WHITEHALL

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Whitehall Primary School

SEND Information Report

We are a Unicef Rights Respecting School.

This policy is underpinned by the following UNCRC articles:

Article 2 (non-discrimination): The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 3 (best interests of the child): The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 28: "Children and young people have the right to education no matter who they are; regardless of race, gender or disability; if they're in detention, or if they're a refugee".

Policy Administration

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Electronic copies of this plan are available from	Policies
Hard copies of this plan are available from	School Office
Date of next review	March 2027
Person responsible for review	Deputy Headteacher and named SENDco

This policy is written with reference to our statutory obligation under the 2010 Equality Act and Special educational needs and disability code of practice: 0 – 25 years.

The SEN Code of Practice defines SEND as "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 or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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 or post-16 institutions" (DfE).

At Whitehall Primary School, we are extremely proud that all children are fully included in all aspects of school life. We have high aspirations for all and believe that with nurturing and support, all children can reach their potential.

How does the school know when a pupil has learning difficulties or special educational needs?

Special educational needs and disability can be categorised under four broad areas:

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

We recognise that, in practice, individual children often have needs that cut across more than one of these areas and that their needs may change over time. Our purpose is not to 'label' a child, but to work out what action the school needs to take. We consider the needs of the whole child and ensure that support is focused on individual need and personal outcomes rather than classification/label. Teachers are responsible and accountable for the progress and development of all the pupils in their class, including those who have or may have SEND and who access support from teaching assistants or specialist staff.

Identification, Assessment and Provision for SEND

Early identification is the key to effective intervention. Some children may start school with a diagnosis or with specialist support. Others will be identified by school staff and referred to external agencies. Some children's needs will be identified through tracking systems, testing and day to day observations by the class teacher or Deputy/Assistant Headteachers. These children may have needs which can be met through scaffolded teaching, small group work and/or catch up sessions in school.

We currently include children with a wide range of Special Educational Needs and Disabilities including physical disabilities, learning difficulties, autism, ADHD, SEMH, Speech, Language and Communication needs and a specialist unit for deaf children.

We observe, track and monitor all pupils from the very beginning of their learning journey in order to identify needs quickly and effectively and prompt actions and interventions to support the child.

We believe that prompt intervention can help to close a learning or developmental gap but should a child require further support, we may refer for further specialist assessment and advice.

A range of professionals may be consulted including; Educational Psychologists, Occupational Therapists, Speech and Language Therapists, Physiotherapists and The Child Development Centre. Specialist outreach agencies, such as Flourish (previously SEND Success) offer the school a range of specialist training to help us to cater for many of our children.

What provision is offered to SEND children?

We believe that all children must have access to high quality teaching within mainstream education. All children will access high quality teaching and enrichment activities within the school day as well as access to clubs, trips and residential visits. We have an experienced Leadership Team and SEND Support team including Learning Support Assistants with a wide range of skills and experience in carrying out learning support interventions.

We make sure that those who deliver intervention programmes or who work closely with SEND children with the training necessary to meet their needs.

The inclusion team oversee and provide pastoral, medical and social support. The support available is set out in the School Offer, which should be read in conjunction with this policy, and includes support for medical needs, personal care, and behaviour needs. The offer provides details of the range of support currently available in school and via referral to external agencies. It also sets out details of training, how children are included in activities and school trips, and the school environment.

Pupils with additional needs might access:

- Small group work
- Interventions programmes for English and Maths
- Social skills groups
- Interventions to develop fine and gross motor skills

Some pupils with complex or significant needs will access:

- Occupational Therapy
- Physiotherapy
- Sensory sessions
- Special trips and events

What support is there for my child's overall well-being?

The school has an Inclusion Team who meet regularly to discuss children and the best way to support the children and their families. Appropriate support or action is put into place for targeted support for the child and/or family.

School Nurse

Whitehall has access to the Waltham Forest School Nurse Team. They provide training and advice for parents and staff. Training consists of awareness of Epilepsy, Anaphylaxis/use of Epipen, Asthma, diabetes and other medical conditions as required. They also assist us in writing Care Plans for children with allergies and other medical needs.

How is the curriculum matched to pupils' needs?

