



Inspiring Futures  
Through Learning



# SEND Information Report

## 2023-24

*At IFTL Trust Schools, we believe that all children can succeed and reach their full potential, in line with their individual needs and abilities. We value the importance of a nurturing environment where the children feel supported whilst also gaining independence on their developmental journey. At IFTL schools we look beyond the external presentation of behaviour to fully understand the specific needs of pupil and continually reflect on best practice and provision that would facilitate their progress.*

Whitehouse Primary School is committed to the principles of inclusion and strive for our provision to meet the needs of children and young people, within a mainstream setting, wherever possible and appropriate.

The aim at Whitehouse School is that all children will achieve their full potential both academically and socially. High quality teaching is paramount to ensure we fulfil this aim for our children. For some children, however, it is necessary to provide additional support and/or resources to enable them to achieve their outcomes in school.

### **Head of Pupil Supports (SENDCo)– Mrs Laura Ward and Mrs Grace Leech**

The Head of Pupil Support is responsible for the co-ordination of Special Educational Needs throughout the School. It is their job to ensure that, as a school, the Code of Practice is being followed in line with the School SEND Policy. The Head of Pupil Support will:

- Liaise regularly with staff to ensure that children are given the most appropriate support/resources for their individual needs
- Work closely with external agencies (see section below) to gain specialist advice and support for individual children
- Ensure that any requests for information on individual children are passed onto the relevant agencies and that parents are kept fully informed of this
- Be respectful of the parents’/carers’ wishes regarding confidentiality of the information
- Will only share what is required and has been agreed with appropriate staff to ensure the health and wellbeing of the child

#### **What kinds of Special Educational Needs and Disabilities are provided for?**

The Code of Practice (2014) explains that 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. This is due to 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.

The four main broad areas of SEND are as detailed below:

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health Difficulties

Sensory and /or Physical Needs.

These areas of SEND offer an overview of the range of needs and in many cases, children do have needs that cover more than one of these areas. The purpose of identification within the broad areas is to help in the decision behind the support for the individual and ensure this takes into consideration the needs of the whole child as well as their Special Educational Needs. This allows for the most appropriate intervention to support the individual pupil and ensure their needs are fully catered for. We are a fully inclusive school and continuously strive to provide the best for all our children, including those with SEND.

In addition to this we have Oak Class provision which is designed to specifically support children with complex needs in the area of Communication and Interaction.

#### How does our school identify children with Special Educational Needs and Disabilities?

At Whitehouse Primary School children are identified as having Special Educational Needs and/or Disabilities (SEND) through a variety of ways including:

- concerns are raised by parents/carers, teaching staff or nursery/ previous schools;
- making limited progress, academically, socially or emotionally, even with targeted individualised support
- there is a change in the pupil's behaviour or poor self-esteem which impacts on learning;
- liaison with external professionals;
- a medical diagnosis;
- a child asks for help.

If you have any concern regarding your child's progress or well-being then please make an appointment to see your child's class teacher to discuss your concerns in the first instance. The class teacher will then direct you to the Head of Pupil Support who will meet with you, to discuss your concerns in further detail.

#### How does our school support children's needs?

Your child's Class teacher, or the Head of Pupil Support, will contact you to let you know if there are any changes to your child's learning needs. You will be kept informed about your child's progress and their support in the following ways:

- The class teacher will have overall responsibility for the planning and teaching of the curriculum for all children. The curriculum is monitored by senior leaders throughout the School – this includes the Head, Linda Kelly, and the school Governors.
- In the first instance, you will be invited to a Pupil Support Plan (PSP) meeting to collaboratively work together on outcome setting for your child. This will be reviewed termly and will inform teachers planning to best meet the needs of your child.
- Should your child require additional support they may be included in an intervention group or specialist provision. This may be run by the class teacher or a teaching assistant. Alternatively, they may need small adaptations to support them with their learning in the classroom.
- Specific planned interventions may be provided for your child in consultation with the Head of Pupil Support). These interventions will be recorded on a class provision map. The impact of interventions are reviewed regularly to ascertain the effectiveness of the provision and to inform future planning.
- Occasionally a child or family may need more specialist support from an outside agency. If the advice of a Specialist Teacher is required, parents' consent will initially be required for the needs of their child to be discussed. This will then trigger the involvement of the relevant departments at the Milton Keynes Council

SEND Team. For other external agencies such as Educational Psychologists, Speech and Language Therapists, parents' consent will initially be required and a consultation appointment will be arranged. The involvement of external agencies and the co-ordination of meetings is part of the role of the Head of Pupil Support.

