St White's SEN Information Report



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Our School Vision



With our core values of Challenge, Commit, Conquer and Celebrate at the heart of all we do, we endeavour to seek opportunities to nurture, develop and inspire an inquisitive love of learning for all children through quality teaching, strong leadership and a passion to create independent learners thirsty for success; a place where everyone belongs, friendships are created and where we are happy, safe and valued. **Our vision and mission statement can be found here.**

Challenge, Commit, Conquer and Celebrate

Our School Aims

Our aim is to be a school of excellence, to be outstanding in every way. We will provide a vibrant curriculum and learning environment, which will challenge every individual child to commit themselves, pursue their goals and in doing so, accomplish them. St White's is committed to providing first hand experiences that will inspire curiosity and encourage inquiring minds, with a thirst for knowledge. Success will be valued, shared and celebrated and there will be opportunities for every child's talents to be realised. Our aim is to promote a loving, caring community, within and beyond our school, in which all our children can grow and develop socially. In doing so we will support them as they conquer diverse challenges, thus acquiring emotional strength and lifelong skills.

The life of St White's Primary School at all levels is also underpinned by our long term aims and aspirations. We aim to ensure that ***everyone***:

- Develops high self-esteem, confidence and a true feeling of self-worth and responsibility;
- Reaches their full potential and takes up all the opportunities presented to them is valued for their individual contributions and develops a positive attitude towards everyone in the life of the school and community;
- Will be enriched, motivated and challenged by a broad and balanced curriculum and will be valued for all their efforts and achievements;

- Is able to respond positively as a learner to all aspects of the curriculum and performs at a level of competency in all areas with confidence and enthusiasm;
- Develops a lively, inquisitive mind with life skills that encourage experimenting, investigating, risk taking, challenging and make informed choices throughout life;
- Develops the skills and attitudes necessary to work both independently and collaboratively;
- Will be given equal opportunities to participate in all aspects of school life;
- Develops an understanding of citizenship and their role in the community;
- Develops an understanding and respect for other races, cultures, gender, abilities, religions and associated points of view;
- Appreciates and engages the spiritual nature of life.



What happens if my child has SEND?

SEND Policy

This document outlines our school guidelines for children with special needs and is available on our website.

Equality and Inclusion

At St White's we support children with a wide range of Special Educational Needs.



The school makes adaptations to ensure all children's needs are met, including:

- Differentiating the broad and balanced curriculum to ensure that all children are able to access it.
- In class support that may be delivered by offering scaffolding i.e. cloze procedures, scribe and slice, sentence starters, mathematical apparatus, purposeful grouping, teaching style;
- Adult support which may be required although the aim at St White's school is to ensure that all children are encouraged to become as independent as possible in their learning;
- Using resources, such as i-pads, laptops, coloured overlays, visual timetables, personal recording devices, ear defenders, focus toys, coloured backgrounds, larger fonts etc;

- An adapted learning environment where necessary with, for example, less cluttered surroundings to aid concentration, or special seating arrangements to allow children to see or hear more clearly.
- Differentiating teaching by, for example, targeted questioning, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc.
- Support at Play and Lunch times through a targeted intervention, 'How to Play Well';
- Two Anti-Bullying Champions Clare Tilling and Erica Fearn, to address any concerns of children or parents (see 'In School Support').

Provision is regularly reviewed to evaluate the breadth and impact of the support that is offered and/or accessed by our children. The school has a rigorous Assess, Plan, Do, Review cycle that is applied to all areas of school life. In the provision for children with SEN, this is also employed. The impact of all classroom provision and interventions is assessed every term to ensure that children are learning effectively and that teaching is being successful in addressing the needs of the child.

St White's School is committed to making reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a disadvantage. Thought is given in advance to what disabled children might require and what adjustments might need to be made to prevent that disadvantage. The school is also committed to preventing discrimination, to promote equality of opportunity for disabled children and to make every effort to remove barriers to learning.

