy' so parents can contact the school office at any time and we will do our best to arrange a meeting with you and the relevant member of staff and/or the Special Educational Needs and Disability Coordinator as soon as possible.

To keep parents informed we have a website with a SEND section. We also have a school app with regular updates for parents, three parents' consultation evenings a year, and one annual and two interim reports that enables parents to give written feedback.

There are annual open days for prospective and current parents and some special open days to showcase children's topic or project learning. Parents are also invited to our celebration assemblies. Parent Forum is held three times a year.

In addition, for children who are on the Special Educational Needs record and have a Pupil Overview of Provision Plan (POP), the POPs are shared with parents when they are written (every term). Parents are invited to discuss the POP with the class teacher. We also share the evaluation of the previous POP to show the progress the child has made against their targets. Sometimes children achieve their targets before the POP is reviewed; if this happens, a new target is set and parents are informed of the new target.

For children with long-term, complex needs, it may be appropriate to request a Statutory Integrated Assessment (SIA) of their needs. This is a long and complicated process but school will guide parents through each step. We would also encourage parents to accept a referral to the Parent Partnership Service. Parent Partnership's aim is 'to inform, support, assist and enable parents or carers, of children with Special Educational Needs or Disabilities, to obtain the best possible educational outcomes for their child'. More information is available by following the link to Parent Partnership Service under the "Help for Parents and Carers" section of the Lancashire SEND website, www.lancashire.gov.uk/SEND.

Key school policies and other documents are available for all via the school's website and free copies of any policies are available at the school office upon request. These can be adapted if requested e.g. enlarged print.

The School Business Manager, Office Manager, Inclusion Lead, Headteacher and/or SENDCo will be happy to help parents/carers to complete forms and paperwork when necessary. This may include reading documents, supporting with understanding of official paperwork (whether from within school or from other agencies) and possibly, in more complex cases, a referral to Parent Partnership Services, as above. The School Business Manager will also support parents with online school applications if they do not have access to computer or Internet at home.

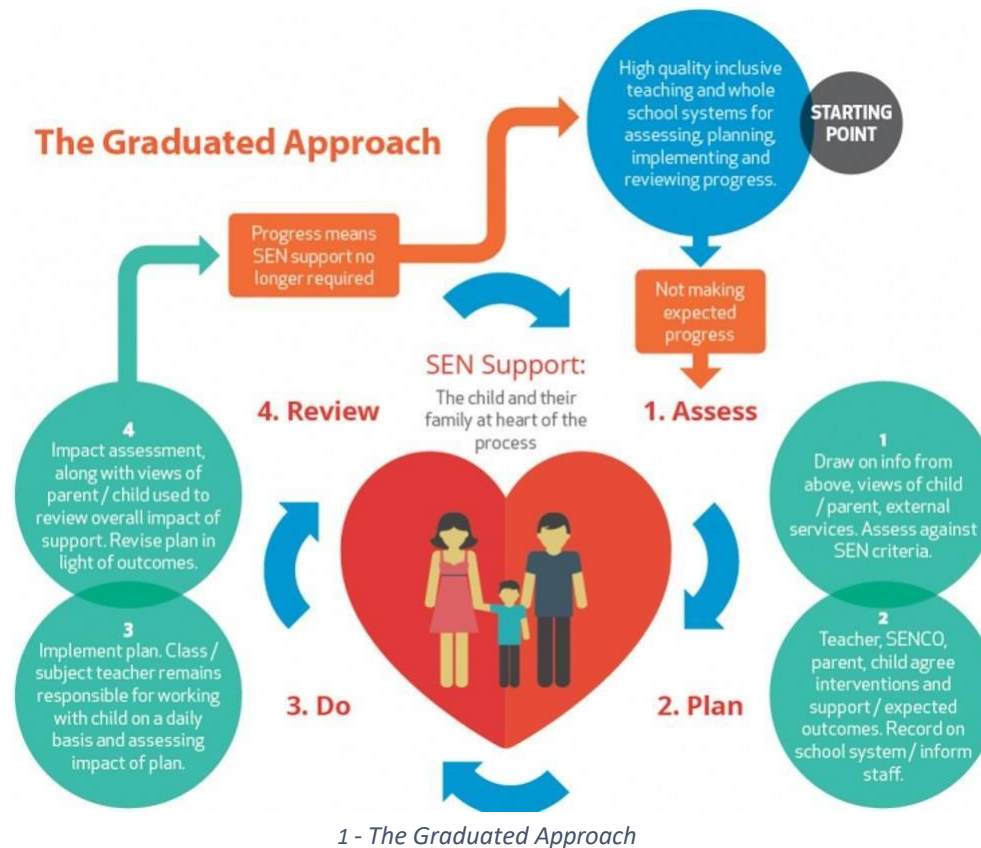
Information, advice and guidance for families of children with SEND is available via the SENDCo and/or links on our website.

