



# SEND Information Report

## 2023-2024

At Whitecote Primary School we ensure that all children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of the individual child's potential.

This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

### **Main contacts:**

Headteacher: Mrs Frances Stead

SENCO: Mrs Helen Sawdon

Assistant SENCO: Mrs Karen Johnstone

Pastoral and Family Support Manager: Mrs Tracey Tweed

They can all be contacted through the school office: 0113 216 4800 option 3 or [pastoral@whitecote.co.uk](mailto:pastoral@whitecote.co.uk)

Our local authority's local offer is published here:

<https://www.leeds.gov.uk/residents/children-families-and-carers/local-offer/leeds-local-offer/special-educational-needs-disability>

The government guide to SEND for parents: <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

### **What types of SEND does Whitecote Primary School support?**

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

- Communication and interaction, for example, autistic spectrum disorders, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### **How do we identify pupils with SEND and assess their needs?**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

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/carers. 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. Every learner has their progress closely monitored through regular pupil progress meetings and frequent consultation with parents/carers. Children who are not making expected progress are highlighted and interventions or additional support or resources are allocated depending on need.

We will use the full range of external agencies that are available to support school – such as, speech and language therapy service, Autism Team, Educational Psychology Service, SENIT and many more.

The SENCO, Assistant SENCO and Pastoral and Family Support Manager work closely to ensure pupils with social, emotional and mental health difficulties are supported, as well as meeting any learning needs.

If appropriate, the school will support in statutory assessment and work towards developing an Education Health Care Plan if required.

### **How do we involve parents/carers and pupils?**

We will have 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

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

Parent and pupil voice is obtained when developing and reviewing ISARs, IEPs and IBPs.

### **How do we assess and review pupils' progress towards outcomes?**

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

The teacher will work with the SENCO or Assistant 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 and 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.

Targets, strategies to support and identified successes will be included on plans, which will be reviewed regularly. In addition to this, class teachers meet with Senior Leaders and the Headteacher after each assessment checkpoint to evaluate the success of strategies and interventions used and plan for how to move forward. These are called 'pupil progress meetings.'

### **How do we support transition?**

We will consult with parents/carers and previous settings about any SEND provision required. Class teachers, SENCO, Assistant SENCO and Pastoral and Family Support Manager liaise closely with all secondary schools to ensure that appropriate provision is put in place in Year 6 – including the sharing of information and additional transition arrangements. We ensure that all records are passed on as soon as possible.

### **Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. In line with the 2014 SEND Code of Practice, the school promotes high quality first teaching in classes. All teachers are teachers of children with special educational needs and/or disabilities.

Pupils with additional needs are supported in a variety of ways including: differentiated activities tailored to their needs, activities planned from the child's interests, support from the class teacher or teaching assistant, the use of specialist equipment, small group or individual interventions to achieve specific outcomes, adapting the environment – use of visual prompts, reduced visual/auditory stimulation, use of sensory spaces, safe spaces, movement breaks and use of equipment to support physical disabilities – e.g. feeding tubes, walking frames, use of the hoist in the care suite.

### **How do we adapt the curriculum and the learning environment?**

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

- Differentiating 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.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Provision is made during lunchtimes for pupils who find it difficult to spend that time outside or in busy places.
- The use of Thrive and Nurture provision/interventions
- Quiet spaces are used for some children with SEMH needs, sensory needs, autism or other needs which mean the classroom environment can be over-stimulating at times.

### **Expertise and training of staff**

The school SENCO is well-supported by an Assistant SENCO and Pastoral and Family Support Manager. These staff members have no teaching commitments to enable them to manage the SEND provision, refer to external agencies, support staff, parents/carers and children, write plans and funding applications and review these according to the particular timescales required. The SENCO and Assistant SENCO are allocated 5 days a week to manage SEND provision. The SENCO is experienced and has completed the National Award in Special Educational Needs Coordination.

We have a team of dedicated teachers, support assistants and HLTAs who are trained to deliver SEND provision.

In the last academic year, staff have been trained, where relevant in:

Selective Mutism

Blank level (speech and language)

Radio aid and deaf awareness training

Community nurse team for gastronomy feeding

PEG training  
Thrive  
Level 1, 2 and 3 STARS Communication training  
Understanding Autism  
Upcoming ADHD training  
Team Teach  
Cochlear implant training  
Dyslexia  
Mental Health training  
Mindmate training  
Whole staff training in understanding Autism  
Visuals and Intensive Interaction  
AET Level 2  
AET Level 3  
Early Years AET Level 2  
SDD training  
Deaf Friendly Learning Environment  
Teachers IPM training  
Moving and Handling  
Pre-verbal Communication workshop  
Foundation Stage Makaton  
AET Lead Practitioner  
FFI Funding  
Dyslexia for teaching staff  
Dyslexia for TAs

### **How do we evaluate the effectiveness of SEND provision?**

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

- Reviewing pupils' individual progress towards their goals each term – Individual Provision Maps and EHCP trackers termly
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps
- Regular 'book looks' and SEND Learning Walks

- Holding annual reviews for pupils with Education, Health and Care Plans and holding reviews for Funding including ISARs

### **How do we enable pupils with SEND to engage in activities available to those in the school who do not have SEND?**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residentials and other off-site visits. Additional support and arrangements would be made to facilitate this.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

We have disabled access to all areas of school with ramps and are also able to help children with mobility and sight difficulties. We also have a care suite for children with a higher degree of need. When a disabled child is being admitted to school, meetings are held with parents, previous settings and outside agencies to identify any training needs, adaptations to the school environment and equipment required. If we need to employ a member of staff to be on a 1:1 basis we will identify this prior to them starting. A risk assessment is completed to identify any risks. A PEEP is completed.