For more information, please see the Accessibility Plan which is available on the website and by following this link:
file:///C:/Users/ctilling/Downloads/ACCESSIBILITY_PLAN_2018.pdf

Medical Conditions

At St White's School, arrangements are put in place proactively to support children with medical conditions such as Type One Diabetes. Such children will have Individual Healthcare Plans (IHCP) which will specify the type and level of support required to meet their medical needs. Where these children also have SEN, their provision will be planned and delivered in a co-



ordinated way with the healthcare plan to ensure that they can be supported to make good progress. The school has a medical policy which can be accessed here.

Identification of Special Educational Needs

At St White's, we believe that a child's needs should be met as soon as possible and therefore early identification of their needs is crucial. We will liaise with pre-school or previous settings if a need has already been identified to ensure that children are provided for from their first day at St White's School.





On arrival at St White's School, each new child has their current skills and levels of attainment assessed, building on the information from previous settings. At the same time, school will consider evidence that a child might have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Class teachers make regular assessments of progress for all children and identify those making less than expected progress given their age and individual circumstances.
This can be characterised by progress which:

- 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.

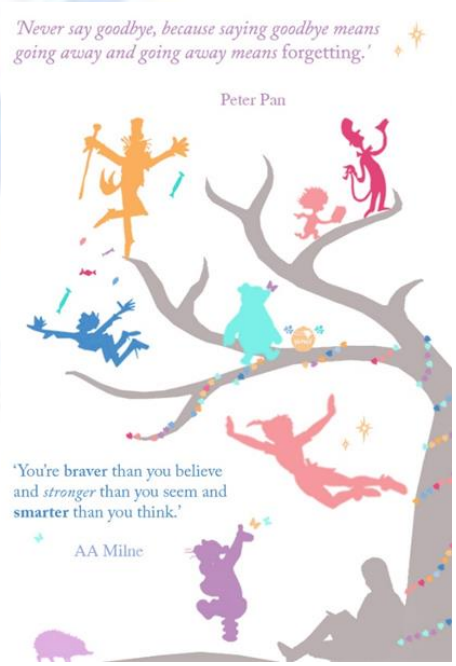
It can include progress in areas other than attainment – for instance where a child needs to make additional progress with wider development or social needs in order to access school life successfully. The school also supports parents whose child has trouble accessing home life successfully, even if their behaviour at school does not indicate any special needs.

If a child is making slower progress than expected (see above), the first response will be offering high quality teaching targeted at their areas of weakness. Where progress

continues to be less than expected the class or subject teacher, working with the SENCO, will assess whether the child has SEN. While informally gathering evidence (including the views of the child and their parents) the school will proactively put in place extra teaching or other rigorous interventions designed to secure better progress, where required as the child's response to such support can help identify their particular needs. The school is aware that slow progress and low attainment do not necessarily mean that a child has SEN and will not automatically lead to a child being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, staff will not assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

For some children, SEN can be identified at an early age. However, for others, difficulties become evident only as they develop. All staff are alert to emerging difficulties and respond quickly to emerging needs. When concerns about special needs are raised by class teachers, they will be discussed with the Inclusion Lead and the opinion of parents/carers will be sought because the school believes that parents know their children best. Staff will listen carefully when parents/carers express concerns about their child's development because this information is vital to helping support the child effectively in school. The school will also listen to and address any concerns raised by children themselves.

Parent/carers will be consulted at every stage of special educational needs identification and support, including being invited to take part in writing the My Plan, My Plan + or Education, Health, Care Plan (EHCP) depending on the stage the child is at.
We will always seek the advice of outside agencies if necessary to meet every child's needs.



Challenging Behaviour

Staff are aware that persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN. Where there are concerns, there is an assessment

to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought that housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, will be used. The school supports families with issues outside school in a variety of ways including through the use of its Family Support Worker, Erica Fearn. The school also has close links with other Early Help providers outlined in the school's Early Help leaflet.