When children join the school, we make a Home – School Agreement to help parents to understand the parameters and expectations in school. If parents wish to become even more closely involved with school life, we have places for parents to sit on our governing body and elections for these positions take place on a 4-yearly cycle. Our Parent Forum is open to all parents. Parental surveys are also completed and actions taken in response to this.

How will the curriculum be matched to my child/young person's needs?

If the learner is identified as having SEND, we will provide support that is 'additional to' or 'different from' the differentiated approaches which are provided as part of high quality, personalised teaching.

As part of the new Code of Practice 2015, we will engage in the four stage process: **Assess, Plan, Do and Review**.



Assess: take information from parents or carers, class teachers and their assessments and the child where appropriate.

Plan: identify barriers to learning, intended outcomes and details of support. This information will be recorded on a POP which will be reviewed at least termly.

Do: provide the additional support. The class teacher is responsible for working with the child on a day to day basis which includes overseeing interventions undertaken outside of the classroom. Teachers work closely with the teaching assistant delivering the intervention to discuss progress and to ensure links are made with classroom teaching.

Review: measure the impact of the support provided and consider any changes which may need to be made. All of those involved with the child will contribute to this review which will happen at least termly.

This additional support will be tailored to meet the child's needs and will target the area of difficulty. These interventions may be within class, with a small group of children with similar needs or on a one to-one basis. The support provided, and its impact, will be monitored closely and shared regularly with child and with their parents or carers.

For a small number of learners, their needs may require access to technology e.g. modified ICT equipment, recording devices or larger print etc.

While the majority of children will have their needs met in this way, some may require an EHC (Education, health & care) needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan.

Resources and extra support will be assessed and provided for if required, for individuals based on their needs.

How accessible is the school environment?

Our school has an Equality policy which refers to accessibility. A copy of this is available on our school website.

The school is approached from a busy road; there is a secure access gate which requires opening from inside the building. Large metal gates are locked to the car park for staff. Arrangements are made for disabled parking on an individual basis.

Access to the school entrance is steps. However, the school carpark entrance has a flat access to the door. School is wheel-chair accessible and, in addition to normal toilet facilities, there is a disabled toilet within the EYFS unit and in the KS2 building.

School staff are on duty on the school playground from 8:45am. All infant children are supervised as they leave school to ensure safe handover. If someone other than a parent is collecting the children, school must be informed in advance. Upper KS2 children are allowed to make their own way home if parents have previously informed the school, otherwise they must be collected. For children with SEND, specific collection/handover arrangements may be made (e.g. wheelchair users or if there is a risk of a child running away).

SEND children are supported by dedicated staff at playtimes and lunch times. Teachers/teaching assistants ensure help with the handover process at the start and end of the day.

If you have specific access queries or concerns please speak with us.

How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

At Whittlefield we have children with a range of SEND. We support these children in many different ways to ensure that they have access to a broad and balanced curriculum. They may have additional needs in one or more areas as set out in the SEND Code of Practice, 2015.



Communication and Interaction

We have a number of pupils who experience speech and language difficulties. Consequently, we have teachers and teaching assistants who support children with Speech and Language Difficulties in a 1-1 situation or small groups. This may include pupils who find it difficult to understand what others are saying or have difficulties with fluency or forming sounds, words or sentences. We have a range of resources which are used to support children's Speech and Language development and we work closely with Speech and Language Therapists.



