

The Whitchurch Church of England Federation

SEN Information Report 2022-2023



Where can the Shropshire Local Offer be found?

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The Shropshire Local Offer brings together information about the help and support available for children and young people with special educational needs and/or disabilities (SEND) and their families in Shropshire.

Please click the logo to access their website:



What is our approach to teaching children with SEND?

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At **The Whitchurch Church of England Federation**, all staff work hard to make sure that every pupil receives a wide and balanced curriculum which is differentiated to meet individual needs. All children have equal access to resources, provision and interventions as needed. Regular assessment and careful tracking of individual pupils ensures every child continues to make progress regardless of their level of ability.

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high-quality, personalised teaching. It may take the form of additional support within the school setting or require involvement of specialist staff or support services.

Who is responsible for teaching and monitoring children with SEND?

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The Whitchurch Church of England Federation (Whitchurch CE Infant and Nursery Academy and Whitchurch CE Junior Academy) has a Special Educational Needs and Disability Co-ordinator (SENDCO) at both academies. Mrs Ellen Mennell is SENDCO at the infant academy and Mrs Kathryn Davies is SENDCO at the junior academy. They are responsible for the management of provision and support for identified pupils with SEND. They also guide and support teachers and teaching assistants to enable them to provide appropriate assessment and focused provision for children in their class with SEND.

Mrs Mennell can be contacted by telephoning the school or by emailing admin to make an appointment on

Whitchurch CE Infant and Nursery Academy T: 01948 662 905

E: wiaadmin@sbmat.org

Mrs Davies can be contacted by telephoning the school or by emailing admin to make an appointment on

Whitchurch CE Junior Academy T: 01948 662 255

E: whjadmin@sbmat.org

All teachers teach pupils with SEND and as such provide **inclusive high-quality teaching** which takes account of the particular individual needs of all pupils.

Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or disability (SEND)?

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learning/Special Educational Needs or disability (SEND)?

Class teacher

Role and responsibilities:

- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need, this could be things like targeted work, giving additional support or delivery of specific catch up programmes and discussing amendments with the SENDCO as necessary.
- Writing Person Centred Plans (PCPs) and discussing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

SENDCO – (Special Educational Needs Coordinator)

Mrs Ellen Mennell and Mrs Kathryn Davies

Responsible for:

- Coordinating all of the support for children with special educational needs or disabilities (SEND) to make sure all children get a consistent, high quality response to meeting their needs in school.
- Monitoring the support your child is receiving.
- Ensuring that you are:
 - Involved in supporting your child's learning
 - Kept informed about the support your child is receiving
 - Involved in reviewing how they are doing
 - Involved in planning their next steps for learning
- Liaising with all of the people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Learning Support Advisory Teacher etc as necessary.
- Updating the school's SEND register (a system for ensuring all of the SEND needs of pupils in the school are known) and making sure that there are excellent records of your child's progress and needs.

- Monitoring and providing specialist support for teachers and support staff in the school as necessary so they can help children with SEND in the school achieve the best progress possible.

Head of School (Inclusion and Families)

Ms. S. Walsh

Responsible for:

- The day to day management of all aspects of the school, this included the support for children with SEND.
- The Head of School will share responsibility with the SENDCO and class teachers for ensuring that your child's needs are met.
- The Head of School must make sure that the Local Governing Committee is kept up to date about any issues in the school related to SEND.

SEN Governor

Mr Rob Knight

Responsible for:

- Ensuring the school has an up to date SEN Information Report and SEND Policy.
- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Making visits to understand and review the support given to children with SEND in the school and being part of the process to ensure your child achieves their potential in school.
- Report to the rest of the Local Governing Committee on the success of SEND provision within the school.

How is the effectiveness of provision for children with SEND evaluated?

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The Head of School (Families and Inclusion), Principals and the Local Governing Committee (represented by the SEND Link Governor) oversee the provision of special educational needs, monitor carefully the impact of interventions, progress of pupils with SEND and meet regularly with the SENDCO and class teachers.

How do we consult with parents of children with SEND and involve them in their child's education?