Social Emotional and Mental Health



At St White's School, all staff are alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on wellbeing and sometimes this can be severe. The school has a no tolerance attitude to bullying and has robust systems in place to address any concerns that parents or children may have, which prevent problems escalating. In case of other mental health difficulties, the School works closely with parents in the first instance to offer coordinated support at school and at home, for example, through the use of visual timetables and advice on sleep patterns and home/school comment books or additional meetings to share celebrations from school and home. The school also offers Therapeutic Story Writing groups. In addition, the school's Family Support Worker offers a range of counselling techniques including Lego Therapy and Therapeutic Drawing. The offer of counselling from Teens in Crisis is also part of the school's Early Help offer. In some cases, the school also refers children and/or families to the Children and Young Person's Service (CYPS), or provides Sand Tray Therapy in school, to offer a greater level of support if necessary. These measures ensure that appropriate provision is made for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties schools considers whether the child might have SEN.

English as an Additional Language (EAL)



The school is aware that identifying and assessing SEN for children or young people whose first language is not English requires particular care. The school looks carefully at all aspects of a child or

young person's performance in different areas of learning and development to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN. Children at St White's school with EAL are fully integrated into school life with their peers and any interventions that might be useful to help them learn the language are implemented swiftly.

Four Areas of Special Educational Needs

The school follows Gloucestershire's Guidance for Practitioners working with Children and Young People with Special Educational Needs and recognises the four broad areas of Special Educational Needs. The purpose of using these broad areas is to work out what action the school needs to take, not to fit a child into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements.

A detailed assessment of need is undertaken and regularly reviewed to ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual is always based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

The broad areas of need are:

Communication and Interaction



Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their

needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

The school works closely with the Speech and Language Therapy Service and has expert Teaching Assistants who work closely with children and class teachers to reinforce any learning that has been suggested. In some cases, the Speech Therapist comes into school to offer additional training to these Teaching Assistants and in other instances, parents and therapists share information with the school that it uses to support the children.

The school recognises that children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. Staff at St White's school, including the Inclusion Lead and Family Support Worker, write Social Stories and Social Cartoons to help these children to understand the consequences of actions in social situations and to build on their social skills to ensure that they are more successful in social situations. The school is at present working towards the Autism Mark which involves all staff in training about the impact of this condition and how best to manage it in school.

Cognition and Learning



The school offers support for learning difficulties as required, when children learn at a slower pace than their peers, even with appropriate differentiation. It recognises that Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. The school provides extensive FIZZY provision (a fine and gross motor skills programme)

which helps with dyspraxia. It also provides mathematical interventions including Plus One and Power of Two to close the gaps with children with dyscalculia. The school is aware that the best way to combat dyslexic tendencies is to provide high quality English teaching and this it does. There is additional support for children with poor literacy skills through interventions such as Bear Necessities, Bearing Away and Dancing Bears to promote phonic awareness. The school also uses some Read, Write Inc interventions and Apples and Pears to encourage 'over learning' for those children who find spelling a challenge. In addition, the school uses Write From the Start to assist those children whose pencil grip is not yet secure enough to produce legible handwriting.

Social, Emotional and Mental Health Difficulties



All staff are aware that children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

At St White's school there is a clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other children. There is a robust positive behaviour policy that supports children's behaviour and identifies any behavioural needs. If a need is identified the school will put in a behaviour plan and offer support. In some cases, these children will be put onto the Special Educational Needs register. However, this is not always the case as the behaviour may not be an indication of social, emotional and mental health difficulties and other support may be effective. As part of its early help, the school offers support at break and lunch time for children who find social interactions challenging through an intervention called 'How to Play Well'. It also offers small group anger management sessions as well as lego therapy, mood monsters, PALS and Zippy's friends which are social skills programmes. In addition, the school refers children to Teens in Crisis and CYPS if more in depth counselling or treatment is necessary. The school will always work closely with parents to decide on the most effective course of action to support the children in school.

Sensory and/or Physical Needs



The school recognises that some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

The school works closely with outside agencies such as the Advisory Teaching Service to provide effective support for these children. For example, the Advisory Teaching Service offers specialised support for visually impaired children and come into school to teach touch typing in certain cases where this would be advantageous for the child. The school supports this with additional practise sessions which are supported by a teaching assistant.

The school recognises that some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers and makes all reasonable adjustments to enable this.

Looked After Children



The school makes all possible arrangements to support children and young people who are looked after by the local authority and have SEN.