Cognition and Learning

We are experienced in supporting children with Cognition and Learning Difficulties through high quality teaching and effective adaption to the curriculum. This includes children with Specific Learning Difficulties such as dyslexia (specific difficulties with reading or spelling), dyscalculia (specific difficulties with maths) or dyspraxia (specific difficulties with coordination). We also support children with moderate learning difficulties and children on the Autistic Spectrum. For example, we support children by breaking down activities into smaller, achievable chunks; providing appropriate resources including the use of technology or multisensory activities and through providing adult support. We also run a number of interventions. The teachers plan a provision map for each of the children, called a POP, in their class that require additional support and this is monitored by the SENDCo - Mrs Sumner and SENDCo Mentor & Specialist teacher - Mrs Toomey.



Social, Emotional and Mental Health Needs

For some children, difficulties in their social and emotional development can mean that they require additional or different provision. We support these children through pupil mentoring and social skills groups. We involve outside agencies such as ELCAS (East Lancashire Child and Adolescent Service), Child Action North West (CANW) and the BIV (Burnley Inclusion Voice) if necessary.



Sensory or/and Physical Needs

We work closely with outside agencies to provide support for children in our school who have sensory or physical difficulties. Where necessary, we make adaptations to the curriculum or environment in order to make lessons and learning opportunities accessible to them. We hold regular meetings with outside agencies and parents to review the approaches that are in place.

At Whittlefield, we endeavour to achieve maximum inclusion for all children whilst ensuring all their individual needs are met.

Teachers provide adapted learning opportunities for all the children within the school and provide materials and resources appropriate to the children's interests and abilities. This ensures that all children have full access to the school curriculum.

All members of staff in school have a responsibility for maximising the achievement and opportunity of all learners, including those with SEND. Staff are aware of their responsibilities towards all learners and a positive and sensitive attitude is shown towards all pupils at all times. Whittlefield provides a very nurturing environment for all children.

How is the decision made about the type and quantity of support my child/young person receives?

We endeavour to teach in a multi-sensory manner to appeal to all types of learners. Some children's needs can be met through differentiated work, classroom adaptations and/or targeted support in class. Examples may include: Focus Group with Class Teacher or TA, classroom positioning, organisational aids (task ladder, visual timetables etc), large print documents, coloured dry-wipe boards, coloured backgrounds for the interactive whiteboards, specially adapted work books, coloured overlays and/or paper, pencil grip aid, sloped desks.

We are building up a bank of resources to assist children with additional needs and are constantly evaluating and updating this to meet the needs of the children we have in school.

Other children may access targeted and time-limited small group interventions (usually in withdrawal for limited periods) e.g. Further English support, Maths intervention, Fine and/or Gross Motor Skills, Social Skills or bespoke small group interventions.

A very small minority of children will require a fully bespoke curriculum. This will depend on the needs of the child but could include having learning 'chunked' into bite-sized pieces where the range or depth of learning is adjusted to suit the child.

For all children with Special Educational Needs, the class teacher, SENDCo and teaching assistants will liaise closely and make special arrangements in the class. This may involve grouping, a special programme of learning, modified tasks, different seating arrangements or extra adult intervention.

For children who have support from external agencies, provision involves the expertise of the relevant external professionals. Any advice (written or verbal) will be included in the POP. There may be some direct input and advice from a specialist teacher from within the LA (Inclusion and Disability Support Service, IDSS) or from other agencies such as the LA Educational Psychology Service, Speech and Language Therapy etc.

Where a child has an Education, Health and Care Plan, the provision and approach to teaching this child, is laid out in their Plan.

There are currently thirteen teaching assistants (TAs) working in school ensuring support in every class with some additional support to be deployed where and when the need arises, including in-class support, the one-to-one delivery of Pupil Overview of Provision (POPs) and small group interventions.

We have a range of ICT programmes for pupils with SEND (e.g. Indirect Dyslexia Learning,). There are interactive whiteboards in all classrooms and the use of iPads, laptops and desktop computers within the classrooms.

Access arrangements for National Curriculum tests are in line with DfEs guidelines which are issued each year. i.e. When children meet the prescribed criteria for extra time, rest breaks, a reader (for maths), a scribe, enlarged print or 'live voice' for mental maths tests etc.