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At The Whitchurch Church of England Federation, we aim to work in partnership with all parents to ensure that the best possible provision is put in place for all pupils. Class teachers are available at the end of the day by appointment.

Parents are consulted with regularly throughout their child's education and their views and/or wishes are recognised and if appropriate and wherever possible acted upon.

There are termly meeting with parents to discuss Person Centred Plans (PCPs), reviews, general progress and to set new desired outcomes.

When a pupil is referred to an outside agency, the parents are consulted and their views are recorded. Parents may be asked to meet the professional who is assessing their child and this usually takes place on the school site.

The SENDCO and class teacher will then meet with the parents to discuss the findings of the report and how suggestions are to be implemented.

Parents of pupils who have an Education, Health and Care (EHC) plan are invited to annual meetings and their views are recorded as part of the meeting.

Shropshire Information, Advice and Support Service (IASS) is available to meet with you to discuss your child's progress or any concerns you may have. You can contact **Shropshire IASS on**

Email: iass@shcab.cabnet.org.uk

Telephone: 01743 280019

Website: <http://www.cabshropshire.org.uk/shropshire-iass/>

How do we consult with children with SEND and involve them in their education?

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Class teachers discuss the outcomes on the Person Centred Plans (PCPs) with the children to make them aware of what they need to work towards, and encourage them to recognise what they can use or do to help themselves.

Pupils are encouraged to work towards their outcomes during individual/small group and class work in collaboration with the teacher and teaching assistant.

If a pupil has an EHCP, then he/she is asked to contribute views and thoughts on a form for the annual review meeting.

How do we support children moving between different phases of education?

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We recognise that transition 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 joining us or moving classes:
 - Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All Person Centred Plans (PCPs) will be shared with the new teacher.
 - If your child would be helped by a book to support them to understand moving on then it will be made with them.
 - When moving to Whitchurch CE Junior Academy from Whitchurch CE Infant and Nursery Academy, additional visits will be arranged for those children with SEND.
 - The SENDCO will be available for Infant parents of children joining the school in year 3 to discuss the specific needs of your child or any concerns you may have.
- If your child is moving to another school:
 - We will contact the school SENDCO and ensure they know about any special arrangements or support that needs to be made for your child.

- We will ensure that all records about your child are passed on as soon as possible.
- In year 6:
 - The SENDCO will meet to discuss the specific needs of your child with the SENDCO/Head of Transition of their secondary school.
 - If your child has an EHCP, the SENDCO of your child's secondary school will be invited to attend the Annual Review prior to them transferring in order to plan a clear transition pathway for them.
 - Your child will undertake focused learning about aspects of transition to support their understanding of the changes ahead.
 - Where possible your child will visit their new school on several occasions and in some cases the staff of the new school will visit your child in this school.

How do we identify and assess pupils with SEND?

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Shropshire Community Health organise various health checks from Year R to Year 6. These include: height and weight. The outcome of this is reported to parents/carers.

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils.

On starting nursery or school, we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns.

Where we identify a child as having SEN we work in partnership with parents to establish the support the child needs.

We adopt a **graduated approach** with four stages of action: **assess, plan, do and review (APDR)**.

Assess

In identifying a child as needing SEN support, staff, working with the setting SENDCO and the child's parents, will have carried out an analysis of the child's needs.

The class teacher and teaching assistant keep careful track of the pupil and identify any barriers to learning. This includes:

- Daily marking and feedback.
- Observation of the pupil in class, at lunchtimes, break times etc.
- Year 1 phonics screening
- Using professional judgements
- AFL (Assessment for Learning) within each lesson, termly assessments, including *PIVATs (Y1 Spring term onwards - Y6), standardised assessment scores and national assessments such as SATs.

*Performance Indicators for Valued Assessment & Targeted Setting (PIVATs) - materials to assess and support all pupils with SEND and also to establish the small steps of progress which the children are making.

- Regular meetings with the SENDCO where performance and progress of each pupil is tracked – both against national targets and personal targets.
- There are also regular parents' meetings.