Expectations for Children with SEN



At St White's School we are committed to providing an education that is appropriate to the needs of all children, including those with SEN, that promotes high standards and allows for the fulfilment of their full potential. The school will strive to enable all children, including those with SEN to

achieve their best, become confident individuals living fulfilling lives, and make a successful transition into secondary education.

If a child makes good progress then, in line with the graduated pathway, they may move from a My Plan Plus to a My Plan, or from a My Plan to being removed from the SEN register altogether. All children are constantly monitored to ensure that they are making good progress so parents should be reassured that their child will continue to be well supported if this is the case.

At St White's School, every effort will be expended to ensure that a child with SEN gets the support they need by doing everything that is possible to meet their needs. The school will ensure that children with SEN engage in the activities of the school alongside children who do not have SEN and will actively encourage participation in clubs and other activities that are additional to the curriculum to ensure that these children benefit from as many positive experiences as they can, that are available to them.

Therefore:

- All of our extra-curricular activities and school visits are available to all our children, including before and after-school clubs.
- All children are encouraged to go on residential trips
- All children are encouraged to take part in sports day, school plays and special workshops.

The school is committed to supporting all children to be able to access the whole curriculum and puts in support where necessary, either through physical or staffing resources, to enable this to happen. No children is ever excluded from taking part in any activity because of their SEN or disability.

SEN Support at St White's School

Where a child is identified as having SEN, staff at St White's School will take action to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs



and of what supports the child in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

Assess



In identifying a child as needing SEN support the class or subject teacher, working with the Inclusion Lead, will carry out a clear analysis of the child's needs. This will draw on the teacher's assessment and experience of the child, their previous progress and attainment, as well as information from the school's analysis of child progress, attainment, and behaviour. It will also draw on other teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the child's own views and, if relevant, advice from external support services. The school will take seriously any concerns raised by a parent. These will be recorded and compared to the setting's own assessment and information on how the child is developing.

This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a child responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the Inclusion Lead will contact them if the parents agree.

Plan

Where it is decided to provide a child with SEN support, the parents will be consulted informally before being formally notified. The teacher and the Inclusion Lead will agree in consultation with the parent and the child the adjustments, interventions and support to be put in place, as well as the



expected impact on progress, development or behaviour, along with a clear date for review.

All staff who work with the child will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. A record of this will be kept centrally as well as in class. Evidence based support and interventions are selected to meet the outcomes identified for the child, to ensure that they are proven to be effective, and are provided by trained, experienced staff. Parents/carers are given every opportunity to be fully aware of the planned support and interventions that happen in school. Plans also involve parents/carers in reinforcing and contributing to progress through activities that happen at home.

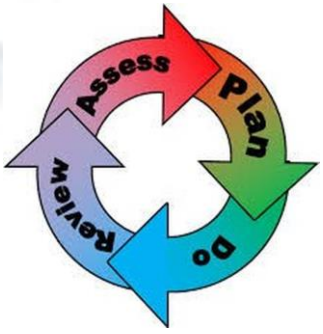


Do

The class teacher is responsible for working with the child on a daily basis. At St White's School, staff believe that children should remain in the classroom as much as possible, so any planned interventions will usually take place here. Where interventions involve group or one-to-one teaching away from the main class, the class teacher still retains responsibility for the child. The teacher works closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The Inclusion Lead supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the child's progress are reviewed termly. The impact and quality of the support and interventions are evaluated, along with the views of the child and their parents/carers. This feeds back into the analysis of the child's needs. The class teacher, working with the Inclusion Lead, will revise the support in light of the child's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and child.



Parents/carers are given clear information about the impact of

the support and interventions provided, enabling them to be involved in planning next steps.

Where a child has an EHC plan, the local authority must review that plan as a minimum every twelve months. Schools must co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf.

Special Educational Needs Meetings



The school celebrates the work it does in partnership with children and their parents and believes that when we all work together, children make good progress. Therefore, a key part of our provision for children with SEN are the meetings that we hold in partnership with families where parents and children are involved in planning and reviewing progress.