We also provide high quality Nurture for groups of children. Children are assessed using the Boxall Assessment and then provision is planned dependent on their identified needs. The sessions work on social skills, communication skills and behaviour. The Nurture Group Leader works closely with our SENDCo to ensure all individual needs are addressed.

Our inclusive approach to provision means that the majority of pupils have their needs met by adapting planning that is used across the school. To ensure personalised learning takes place, lessons are structured to provide a varying range of activities. (Quality First Teaching).

Class Teachers have responsibility for enabling all pupils to learn. To achieve this they:

- have high expectations of all pupils plan appropriate work / activities for their pupils
- ensure that support is available for all children (inclusive 'quality first' teaching) adapt the curriculum to take account of different learning styles, interests, abilities
- ensure that all children can be included in tasks / activities monitor individual progress
- celebrate achievement
- identify those children who require additional or different support in order to make progress
- set targets on POPs through discussions with pupils and with parents.
- Teachers are familiar with the relevant equal opportunities legislation from the Equality Act 2010 covering the protected characteristics: race, gender, disability, sexual orientation, religion or belief and age.

The school adopts a flexible approach to support provision in order that a child's individual needs can be met. The support provided usually falls into one of the following categories:

- Support in the classroom
- Focused withdrawal support from the classroom 1:1 tuition
- Attendance at Nurture Group

This support may be provided by Teaching Assistants, Teachers, SENDCO or external agencies.

The role of staff supporting children is:

- through 'quality first' teaching - support the teachers in enabling all children to have access to the teacher
- support the teachers in enabling children with SEND to have access to an appropriate curriculum
- encourage and promote independence and resilience in the children
- liaise with the Class Teacher
- help to prepare resources and adapt materials
- lead interventions to close the gap for children experiencing difficulty promote the inclusion of all children in all aspects of life at school.

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

Assessment for all children is a continual process and takes many forms, as laid out in the school's Policy on Teaching and Learning. For many children with SEND, the teacher's assessment of need is sufficient to decide what provision is needed in the classroom, as part of a group and on a 1:1 basis through a POP.

It is the responsibility of the Head Teacher, through the class teachers, to monitor the support and provision for pupils with SEND in their care. This work is co-ordinated by the school's SENDCo. Throughout the school, children's progress in maths and English is formally assessed by teachers every term. All of this information is monitored and evaluated to ensure that provision for all children is matched to their needs. This is alongside the monitoring undertaken by the SENDCO on matching provision to what is happening in the classroom for each child on the SEND register.

Specific additional assessments for children with potential or identified SEND can also be carried out by the specialist teacher in school, usually starting with targeted classroom observations. Examples of specialist assessments available are: Wide Ranging Achievement Test (WRAT5), Wide Ranging Intelligence Test (WRIT), British Picture Vocabulary Scale (BPVS) etc. These can be repeated at a later date to measure progress.

All POPs have SMART (Specific, Measurable, Achievable, Realistic, Timed) targets which are monitored weekly (on a 'can they do it' basis) by the teaching assistant, backed up by the class teacher. The child is also encouraged to self-evaluate against their targets on a weekly basis with the teaching assistant and/or teacher. New targets are set as soon as each target is met. POPs are formally reviewed and evaluated 3 times per year by the class teacher and/or SENDCo, pupil and parents; this may involve the repetition of a specialist assessment, as above. A copy of a child's POP is sent home, along with a copy of the previous, evaluated POP and parents are invited to discuss this with the class teacher, contributing to the evaluation / target setting if they wish. This is so that they can support their child in achieving their targets through activities in the home.

For children with an Education, Health and Care Plan, an annual review (6 monthly for under 5s) will be carried out by the school in conjunction with the LEA. Parents and external agencies are strongly encouraged to attend. Reviews in year 5 are used to begin to establish the parent's choice of high school in order to assess the arrangements prior to the transfer. Depending on when the annual cycle of reviews falls, an additional review may be necessary in late summer term of year 5 or early autumn term of year 6 will confirm parents' choice of high school and a further transition review, when a high school place has been allocated, will be convened and the high school SENDCo invited.