We would then work with outside agencies to fully support a child with any disability to access school, including purchasing or hiring equipment to enable them to access their environment.

Our policies include equalities and protected characteristics. Anti-bullying policies and SEND policy support inclusion for all and ensuring that no child is being treated less favourably than any other.

### **How do we provide support for emotional and social development?**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of all aspects of school life.
- Pupils with SEND are also encouraged to be play leaders and have other jobs around school to promote teamwork/building friendships etc.
- Whitecote Primary School is a 'Thrive' school – committed to and receiving whole school and specialist training in the Thrive approach to help adults support the social and emotional development of the children in our school.
- We have a Pupil Well-Being Manager and together with another colleague, they are Licensed Thrive Practitioners. They are supported by a member of the Senior Leadership Team, Mrs Helen Burling who has received training in Leading Thrive in school.
- We have a strong Pastoral Team, led by our Pastoral and Family Support Manager. This experienced and knowledgeable team provides a range of nurture provision and interventions to support children across the school – these include Drawing and Talking and Creative Art

**How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting the needs of SEND children and supporting their families?**

- When discussing and evaluating provision for a child, we involve external agencies who are the most appropriate sector in each child's individual case. This will always be with the parents, carer or guardian's consent. We call this using a multi-agency approach to supporting the child and their family.
- Whitecote Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCO and Assistant SENCO are responsible for liaising with the following:
- Educational Psychology Service
- Area Inclusion Partnership (AIP) – supports school and children with behavioural needs including outreach and short term intervention places (ABC and Oasis)
- Social Services
- Child Nursing Team and the Butterfly Team
- Leeds Medical Needs Teaching Service
- Speech and Language Service – the school commissions additional Speech and Language Therapy support 2 days a week during term time
- STARS team - support for Autism
- Specialist Outreach Services
- SENIT – Special Educational Needs Inclusion Team (Leeds)
- Early Years SENIT team
- Specialist Inclusive Learning Centres (SILCs)
- CAMHS – Child and Adolescent Mental Health Services
- Visual and Hearing team
- Physiotherapists
- Bramley Cluster
- Mindmate Support
- Leeds Children's Safeguarding Team
- Social Workers
- Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

### **Arrangements for handling complaints from parents of children with SEND about the provision made at the school.**

We have a zero tolerance approach to bullying and policies to support this.

Complaints about SEND provision in our school should be made to the class teacher, phase leader, SENCO or the headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **Our contribution to the local offer is:**

Whitecote Primary School has an inclusive ethos and works in partnership with children, parents and other agencies to provide the best possible educational outcomes. We have high expectations of all our children and put support in place at the earliest possible stage where needed.

All SEND provision is overseen and managed by the Senior Leadership Team (SLT) in school and is co-ordinated by the Special Educational Needs Co-ordinator (SENCo). The SLT monitor, review and evaluate all SEND provision on a regular basis throughout the year and report to the school governing body on how individual needs are being met and SEND funding is being spent e.g. On specialist staffing and resources.

Acorns class, our specialist provision has been created to support some of our young children with the most complex needs. The criteria for accessing Acorns class is flexible in order to best meet the needs of the children and is currently staffed with a 1:3 ratio. The SEND provision in Acorns class is reviewed termly; individual assessments and observations are carried out daily and there is ongoing professional reflection and review.

All our children are treated as individuals and our staff plan an appropriately differentiated curriculum for children with additional needs to ensure high quality teaching and learning with effective support. Children registered as SEN Support have Individual Provision Maps and some of our high need children may have Education, Health Care Plans (EHCPs). Both of these are reviewed termly and adjusted so that children's constantly changing needs are addressed. Individual provision Maps are designed in conjunction with parents / carers and teaching staff so that each plan can be tailored to children's individual needs. Interventions are reviewed and monitored and regular assessments are made to ensure that children are on track to meet their targets and inform next steps. Children with Education, Health and Care Plans also have a formal Annual Review with the Assistant SENCO, parents and any external agencies.

Children are involved in setting of personal targets and review their progress alongside teachers and support staff. Parents are vital partners in the child's journey through school and are invited to attend review meetings of their child's progress three times a year or more often if needed and encouraged to engage in supporting learning in different ways.



An appropriate and accessible learning environment is provided within the schools means and confines of the building and adapted where possible with additional funding if available. All areas are accessible using ramps where wheelchairs are required and provisions have been made for children with difficulties including sight and hearing.

Staff in school are trained, and have worked alongside other professionals, to develop their skills, knowledge and expertise in specific areas of SEND e.g. speech and language, dyslexia and Autism. Support is sought from other agencies where necessary in order to maximise learning potential e.g. Speech and Language service, Occupational Health service, Childhood and Mental Health Service (CAMHS); local authority services e.g school improvement, educational psychologists; cluster services e.g. behaviour support, family outreach etc are all used.

Whitecote Primary School welcomes enquires from parents to discuss their children's needs so that an informed decision can be made regarding the best setting for their children's education. The school's policies, are available on our website, and reflect the school's commitment to inclusion, safety and well-being of children.