Teachers plan the curriculum to meet the needs of all pupils. Class teachers meet with the Deputy/Assistant Headteachers to plan for children with identified SEND. Lessons are adapted in various ways to suit the needs of the children. Focus children receive targeted support, usually

as part of a group to ensure inclusion and foster independence. Some children may receive 1-1 support at certain times.

How does the school know whether pupils are making progress?

Pupils are discussed each term in pupil progress meetings. Individual needs are assessed and support and interventions agreed. Staff can bring children to the attention of the Inclusion Team at any time. Any concerns raised are discussed at this point.

In the first instance, parents have regular communication with class teachers and teaching assistants. The school operates in line with SEND legislation, using an Assess, Plan, Do, Review approach. This allows the opportunity for thorough background work to be completed to ensure that if, in future, we need to apply for an Education and Health Care Plan that we are in the best position to do so.

Learning Plans are used as a tool to do this with whereby personalised targets set catering to specific areas of need, and reviewed to assess impact. Learning Plans could be focused on learning, behaviour or pastoral support.

SEND Register

The SEND register is kept electronically and is updated regularly, at least three times a year, after pupil progress meetings. Pupils can be added to and removed from the register at other times if the class teacher and Deputy/Assistant Headteachers agree that this is necessary.

Assessing and Tracking Progress and Involving and Consulting Parents/Carers.

- Progress is monitored each term tracking attainment and through support plan targets.
- Parents' evenings are held in the autumn and spring term. Reports are sent to parents in the summer term.
- Where needed, staff hold additional meetings with parents to keep them informed as required.
- Children's views are central to the person-centered review meetings held to review progress of children with EHC Plans.
- Children are regularly consulted and asked to feed back on their learning formally and informally.

How do you help support children in moving between phases of education?

- The school has open days for parents. Parents/carers are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns with the school.
- Early Years staff meet with all children and parents in summer term prior to their start in Nursery or Reception.
- Where concerns are made, a member of the Inclusion Team may also visit the setting and a transition meeting may be held. In some circumstances individual arrangements may be made for starting school, such as a flexible start.
- Leavers (usually Y6/7) - when a child is ready to move schools, the Inclusion Team from both schools have a conversation to plan the transition. Secondary schools differ in their styles of transition, but may include a series of 'taster sessions' during the school day or special days to help familiarise pupils with the many new aspects of school they are likely to experience. All school records are sent to the Secondary School ahead of the new term so that support can be in place from the very first day.

What are the admission arrangements for children with Disabilities?

The arrangements for the admission of pupils with Special Needs or disabilities to gain admission fall within our duties under the Equality Act 2010 and are the same as those applied to all pupils. Admission is in the first instance arranged by application to the Local Education Authority. If successful, we will receive notification that a child has been allocated a place with us. We will use our best endeavours to ensure that no child is unable to attend Whitehall Primary because of any special need or disability. In order to promote equality of opportunity for disabled children, we will make reasonable adjustments (including the provision of auxiliary aids and services) to prevent them being put under a disadvantage.

In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

Please also see the Accessibility Policy.

What should I do if I have a concern?

If you are worried about the way we support your child, we would encourage you to initially have a conversation with the class teacher, then the Deputy/Assistant Headteachers and lastly, Headteacher. If parents feel that the matter isn't resolved, the SEN Governor can be contacted for further advice. If you still feel your concerns are unresolved, please follow the complaints procedures of which a copy can be found on our school website. In conclusion we hope that this information answers the questions you may have and, if not, would be very happy to meet you personally. The Special Needs support at Whitehall Primary School is part of a broader offer of support, information and advice through the local authority, called the 'Local Offer.'

Link to Waltham Forest's Local Offer

The Local Offer is a dedicated website with advice, guidance and services, specifically to support families with children and young people in Waltham Forest with SEND. Aged from birth to 25 years.

https://www.walthamforest.gov.uk/service-categories/special-educational-needs-and-disability

SENDIASS- Special Educational Needs Information, Advice and Support Service
SENDIASS is a service run by the Citizens Advice Bureau and one local Authority is legally required to provide under the Children and Families Act. It provides information, advice and support to children and young people with SEND.
This is delivered via the Citizens Advice Bureau
CAB
220 Hoe Street
Walthamstow
E17 3AY
Telephone: 0300 330 1175
https://www.walthamforest.gov.uk/content/citizens-advice-send-sendiass-0?id=WmZoX9i1zYw