What training have the staff supporting children/young people with SEND had or may they have?
What specialist services or expertise are available at or accessed by the school?

We recognise that to effectively support, we need to have the skills and knowledge to understand the needs and issues that individual children face. Therefore, Continuing Professional Development (CPD) is offered to all staff. A record of CPD is kept in the office and the need for training is reviewed by the senior leadership team each year through the Performance Management systems for teacher and teaching assistants. Specific training will be made available to staff to support the needs of a particular child(ren) if the expertise is not already in school.

All of our teaching assistants have had training for the interventions that they deliver and work closely with the class teacher and SENDCo to monitor impact.

All staff are given regular SEND updates and support from the SENDCo alongside the specialist teacher within cognition and learning.

The SENDCo attends regular cluster meetings and also relevant training events which is then cascaded down to other staff.

Designated staff have undertaken relevant First Aid Training, including Emergency Aid, First Aid at Work and Paediatric First Aid. A number of relevant staff have had Epipen training through the School Nurse or other NHS professionals. Staff are trained on any medical care that is needed in order to treat a child in school.

What specialist services or expertise are available at or accessed by the school?

If children fail to make progress, despite targeted, reactive intervention over a period of time, outside agencies may be requested, with the parents' consent. This may include: services from our own specialist teacher, the Local Authority, Speech & Language Therapy Services, Occupational Therapy, Physiotherapy, an Educational Psychologist or health services such as a paediatrician.

These outside agencies will be contacted by the SENDCo, GP or the Parents and will work with the child in and out of school on individual programmes. These professionals will also be invited into annual reviews to meet with the parents or carers. Some children will require specialist, termly visits from outside agencies and these will be arranged within school time.

Occasionally, even with the support of external agencies, we may identify that we are unable to fully meet the needs of a pupil through our own provision arrangements. In these circumstances, an assessment of the unmet needs would be carried out through the CAF process which would involve parents, pupils and all agencies involved in the pupil's care. More information on this can be found on the Lancashire County Council website:

<http://www.lancashirechildrenstrust.org.uk/resources/?siteid=6274&pageid=45139>

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

Change can be challenging for all children, particularly children with SEND. At Whittlefield we believe transition is key to success. Therefore, we have lots of procedures to support the transition of children with SEN as they join our school, move to new classes within the school or transfer to new schools.

Joining our school:

We work closely with preschool settings to support the successful transition of all of children as they begin their school journey with us in Reception. Our Reception teacher visits the children in their preschool setting or at home and the children come into school for an induction period. In order to support children and families of children with SEN, we also offer meetings in the term before the children start school with the SENDCo, teacher, parents, and representatives from the preschool setting in addition to any other professionals that are supporting the child or family. This ensures that we are well informed about the child's additional needs and can plan appropriate provision for when the child starts at school.

At this meeting, we can also agree any other strategies that could support a successful transition including photo books, extra visits to the school and home visits.

If a child with SEN is part-way through their school career, we will arrange for parents to meet with the SENDCo and Headteacher to discuss the child's needs. We will also liaise with the child's previous school to discuss strategies and support that have been effective in the past. If necessary, we can arrange extra visits to support a child's transition to us.

Moving classes:

We have a structured transition programme to support children as they move between classes or key stages within the school. Teachers are given allocated times to meet and share information about each child, including effective approaches and strategies for meeting the needs of children with SEND. All children are given the opportunity to spend time with their new class teacher, usually spanning four weeks. Where necessary, children with SEND make extra visits to their new classroom, are supported by social stories to prepare them for the changes ahead and their new classroom, teacher and any other adults that will be supporting them. For children with complex additional needs or for children who will find the transition particularly challenging, a meeting is arranged with parents and both the previous and new class teacher.

Transferring to a new school:

Moving on to secondary school can be an exciting but daunting time for all children so at Whittlefield we ensure that the children are well prepared for the transition. We have good links with the local Secondary Schools including special schools within the area.