Plan

The teacher and the SENDCO agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Termly Person Centred Plans (PCPs) take into account the views of the child. The support and intervention provided is selected to meet the outcomes identified for the child, and provided by staff with relevant skills and knowledge. Any related staff development needs are identified and addressed.

Do

The teacher, with support from the SENDCO, oversees the implementation of the Person Centred Plan. If the pupil continues to be of concern the class teacher and SENDCO will observe and suggest further intervention strategies or suggest a referral to an outside agency such as a Woodlands Outreach Service, Reach for Inclusion, SALT, Educational Psychologist, Occupational Therapist, Sensory Inclusion, Shropshire BeeU (CAMHs).

Review

The pupil is then carefully monitored and reviewed after a term to ensure that progress is being made. If progress is still not being made then either other strategies /interventions are implemented, or another referral is made or statutory assessment is requested. Shropshire Schools may also request top-up funding from the high needs block (Element 3) through the Graduated Support Pathway. The Graduated Support Pathway (GSP) is not a separate category but is a funding mechanism which enables schools to request additional funding from the High Needs Block to support those children at SEN Support. To request additional funding, schools are required to complete the Graduated Support Request Form and a Graduated Support Plan (GSP) for the child or young person.

This **'Assess Plan Do Review'** cycle of action is revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress.

EHCP Request for Assessment

- An Education, Health and Care Plan (EHCP) is for children and young people aged up to 25 who need more support than is available through special educational needs support.
- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. The request will need to evidence what strategies and support have already been put in place to address concerns (usually at least two cycles of 'Assess Plan, Do Review' cycles), and any additional information from outside agencies (such as a report from an Educational Psychologist)/ and information from yourselves as parents/carers, to support the application.
- The Local Authority will meet, as a panel of specialists, to decide whether they think your child's needs meet the threshold for an Education, Health and Care Plan (EHCP).
- The EHCP will outline the level of provision required for your child through a mixture of individual/small group/whole class support, how the support will be used and what strategies will need to be put into place. It will also have long and medium term outcomes for your child. These will inform short term outcomes which are shared with you on a termly basis in the form of a PCP (Person Centred Plan).
- If a pupil has an EHCP, then their progress is reviewed annually through the annual review process. This process will involve parents/carers, the

SENDCO and the class teacher. Pupils will be invited to share their views as part of the annual review.

How are adaptations made to the curriculum and the learning environment of pupils with SEND?

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We adapt the curriculum and learning environment for pupils with SEND:

Children learn and develop in different ways and may need extra help and support at various points throughout their time at school. Some children, at some time in their school life might have additional or different needs and it may be that they will be on our SEN register for a short period or a long period of time. However, children's needs will be frequently reassessed regularly in order to ensure that the provision is suitable and supports every child's development.

The SENDCO, working alongside class teachers, oversees all SEN provision, different approaches to teaching and monitors progress of any child requiring additional support across the school. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. This is inclusive high-quality teaching and is where the work is highly differentiated and suits the needs of all children, it comes in the form of a lesson rather than an intervention programme. Some pupils may however, need additional support through specific targeted intervention programmes.

To successfully match pupil ability to the curriculum and learning environment, there are some actions and adaptations the school may take to achieve this:

Ensure that all pupils have access to the school curriculum and all school activities.

Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.

Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.

Pupils to gain in confidence and improve their self-esteem.

To work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.

To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)

To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.

Ensure that all children with SEN are fully included in all activities of the school in order to promote the highest levels of achievement. We ensure that all children are offered the opportunity to participate in activities outside the classroom and extra-curricular activities. We ensure that reasonable adjustments are made to enable children with SEND to access a full curriculum and to enrich the experiences of all pupils.

To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.

To give every child the entitlement to a sense of achievement.

To regularly review the policy and practice in order to achieve best practice.

The provision for pupils with SEND across the four Broad Areas of Need may include some of the following interventions and strategies:

Communication and interaction – Speech and language programmes such as NELL, Talk Boost and Narrative Therapy, and delivering individual programmes from the Speech and Language Therapy Service. The Woodlands Outreach Service teachers can provide specialist training/ advice (and signposting) for staff and parents to support pupils with social communication and social interaction difficulties/pupils with a diagnosis of ASD.