- If your child has an Education, Health Care Plan, then parents are invited to planning, review and transition meetings as required. This process is co-ordinated by the Specialist Provision Teacher and Head of Pupil Support/SENDCo.
- The Governors of Whitehouse Primary School are responsible for entrusting a named person to monitor Safeguarding and Child Protection procedures. The Headteacher is responsible for the monitoring and correct administration of the Disclosure and Barring Service procedures and the School's Single Central Record. The Governors have an appointed Safeguarding Governor and ensure that the School is as inclusive as possible and treats all children and staff in an equitable way. They also monitor and review all statutory policies defined by the Department for Education (DFE).

#### How will you support and communicate with me to help my child?

- Your child's class teacher is available at the end of the day if you want to have an informal chat but if you require a more detailed conversation please make an appointment via the school office.
- You will be kept informed of your child's progress through parent consultations, which are held 3 times a year, as well as via a report issued annually at the end of the Summer term.
- PSP Reviews are held termly and you will be invited to discuss your child's personalised outcomes.
- Appointments with the Head of Pupil Support can be made via the School Office.

#### What will the review process look like?

At Whitehouse School you will be invited to review your child's special educational needs termly in collaboration with your child's class teacher. Pupil voice is gathered and parental voice is recorded too. Together parents, class teacher and pupil set personalised outcomes to be reviewed each term.

All parents are encouraged to contribute to their child's education. This may be through:

- discussion with the child's class teacher
- during parent consultations
- parents being invited to PSP review meetings or annual reviews for EHC plans
- through meeting with the Head of Pupil Support or other professionals
- open door policy

#### How will my child be prepared and supported during transition?

Whitehouse School understands that moving school or provision can be quite a challenging time for some pupils and puts a number of strategies in place to make the transition as smooth as possible. These may include (if deemed appropriate):

- meetings between the two schools/settings

- Nursery and Foundation teachers arranging “time to talk” sessions or visits for every child starting in September
- the Head of Pupil Support attending home visits if a Foundation pupil has an EHC plan or specific needs that will need to be considered
- aiding pupils’ transitions between classes within the School and transition booklets may be produced for some pupils to help reduce anxiety
- arranging meetings between Primary and Secondary settings to ensure that all needs and provisions are discussed
- promoting any extra SEND transition days for parents to ensure parental support/involvement at these, sometimes worrying, times

#### How will my child be taught within the school?

- All children are entitled to high quality teaching adapted to match their individual needs to enable them to access the curriculum. The approach to teaching and learning may be adapted to suit their individual needs.
- Class teachers and/or teaching assistants may be allocated to work with your child on a 1-1 basis or in a small group to target more specific needs.
- If appropriate, specialist equipment may be provided for your child e.g. writing slopes, coloured overlays, pen/pencil grips etc.

#### How will the curriculum and school environment be matched to my child’s needs?

As a school we are happy to discuss individual access requirements and make reasonable adjustments to meet these needs.

Facilities at present include:

- Wheelchair accessible building and carparks and playgrounds
- Lift to first floor
- Disabled toilets on both ground and first floor levels
- Hearing loop

More information can be found in the schools Accessibility policy and plan on the school website.

#### What training has been provided for staff at our school?

- All staff within the school receive access to regular training related to SEND, through the local authority and Milton Keynes Teaching School Alliance.
- Safeguard Training is provided annually for all staff.
- Communication and interaction awareness.

#### How can specialist expertise be accessed?

At times it may be necessary to consult with external agencies to receive their more specialised advice. These may include:-

- Specialist Teachers across the Inspiring Futures Through Learning Multi Academy Trust
- Educational Psychologists
- Speech and Language Therapy
- Outreach Teachers/TAs from Special Schools

- CAHMS (Child and Adolescent Mental Health Service)
- Social Services
- Occupational Therapy
- Physiotherapists
- School Nurse
- Health Visitor
- Children and Family Practices
- Advice and intervention of the specialist teachers at Milton Keynes Council

Our Head of Pupil Support has achieved the Post Graduate National Award for Special Educational Needs Co-ordination and takes advantage of relevant up-to-date training to support her role.

#### How do we evaluate our practices within our school?

We evaluate our provisions in place rigorously termly through provision mapping. Each child's individual progress is evaluated termly and provision is matched depending on their need.

Pupil progress reviews are held termly to evaluate effectiveness of provisions and discuss progress of groups and individual pupils.

Some children may need additional support and this is evaluated and assessed regularly.