Where necessary, additional support arrangements such as extra visits and transition projects can be put in place to support a successful transition to secondary education. For children with Special Educational Needs and for children who are likely to find the transition more challenging the SENDCo will arrange an extra visit to the secondary school. If a child with SEND is moving to a new school before the end of Year 6, we ensure that all relevant paperwork is forwarded to the receiving school.



How will my child/young person be included in activities outside the classroom, including school trips?

Children with Special Educational Needs and Disabilities are welcomed and actively encouraged to go on all trips (including residential) and to attend all clubs. Where appropriate, parents will be consulted from the planning stage and all reasonable adaptations and adjustments made to ensure that children with SEND can safely access and enjoy the social and skills development that such activities bring. The adaptations will usually be the result of the risk assessment and may include additional support, extra time allowances, amendments to the activity (e.g. through use of different equipment) etc.

All activities within and outside school are covered by a risk assessment. These are carried out by the Premises Manager (Headteacher) and/or the Lancashire County Council. Additional risk assessments are carried out for specific children with advice from appropriate agencies, depending on their needs. Risk assessments for school trips are also monitored by the Governing Body and Lancashire County Council.

Before and after school care is available at Whittlefield Primary School from 7:30am until school opens and from 3:15pm until 6:00pm during term time. Further information can be obtained from the school office.

After-school activities are offered to children each half term. All of our teacher led clubs are free of charge as well as our lunchtime sports, thanks to funding from Sports Premium and Pupil Premium. These clubs are open to children regardless of Special Educational Need or Disability, with reasonable adjustments. Additional school staff are on duty to support SEND pupils as required, especially if clubs are run by external agencies.

What support will there be for my child/young person's overall well-being?

Medical

The school has a variety of policies which cover health and wellbeing issues e.g. Medicines in School Policy, Accident / Incident Report Procedures Policy etc.

Some medication, such as asthma inhalers are kept in the teacher's medical basket in the appropriate classroom. All other medication is kept in the locked First Aid Cabinet in the office or in the staff-room fridge if necessary. All medicine is recorded in a medicine log along with details of dosage and frequency; parents sign to grant authorisation to the school to administer to their child. Full records are kept in accordance with the appropriate policy.

For individual children with specific needs, Care Plans are written at a meeting between a member of the school's staff, the child's parents, the child (when appropriate) and the School Nurse. Any new adults coming into school go through an induction process in accordance with the school's Induction Policy to ensure they are made aware of any particular needs. Additionally, staff receive training to deal with specific difficulties, when the need arises e.g. how to deal with a diabetic child or the use of Epi-Pens. Where a child's health care needs may impact on their ability to access an educational trip or activity, additional advice is sought from parents and/or health care professionals, as appropriate. School deals with medical issues through a graduated response. Trained school staff deal with minor issues but we would always err on the side of caution if it was felt that an illness, injury or medical attack was more serious and contact the emergency services. School will always try to contact parents/carers in these instances so it is important that the office has up to date contact details including home and mobile telephone numbers.

Emotional and Social

Whittlefield Primary and Nursery School aims to provide a safe, nurturing environment in which all pupils achieve their full potential and have the skills and confidence to meet the challenges of the future. To support pupils and their families, the school liaises with all relevant specialist agencies such as the family and medical centres, ELCAS, Blossom Tree, paediatricians, speech therapists, occupational therapists, school nurse etc. Although none of these are based in school, some do come into school to carry out assessments and therapy, with parental permission. School also has links with the Outreach Service of the special school, Holly

Grove and may, with parental permission, ask for their advice and support for a child with particular emotional or behavioural difficulties.

In some cases, school or one of the other agencies may complete an EHA (Early Health Assessment) form with parents. This is an assessment and planning tool which is used to gather information about children and families in one place to help the family to decide what type of support is needed. It may be used to address an unmet educational need (as above) or an emotional or social need. More information for families about the EHA process is available here:

<https://www.lancashire.gov.uk/practitioners/supporting-children-and-families/early-help-assessment/>

Sometimes, Early Help Assessment Plan (EHAP) meeting is called to continue the system of support for the family. These are usually held in school and parents will always be involved.