In addition to providing an annual report for parents on their child's progress, any child that is on the special educational needs register at St White's school is offered meetings to review and rewrite their plans every term. These meetings replace the school's parent evenings as they are substantial. The child, their parents, the class teacher, the inclusion lead and any outside professional involved are invited to these meetings to discuss the progress and next steps for the child which will include a discussion about activities that will be planned and interventions that will be implemented. The previous My Plan/My Plan Plus is reviewed at the meeting so that successes, including any approaches that are working at home and in school, can be celebrated. The next My Plan/My Plan Plus is then generated by adapting the previous plan if necessary and designing new outcomes where appropriate. A child with a My Plan has a meeting of 30 minutes and a My Plan Plus meeting is 1 hour long.

Any child at St White's school who has an ECHP will continue to have My Plan Plus meetings every term to ensure that their progress is closely monitored and they receive effective, targeted support.

These discussions are designed to build confidence in the actions being taken by the school, and involve the parent/carer in the process by outlining how they can continue

to support their child effectively at home, which strengthens the impact of SEN support. The meetings also provide essential information on the impact of SEN support outside school and enable the sharing of any changes in the child's needs.

These discussions are held with the child, parent/carer, class teacher and Inclusion Lead as together we can share a good knowledge and understanding of the child's needs and attainment. The meetings provide an opportunity for the parent to share their concerns and, together with the child and teacher, agree their aspirations for the child.

Staff at St White's school receive training in how to run these meetings effectively and the school has clear expectations of what level of information should be shared during these sessions. During the sessions a new plan is created and this is always shared with all parties (parents/carers/child, teacher, Inclusion lead) so that all can ensure that the planned outcomes are well supported.

Teaching Strategies



All children and young people with SEND are valued, respected and equal members of the school community. Their individual learning styles are considered by each teacher and support staff during planning, assessment and learning activities, as are those of their peers.

To learn effectively, high quality teaching, differentiated for individual children, is the first step in responding to children who have, or may have special educational needs. Class teachers retain overall responsibility for all children in their class, including those identified as having SEND. Increasing levels of support from the Inclusion Leader are available to the class teacher, depending on the nature and severity of need.

St White's has a clear behaviour policy, which sets out guidelines that all children are expected to adhere to. We aim to continually and consistently identify positive behaviour choices that children make and praise them. We have clear rewards and sanction systems throughout the school. A child with behavioural needs, whether they are on the SEN register or not, may well be given a Behaviour Support Plan that outlines the provision that is in place to support them to improve their social skills. If they are on the SEN register, this may become part of their My Plan.

The school provides a broad and balanced curriculum but adapts this to enable children will SEN to make good progress. In class support may be delivered through offering scaffolding i.e. cloze procedures, scribe and slice, sentence starters, mathematical apparatus. It is possible that adult support may be required although the aim at St White's school is to ensure that children are encouraged to become as independent as possible in their learning. Some children require an adapted learning environment with, for example, less cluttered surroundings to aid concentration, or special seating arrangements to allow them to see or hear more clearly. The school will make every effort to adapt the classroom environment to aid the learning of its children.

For children who require support for improving their emotional and social development, the school also provides support at play times and lunch times to enable social skills to be explicitly taught through play. Staff on duty at lunchtime also offer one-to-one interventions for children who need more targeted support. The school's Family Support Worker, Erica Fearn, is very proactive in supporting children with social and emotional needs. She offers targeted interventions to teach social skills and one-to-one emotional support. She is also able to source the support of outside agencies, such as Teens in Crisis if appropriate.

For children who are anxious about bullying, there are two Anti-Bullying Champions, Clare Tilling and Erica Fearn. Their role is to talk to children and parents/carers to identify needs and support children with any situations that make them uncomfortable including any incidents of bullying. All situations are treated as learning opportunities and children who are vulnerable are empowered to make decisions about the course of investigations and outcomes. Parents/carers are kept informed about the outcomes of any investigations and support that is offered in school so that everyone is as clear as possible about the situation and the plan going forward. More information is available in the school's Anti-Bullying Policy.

Teaching Skills and Areas of Expertise

St White's staff are trained according to the needs of the children and all staff complete training in relation to meeting children's needs in the classroom as part of an on-going programme to update their skills.



All support staff are deployed effectively to ensure child progress and are allocated to address needs rather than to support classes.