- Additional support is allocated according to the information provided by the previous school, parents, teachers and monitoring the pupil progress.
- Additional support is allocated according to the information provided by the previous education setting and external agencies as appropriate, for pupils with Additional Educational Needs. Children with an Education Healthcare Plan will be allocated appropriate resources as specified. The class teacher will then carefully monitor progress in consultation with the Head of Pupil Support and this will be discussed at PSP and pupil progress review meetings.
- The level and type of support and provision will be regularly reviewed and the impact of this support considered.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being, the class teacher, together with the Head of Pupil Support, will adjust the level of support accordingly.

#### How does the school ensure an inclusive environment for all?

Some children may require the curriculum to be adapted in order to remove any barriers that would prevent them from accessing lessons. We therefore find ways in which all pupils can take part in lessons and out-of-school activities.

As a school we regularly review the way in which resources are matched to the needs of all the children. As a school we regularly review the way in which resources are matched to the needs of all the children. It may be the use of specialist equipment, such as coloured overlay, pencil grip or fiddle bands. Advice from external agencies is welcomed in order to further develop and train staff in adaptations to lessons.

Within some year groups, the number of children within each group for English and Maths may also be smaller to allow for more focused teaching of children with higher level needs. As a school, we adopt dyslexia and autistic friendly strategies within the learning environments across the school.

At Whitehouse School, we feel access to all areas of school life is important and have a policy and accessibility plan detailing how we ensure this happens.

For activities outside of the classroom we ensure:

- Activities and school trips are available to all.
- Risk assessments are carried out and procedures put in place to enable all children to participate.
- If a health and safety risk assessment suggests that an intensive level of 1-1 support is required, a parent or carer may also be asked to accompany their child during the activity in addition to the usual staff.

#### How does the school support my child's wellbeing?

The School offers a variety of support for all pupils including those who may be experiencing emotional difficulties.

- Opportunities for children to talk with specific members of staff such as the head, teachers, teaching assistants if they have any concerns they wish to discuss.
- All children have wellbeing sessions timetabled into their week.
- All children use our emotional wellbeing scale to communicate how they are feeling.
- Support from external agencies may be provided if deemed appropriate.
- Some pupils may be targeted in the morning and be given 'time to talk' with the learning mentor or known teaching assistant.
- Some children will have access to small group work to promote confidence and self-esteem through a Learning mentor.
- Some pupils may be chosen to be part of a social skills group run by a class teacher, a teaching assistant or the Head of Pupil Support.
- Our Mid-day Supervisors and KS2 Play Leaders are trained in how to 'play' with children during the lunchtime break and, in addition to this; sports/play equipment is set out for the children to play whilst their underlining learning point is to practise their social skills.

#### How are school resources allocated and matched to children's SEND?

- The SEND Budget is allocated each financial year to support additional needs throughout the school. The money is used to provide additional resources or support, dependent on need. Support for individual children would be decided upon after discussion with relevant parties.
- Support can be staff training, physical aids, Teaching Assistants, 1:1/small group specialist support.
- Specialist advice/support may be bought in to support individual children.



### Who do I contact if I need further support or information about the provision for my child?

If you have any concern regarding your child's progress or well-being then please make an appointment to see your child's class teacher to discuss your concerns in the first instance. The class teacher will then direct you to the Head of Pupil Support who will meet with you, to discuss your concerns in further detail.

### Contact Details:

These questions have been answered by school staff, Governors and parents to help answer any queries you may have regarding your child's education and the support we are committed to provide.

If you wish to discuss your child's education further or are unhappy with something regarding your child's schooling please contact:

- firstly your child's class teacher
- Laura Ward and Grace Leech - Head of Pupil Supports:  
[sendco@whitehouseprimary.co.uk](mailto:sendco@whitehouseprimary.co.uk) or [lward@whitehouseprimary.co.uk](mailto:lward@whitehouseprimary.co.uk)
- Rachel Ndede – Deputy Head: [rndede@whitehouseprimary.co.uk](mailto:rndede@whitehouseprimary.co.uk)
- Linda Kelly - Headteacher: [lkelly@whitehouseprimary.co.uk](mailto:lkelly@whitehouseprimary.co.uk)

### Local Authority Local Offer

#### What is The Local Offer?

The Local Offer has been introduced *“as a local offer of all services available to support disabled children and children with SEND and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEND as well as the options available to support families who need additional help to care for their child.”*

#### What will it do?

The Milton Keynes Local Offer provides parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to education, each educational environment will let parents/carers and young people know how school and colleges will support them, and what they can expect across the local settings. The Local Offer Steering Group devised 15 questions, in consultation with parents/carers and other agencies, which reflect key concerns and interests. To help provide consistent and comparable information, these will be answered by agencies, schools and colleges to enable parents and carers to make decisions about how to best support their child's needs.

Milton Keynes Local Offer: <https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>

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