



Whittington CE Primary School SEND Local Offer Document



SENCO – Mrs. K. Watkins (Contact Number 01691 662269)

Responsible for:

- Coordinating all the support for children with all special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children 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 getting
 - involved in reviewing how they are doing
- 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, Teacher of the Deaf etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of your child's progress and needs as well as meeting with your child's class teacher on a regular basis.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Our Approach

If your child is identified as not making consistent progress through two cycles of Plan, Do, Assess, Review as determined by the SEN Code of Practice 2014, the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals if required

- give you the opportunity to have input into appropriate targets set for your child
- invite you to any necessary review meetings at later date

Teaching and Learning

Our approach to teaching pupils with SEN:

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met and that all teaching is based on building on what your child already knows, can do and can understand.
- Support staff may interpret and modify planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups where necessary.
- That the teacher has the highest possible expectations for your child and all pupils in their class.
- Your child's class teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and requires some extra support to help them make the best possible progress. All children in school should be getting this as a part of excellent classroom practice when needed.

Progress and Review

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally twice a year using standardised tests in Reading, Grammar, Punctuation and Spelling & Maths
- At the end Key Stage 2 all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are results that are published nationally. Children with SEND may have access arrangements for their SAT's in order to support them better.
- Children who are identified as having an area of concern or progress has been limited, will have an individual Pupil Centred Plan (PCP) which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with an Education Health Care Plan (EHCP) of SEND is formally reviewed at an Annual Review with all adults involved with the child's education.
- The progress of children with an Graduated Support Pathway (GSP) is reviewed within the time frame set by the Local Authority

Parents

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. They should be your first point of contact.
- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have alongside your child's class teacher.
- All information from outside professionals will be discussed with the class teacher or SENCO and if possible with the person involved or where this is not possible, in a report that you will retain a copy of.
- Pupil Centred Plan's (PCP's) will be reviewed with your involvement each term.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

Pupils

For pupils with SEND we:

- Share their targets with them so that they are aware of what we are working towards
- Involve them in their best suited style of learning in order to make the most progress
- Listen to their views when appropriate and use Restorative practices approaches
- All children are invited to their Annual Review as part of the process

Inclusion

- The main school building is accessible to children with physical disability via ramps.
- There is also a ramp for access in through the Year 4 classroom which then enters the main building
- There is an Accessibility toilet available to all pupils and adults
- Breakfast Club and After school Club is inclusive for all children with SEND
- Extra-curricular activities are inclusive for all children with SEND
- We ensure that equipment used is accessible to all children regardless of their needs

- Where applicable, individual children may have an appropriate risk assessments for trips and residential trips and these are reviewed regularly with parents, SENCO and the School Business Manager/Health and Safety Lead.

Staff Training and Development

- The SENCO's job is to support the class teacher in planning for children with SEND.
- The school offers regular training to all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND as the need arises.
- Opportunities for all staff to work collaboratively with other schools when training opportunities arise.
- Staff regularly communicate with the school SENCO in order to discuss training needs and in school expertise is utilised in every way

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

Support Services

- The school budget, received from Shropshire LA, includes money for supporting children with SEND.
- The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Senior Leadership team discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.

Funding that is directly provided by the school and visits organised jointly:

- One full time Learning Mentor, Mrs. Rachel Vaughan
- SENCO – Mrs. K. Watkins (NASENCo Award with Spld Dyslexia PG Cert)
- Educational Psychology Service

Paid for centrally by the Local Authority, delivered in school but not managed by the school:

- Sensory Inclusion Service for children with visual or hearing needs
- Speech and Language Therapy

Provided and paid for by the Health Service, but may be delivered in school:

- School Nurse
- Occupational Therapy
- Speech and Language Therapy - SLIC
- Physiotherapy

Provided for by the Health Service but managed outside of school:

- BEE-U (CAMHs)
- Paediatric referrals
- Hospital referrals

When appropriate we may access and secure more specialist expertise from external provision

Transition

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving child to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child and invite them to any appropriate review meetings
- We will make sure that all records about your child are passed on as soon as possible – paper records and electronic records
- When moving classes in school:
 - Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All individual PCPs will be shared with the new class teacher.
 - We carry out more than one 'Move Up' session when moving to a new class.
 - Our Learning Mentor and School SENCO support transition meetings for all pupils who teachers feel need additional support with transition arrangements. This intervention program ensures all pupils feel safe, secure and are supported when changes classes.

Emotional and Social Development

Children that may require support for this area of SEND may utilise the support of our Learning Mentor and Pastoral Lead Mrs. Vaughan. This will be determined through regular Safe Guarding and Well Being Meetings that involve members of the Senior Leader Tea, SENCO and Learning Mentor. Her case load is continually evolving and is evaluated on a regular basis. Opportunities to meet with SENCO or Learning Mentor are offered to parents during target setting meetings.

Bullying

Please see Behaviour policy on school website

Complaints

- If you have concerns about your child's progress you should speak to your child's class teacher initially and agree how to plan ahead in supporting your child.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the school SENCO
- If you are still not happy you can speak to the Headteacher Mr. Carl Rogers or the school SEND Link Governor Mr Mark Fosbrook.

Evaluation

SEND at Whittington CE Primary School is evaluated through a variety of forms:

- Professional Growth Meetings with SENCO
- Weekly Senior Leadership Meetings
- Half termly Safeguarding and Well Being meetings
- Agenda items on Professional Development meetings
- Pupil progress meetings
- Annual report to Headteacher and Full Governing Body

This document will be reviewed in Autumn 2023 by Mrs. K. Watkins SENCo

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