Intervention and Resources



St White's has a wide range of resources and interventions running from EYFS through to KS2. We look carefully at the children's needs, both academic and pastoral. We aim to enable the children to access the curriculum regardless of SEND. This can be through human as well as physical resources. Information is reviewed systematically, and support is allocated where there is the greatest need.

Small group, or individual targeted intervention programmes are delivered to children to improve skills in a variety of areas. The outcomes of these interventions are regularly and critically monitored to ensure that significant progress is achieved. Interventions include: Dancing Bears, Apples and Pears, Precision Teaching strategies, Plus 1 and Power of 2, IGCC (In Gloucestershire Every Child Counts).

We deliver speech and language programmes to support the Speech and Language Service.

Additional resources used through the school include: visual timetables, word mats and maths mats, and interactive white boards in every classroom. In addition, more targeted resources are identified by teachers, children, parents and the Inclusion Lead, often during structured conversation meetings. These are sourced from within the school where appropriate, or by the school bursar, and delivered to the point of need as quickly as is practical.

Targets



St White's has a system of target setting, where short-term targets are set for each child. These are reviewed regularly. Targets are discussed with both children and parents. Children with SEN have targets on their My Plan/My Plan Plus that are designed to enable them to access school life successfully and may be designed to meet their needs behaviourally or academically. They will also have reading, writing and mathematics targets that are

commensurate with their ability to enable the school to focus on closing the gap between where they are and what they could achieve. This sometimes involves targeting greater depth in some subjects, depending on the academic status of the child. The targets of an SEN child are assessed by teachers each term against their plan.

Assessment



The school has an effective assessment process which identifies barriers to learning.
We will observe the child, gather information and achievement data. Individual assessments will be completed to establish strengths and areas of difficulty. For children with SEN, two sorts of data are gathered. Attainment information measures how close the child is to their age related expectations or above. In addition, the school measures the progress of children with SEN commensurate with their abilities. Alongside the need for specific targets designed to address additional needs, children with SEN at St White's school also have specific targets for reading, writing and maths. When the school measures their progress, it uses these highly tailored, subject specific, targets.

Information that is gathered, is shared with parents/carers at SEN meetings and this information is used to target provision to support the child. If a child with SEN is not making progress commensurate with their needs, they may require further support and so might progress through the graduated pathway from a My Plan to a My Plan Plus or from a My Plan Plus towards an EHCP. Outside agencies will certainly be invited to give extra support for these children.

Staff at St White's school are constantly striving for excellence for all our children. Information about children's progress is ongoing though formative assessment, and in addition, analysed every short term. The identification of children who have SEN, while ongoing throughout the year, is even more focused at these times. Children can go onto the register in recognition of a need, but when that need has been met, and progress has improved, that child may well be removed from the register.

Tracking and Monitoring



Teachers and the Inclusion Leader have termly meetings to track the progress of all children. All assessments and tracking information is discussed during Pupil Progress

meetings with the Inclusion Leader and Phase Leader. Information regarding children who show, and already have, special and specific needs are passed onto the Inclusion Leader. Strategies and interventions are discussed to ensure that good progress is made. The Inclusion Leader then reviews the interventions to ensure effective provision is made throughout the school to enable children to learn effectively.

The school has a robust record keeping system which is in line with the requirements of the Data Protection Act 1998.



Transition

Parents of new children starting in September are invited to attend a meeting in the summer term before the children start school. Children are invited into school to get to know their new Reception class in the summer term. Parents are also offered a home visit.
Meetings are arranged for those children who are already known by SEND Services to make school aware of their needs.

At St White's we have transition arrangements for all children moving classes and Key Stages. Vulnerable children have extra opportunities to get to know their next class teacher and visit their classrooms, or be taught by their next teacher before they transition. For children with additional needs, further strategies are implemented to support them to build a relationship with their new teacher including sharing of photographs of the teacher and classroom, and 'keeping something safe' for them to bring back in September.

When children leave St White's to go to secondary school, meetings are arranged between the schools with secondary Inclusion Leads/SENCos being invited to meetings during a child's time in year six. The Inclusion Leader and class teachers meet to discuss

each child. Some SEND children may have additional visits with a teaching assistant or the Family Support Worker to familiarize the children with their new school environment. In addition, the school works with outside agencies that support with transition such as Families First Plus.