Bullying and Child Protection

All children are taught about anti-bullying, friendships and staying safe through a combination of age-appropriate PSHE (Personal, Social, Health Education) lessons, daily whole-school assemblies and an annual visit from the Life Education Bus. Anti-bullying week encourages children to recognise when to speak to members of staff if they are worried especially during playtimes. Children with specific difficulties may be teamed up with a buddy to ensure their inclusion, safety and well-being on the playground. Additionally, all staff (including welfare) are made aware of vulnerable children and, if appropriate, a key worker may be allocated to a specific child.

Online-Safety is taught in an age appropriate manner throughout the school, recognising the potential dangers and issues on the Internet. Pupils' views on safety, bullying and attitudes to risk are sought through the annual Pupil Attitude Questionnaire.

Any bullying incident is dealt with in accordance with the school's anti-bullying policy, which is available on the website and from the office on request. In accordance with legislation, the school has a Designated Senior Person (DSL) and two deputy DSLs to deal with issues related to Child Protection and Safeguarding. All staff receive regular Child Protection awareness training.



How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

All SEND children have either: an Education, Health and Care Plan (EHCP) and/or a Pupil Overview of Provision (POP). All of these are reviewed regularly, as laid out above.

The SENDCo reports annually on the efficient and effective use of resources for pupils identified as having SEND. The monitoring and evaluation of progress of pupils with SEND is detailed in the Graduated Approach section of the Policy for SEND. For pupils with an Education, Health and Care Plan, annual reviews (6 monthly for under 5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice 2015;

The SENDCo collects and analyses tracking data for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (SEND learning walks, professional dialogue, discussions with pupils and parents etc) to make a judgement on effectiveness. Children with SEND are expected to make at least the same progress as their peers because of the additional provision they receive. If this is the case, provision is judged to be effective. The SENDCo meets with the SEND Governor once per term and they jointly produce a report on the quality and effectiveness of SEND provision. As part of the School Development Plan, the SENDCo produces an annual action plan and updates progress against this on a termly basis.

Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the Senior Leadership Team and/or SENDCo. The cost of all such provision will be calculated in the future, based on the pro-rata cost of the allocated time for the member of staff delivering the provision (for internally sourced provision) or on actual billed costs (for external providers or specialist resources purchased). Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Senior Leadership Team and/or SENDCo to ensure that the effectiveness and efficiency of provision is maximised.

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

Whittlefield has a specialist teacher/SEND consultant in regular attendance. Mrs Toomey oversees the specialist provision for the children with SEND, carries out diagnostic assessments when necessary and supports the SENDCO.

Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND.

The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc as required.

As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including: Health services including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), clinical psychologist, paediatricians, speech and language therapists, occupational and physiotherapists; Children's Services including: Early Help locality teams, social workers; educational psychologists and specialist advisory teachers.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

Please speak to the class teacher in the first instance

General information relating to SEND can be found on the school website, included within the SEND policy. This can be found on the policy page of the school website www.whittlefield.lancs.sch.uk

Further information is available from the SENDCo/Head teacher, or, in exceptional circumstances, the SEND Governor.

The school has a complaints policy, which is available on the policy page of the school website.

You might also wish to visit the following websites:

- Lancashire County Council's Local Offer, outlining services available for children and young people who have SEND, can be found at: <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/about-lancshires-local-offer.aspx>.
- Contact Parent Partnership Service: <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support.aspx>
- Contact IPSEA (Independent Parental Special Education Advice) www.ipsea.org.uk/

Where can I find the contact details of support services for the parents of children/young people with SEND?



The information in this report feeds into Lancashire County Council's Local Offer which details support, opportunities and services available to children and young people their area that have SEND.

This can be accessed at:

<http://new.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

The Independent Advisory Service (IAS) formally Parent Partnership Service can also provide information, support and advice service to the parents or carers about their child's special educational needs. To contact them please call 0300 123 6706 or visit

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support.aspx>

Contact IPSEA (Independent Parental Special Education Advice) <http://ipsea.org.uk>

Where can I find information on where the local authority's local offer is published?

This website also contains a vast amount of information on SEND related matters including an extensive list of support agencies which may be useful to parents and carers.

If you do not have access to the Internet, please ask for assistance at the school office.

Lancashire County Councils Local Offer – www.lancashire.gov.uk/send