Cognition and learning – Additional mathematics visual aids/ materials are used in lessons and as interventions. Additional reading and phonics interventions - Read, Write Inc./ Fresh Start, Toe-by-Toe, and writing/handwriting, spelling and times tables support are used both in lessons, and as interventions. The SENDCO and outside agencies such as the Educational Psychologist (EP) can provide additional advice for school and parents including strategies to support pupils with specific learning difficulties (SPLD), dyslexia and memory difficulties.

Social, emotional and mental health difficulties – A scheme of work is used across The Whitchurch CE Federation called 'Jigsaw' which gives children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus. Some pupils are identified for additional targeted support from a Learning Mentor and others have access to Nurture provision.

Sensory and/or Physical Difficulties – For fine and gross motor skills interventions we follow advice from the Shropshire NHS Occupational Health Team. We offer Cool Kids and Cool Characters interventions across the federation. A Teaching Assistant (TA) can deliver interventions for individual children who have programmes provided by the Occupational Therapy Service. The SENDCO and outside agencies can provide additional advice for school and parents including sensory, fine/gross motor control strategies and intervention. The school nurse can also provide advice for pupils and parents with specific health related issues/difficulties. The Sensory Inclusion service (SIS) provides support and advice for pupils with visual and/or hearing difficulties.

We are always prepared to seek advice, resources, equipment and training in order to provide high quality experiences for our children.

Many settings might offer support and advice in meeting the needs of children with SEND and offer specific risk assessments which are sent to the school prior to school outings or visits. As a federation, we ensure that suitable and accessible transport is provided and that comprehensive risk assessments cover travel arrangements to ensure that all children are safe during excursions.

More details on how we adapt information, our environment and curriculum can be found in the **Accessibility Plan** which you can find in the School Policies section of our website.

What kinds of special educational needs are provided for at our school?

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There are four types of Special Educational Needs and Disabilities (SEND), as stipulated in the SEND Code of Practice: 0-25 years, 2014.

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory or physical

If a child has been identified as having a special educational need and/or disability, then their needs may fit into one or more of these categories.

A school's provision for SEND is defined as support which is additional to or different from that which is available to all children.

At The Whitchurch Church of England Federation, we recognise that children make progress at different rates and not always in a steady linear pattern.

Therefore, children are identified as having SEND in a variety of ways, including the following:

- Liaison with any previous school/setting
- The child performing significantly below expected levels
- Concerns raised by parent/carer
- Concerns raised by class teacher
- Liaison with external agencies, e.g. physical health diagnosis from paediatrician; Speech and Language Therapist

In the first instance, we will formalise our concerns through a First Concerns document (monitoring stage). If a child is identified as having SEND then their name will be added to the SEND Support register, but we recognise that children's needs may change over time and provision must reflect this. The aim of any additional provision is for the child to achieve age expectations, so once they reach this threshold they may be removed from the school SEN register. If they fall behind again at any point, then they may be added to the register again.

What are the arrangements for handling complaints from parents of children with SEND about the provision made at school?

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Complaints will be managed in line with the SBMAT Complaints procedure which is published on the federation website.

In the first instance, you should talk to your child's class teacher and / or the SENDCO. If the issue has not been resolved, then the matter will be referred to the Head of School or Principal for investigation.

If you feel your complaint has not been addressed, then a written request for further review can be made to the Local Governing Committee.

You can also request independent disagreement resolution and the school will make this information available to you. You can also find more information on Shropshire Local Offer/Resolving Disagreements. <https://shropshire.gov.uk/the-send-local-offer/education/resolving-disagreements/>

What are the school's admission arrangements for pupils with SEN and/or disabilities?

What are the school's admission arrangements for pupils with SEN and/or disabilities?

Children who have an Education Health and Care Plan, which names the school which the child should attend because their needs can be met best by that particular school, will be offered places before other children. The admission of pupils with an Education Health Care Plan (EHCP) are dealt with by a separate procedure. These children will be admitted to the Academy if our school is named on the statement/EHCP. This is a statutory entitlement under S.324 of the Education Act 1996.