School shares information with the secondary (or other) setting to which our children are moving to with the agreement of parents/carers. If there are child protection issues, the school is obliged to share information with the next setting.

Involving Specialists



Where a child works at levels substantially below those expected of children of a similar age, or continues to make less than expected progress, despite evidence based support and interventions that are matched to the child's areas of need, and high quality teaching, staff at St White's School involve specialists, internally, or from external agencies. Parents/carers will always be involved in any decision to involve specialists and this will be recorded as part of the SEN record system.

The Local Offer sets out clearly what support is available from different services and how it may be accessed. St White's School commissions specialist services directly including, but not only:

- Educational Psychology Service
- Child and Young Persons Service (CYPS)
- Specialist teachers or support services, including specialist teachers with a mandatory qualification for children with hearing and vision impairment , including multi-sensory impairment, and for those with a physical disability.
- Therapists (including speech and language therapists, occupational therapists and physiotherapists)

The Inclusion Lead and class teacher, together with the specialists, and involving the child's parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Where appropriate, these professionals will be invited to SEN meetings

and their advice will always be incorporated into plans to promote good progress and support.

Requesting an Education, Health and Care Needs Assessment

At St White's School, SEN support is be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, they have not made expected progress, the school or parents will consider requesting an Education, Health and Care needs assessment. The school shares evidence of the action taken by the school as part of the SEN support with the Local Authority so that they can accurately assess the suitability of the child for this level of support.



Parent/Carer and Child



At St White's we believe in an open door policy. If you have any concerns, please come and talk to us! Your views are important to us. Our Inclusion Leader will follow-up your queries or concerns and make sure your views are taken into account.

We are a child and family centred school, so you will be involved in all decision making about your child's support. When we assess Special Educational Needs and Disabilities (SEND), we will discuss it with you and work with you so that we are all helping your child to make progress. This will include you being invited to meetings to evaluate and plan next steps in learning every term. The school will work hard to ensure that parents/carers can work in partnership to support their children.



You Can Contact Us Using the Following Methods:

Website www.st-whites.org
Email: admin@st-whites.gloucs.sch.uk
Telephone: 01594 822311

Facilities

St White's has a brand new school building. We have full wheel-chair access and a lift to transport children and parents, who require it, from the lower to the upper areas of the school. There is a medical room including a shower and two disabled toilets.



Who can I talk to?
Who will be staying in contact with me?
What is their role?

Class teacher: Your child's class teacher should be the first person you talk to about any concerns that you have about your child.
Inclusion Lead: Roz Hewitt. Roz is your first point of contact, after the class teacher. She is in charge of overseeing and managing SEND at St White's School.
Head teacher: Clare Tilling. Clare is your next contact, if you are not satisfied with the results of speaking to the class teacher and Inclusion Lead.
SEND Governor: Lynne Adams. Lynne works closely with the Inclusion Leader and school staff to ensure the school is making appropriate decisions for every SEND child, and that we are achieving the best possible outcomes for all children with SEND.
Family Support Worker: Erica Fearn. Erica is there to help you with any pastoral issues that you may have and signpost different organisations that may be able to offer you help. She is also often the one who will help you to fill in your sections of SEND paperwork, for instance the My Assessment form.
For more general information, the link for the Gloucestershire local offer is:
http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/localoffer.page

Additional Support

In School Support



People that can be involved to support children at St Whites School include:

- St White's has a Designated Safeguarding Officer and two Deputy Safeguarding Officers.
- St White's Designated Safeguarding Officer and the Family Support Worker work closely in collaboration with parents, primary carers, and Social Services.
- The school has a Child Protection Officer, who is the link between school and Social Services for those children who are vulnerable or causing concern.
- All staff have regular safeguarding training.
- There are also two Anti-Bullying Champions, one is a mentor for children (Clare Tilling, Inclusion Lead) and one is a contact point for parents (Erica Fearn, Family Support Worker). All bullying concerns are taken very seriously at St White's, are investigated thoroughly and resolution sought. Parents are kept fully informed at all stages of the investigation so that they are aware of actions taken and solutions that have been decided with the children.

Agencies Working in Partnership with St White's School Including Early Help



- Social Services

The school has an Early Help Leaflet that outlines what the school offers for children and parents which can be found on the school's website.

Pastoral Support: Social, Emotional and Well-Being



Our Family Support Worker provides pastoral care and support for children and their families. Individual or small group targeted programmes are delivered to children to improve social skills and emotional resilience. There are lunchtime groups to support children who need support in these areas.

External support may be sought from the Local Authority Behaviour Support Team. The school's own Behaviour Systems are based on a positive approach. All members of staff use the systems so there is consistency across lessons, break, transitions and lunchtimes. Our Behaviour Policy is available online.

Medical Support

Advice and guidance is sought and implemented to meet the needs of children. All staff receive regular training for particular medical conditions e.g. diabetes and allergic reactions. Staff are also trained in intimate care. In addition, staff understand and implement the Medical Policy.

The Inclusion Leader provides guidance to staff regarding the needs of children. Medical needs are taken very seriously at St White's and children are included in the SEND list if their medical issues are serious enough to warrant a My Plan. This enables the school to ensure that these children have their needs met effectively and ensures their safety.

Educational Support and Advisory Teaching Teams



St White's has access to Local Authority run specialist support to help SEND children. Support and advice is sought and implemented from external agencies to ensure any barriers to learning are fully identified and responded to. This includes children with a hearing, visual or physical impairment, or communication, interaction, learning and behaviour difficulties.

The Advisory Teaching Service is used extensively to support children with SEN. The Educational Psychology Service also provides assessment and advice to teachers and parents.

We access support and external expertise from Speech Therapists, Occupational Therapists and Physiotherapy for those children with additional needs.

Government Changes to SEND

Information about local and national changes to SEND can be found on the Gloucestershire County Council website: http://www.gloucestershire.gov.uk/schoolsnet/SENDprogramme This is a comprehensive website that is full of information and easy to navigate. We would strongly recommend that you explore it if you want to be better informed about SEND provision.

Local Offer



Under the new Government Bill, the Local Authority is required to publish a Local Offer of services for children with SEND. This will set out clearly the services available in the area, and how to access them.
St White's includes information about provision at the school as part of the Local Offer and its information can be found here:

http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/service.page?id=3LXDQICiuM8&familychannel=2#localoffer

Code of Practice

The COP is part of the Children and Families Bill, which focuses on life outcomes and an integrated multi-agency form of assessment for children with SEND. Local Authorities and Health and Care Services, will commission services jointly.
The SEND Code of Practice came into force in September 2014:
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Strands of Action:

School Action and School Action Plus have been replaced with My Plan and My Plan Plus.

'Statements' are now called Education Health Care Plans (EHCPs), and are for those who need significantly higher levels of support.

Personal budgets will be available to all children who have an EHCP. These will ensure long term support for your child and will be reviewed annually.

Agencies You Can Access:

There are a number of parent support groups. Our Family Support Worker can give you details of these.



- Parent Partnership Services provides free, independent individual information and advice for parent of carers of children with SEND. Tel: 01452 389345 or email pps@carersgloucestershire.org.uk
- There is also a family information service at www.glosfamiliesdirectory.org.uk
- Gloucestershire County Council www.gloucestershie.gov.uk/education
- SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service) which provides information, advice and support on matters relating to children and young people with special educational needs and disabilities http://sendiassglos.org.uk/

What to Do If You Are Not Satisfied?

If you are not satisfied with the provision or support your child is receiving:

- Your first point of contact is the class teacher



- Then the Inclusion Lead.

If you are still not satisfied that your concern has been addressed, contact:

- The head teacher, or
- You might prefer to contact the SEND governor.

If you are still not satisfied, please:

- Follow the procedures in the school's Complaints Policy.

For additional support, you could contact:

- Parent Partnership Services can be contacted by email: pps@carersgloucestershire.org.uk or phone on 0800 158 3603 or you can visit their web page on: http://glospps.org.uk/ ('Your child does not have to have a special educational need to contact the Parent Partnership service, your concern is enough.')