



SEN Report 2020

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This document details our school's contribution to Walsall's Local offer that can be found using this link:
<https://www.wcld.co.uk/kb5/walsall/asch/localoffer.page?localofferchannel=0>

Reviewed
October
2020



Whitehall Junior Community School

WHITEHALL JUNIOR COMMUNITY SCHOOL SEN Information Report.

Under the Children and Families Bill 2014 schools are required to publish information on their websites about the implementation of the governing body's policies and provision for pupils with Special Educational Needs and Disabilities. The information in this report is in accordance to the Special Needs and Disability Regulations 2015 and will be updated annually.

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The SEN Governor is Mrs. C Jones.

The SENCo is Mrs. Y Collins (National Award for SEN Coordination 2011).

The Designated Senior Person for Safeguarding is Mrs E Attwood/ Mrs. J Scott/ Mrs T Botfield.

Contact details: 01922 720778

1. Whitehall Junior Community School is a three form entry mainstream school, committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. The kind of SEND that school provide for are:

- Cognition and Learning,
- Sensory and Physical, Social,
- Emotional and Mental Health difficulties
- Communication and Interaction.

2. The way we identify children/young people with special educational needs is set out in our SEN and Inclusion Policy and our Local Offer, both are published on the school's website.

- ✚ When pupils have an identified special educational need or disability before they join the school, we work very closely with the people who already know them. We use the information already available to identify what the possible barriers to learning may be within our school setting and to help us to plan appropriate support strategies.
- ✚ If you tell us you think your child has a special educational need we will discuss this with you and assess your child accordingly. Often these assessments will be carried out by the school, sometimes school seek advice from more specialised services such as Educational Psychology or Speech Therapy - we always share our findings with you and the next steps we need to take.
- ✚ If teachers feel that your child has a special educational need this may be because they are not making the same progress as other pupils. The earlier we take action and modify our provision, the sooner we can resolve concerns and help children towards success. We will observe your child's learning characteristics and how they cope within our learning environments, we will assess their understanding of what we are doing in school and where appropriate use tests to pinpoint what is causing difficulty. This will help us to decide what is happening and why. If school become concerned about your child you will be contacted immediately by their class teacher or the Special Educational Needs Coordinator (SENCO) Mrs Y Collins 01922 720778.
- ✚ Using all the information school will decide, in liaison with parent/carer, which level of provision would be appropriate for each child. The levels of provision are graduated dependent upon the needs of the child.

3. a) The SEN and Inclusion Policy also outlines how we monitor the effectiveness of the provision provided for children/young people we identify has having special educational needs. *The Senior Management Team monitors the quality and effectiveness of provision for pupils with SEND through classroom observation, book scrutinises and analysis of assessment information.*

b) How school assesses and reviews the progress of pupils with SEND is noted in the schools Assessment Policy and the SEN and Inclusion Policy.

- ✚ When assessing the children we use the 2014 national curriculum as a basis. Teachers assess children on a termly basis.
- ✚ Our assessment coordinator analyses the progress of every child. This is then discussed with the class teacher. Each teacher plans targeted interventions for all children whose progress is causing concern and write an individual education plan for children whose needs fall outside normal classroom differentiation. We run a number of 'intervention groups' for children who are not making the expected level of progress. These groups are run in every year group and their content and cohort vary termly depending upon the needs of the children.
- ✚ We regularly use staff meetings to get all teachers to assess anonymous pieces of work to check our judgements are correct (moderating).
- ✚ We set challenging targets that are based on nationally agreed guidelines on progress.
- ✚ We check how well a pupil makes progress in each lesson. Target ladders help the children to understand what is expected of them if they are to succeed.
- ✚ We gather views of parents and carers at our termly parent consultation evenings and make notes of important points so that they can be revisited at each successive meeting to review progress. At the first stage of the graduated response (Walsall's SEN Team define this as the Early

Response Stage) Assess, Plan, Do, Review grids are reviewed and new targets set at parent's evenings.

- ✚ Parents of children with special educational needs whose provision is at the second stage (Walsall's SEN Team define this as the SEN Support Stage) and third stage (Education and Health Care Plan) of the graduated response are invited to a special review meeting each term where we discuss progress and create Assess, Plan, Do, Review grids that outline small steps, progress targets. These are set in consultation with parents and other professionals involved in the care and education of the child.

c) Quality first teaching is our approach to teaching all children at Whitehall Junior Community School. Differentiation, individual targets, use of expertise from outside agencies and matching support staff are ways that we endeavour to deliver appropriate provision.

d) Ways we adapt the curriculum and learning environment are outlined in the SEN and Inclusion Policy and the Accessibility Plan.

- ✚ All our staff are trained in a variety of approaches which means that we are able to adapt a range of SEN.
- ✚ We use a number of teaching methods that are adapted to the needs of both groups and individual pupils, including: objects of reference, intensive interaction and visual support.
- ✚ We are an inclusive school. Wherever possible children are taught alongside their peers in clearly differentiated groups. Teachers adopt their teaching constantly in order to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional support in small groups outside the classroom, or to provide one-to-one support.
- ✚ All our staff are trained to adapt resources to either offer a greater level of support or make learning more challenging so that every child is able to achieve their very best.
- ✚ We use additional schemes/materials so that staff can ensure work is always at the right level for pupils with special educational needs or those who are gifted and talented.

e) Additional support for learning that is available to pupils with special educational needs is set out in our SEN and Inclusion Policy and our Local Offer.

- ✚ We have a nurture facilities that are available for specialist groups who meet to develop social skills.
- ✚ Our SEND team make bespoke individual resources for pupils with special educational needs that support their specific learning targets and needs but also reflects the learning undertaken by their peers.
- ✚ We have a wide range of reading materials to appeal to both aural and visual learners and specialist schemes to revise lost learning.
- ✚ We use visual timetables and equipment such as countdown timers for pupils who need it.
- ✚ We have a dedicated medical room with shower facilities, hoist and adjustable physiotherapy bed.
- ✚ We seek advice and equipment from outside agencies as and when the need arises, such as specialist seating or handrails and steps in toilets.
- ✚ We use a range of software to help pupils engage with subjects they find difficult, to practice skills and work towards being independent learners.

f) Engaging SEN children in all aspects of school life alongside their peers is an important inclusion point. The steps we take to include SEN children are recorded in our SEN and Inclusion Policy and our Local Offer.

- ✚ We have breakfast club with trained staff capable of looking after pupils with special educational needs.
- ✚ We have a number of lunchtime clubs such as dance, netball, reading and many more. Pupils with SEN are included.
- ✚ We will continue out of school educational visits and welcome back visitors to school that bring a wide range of experiences to our children as soon as it is safe to do so. For example The Community Police Officers, The Fire Service and our local MP to name but a few. Pupils with special educational needs and disabilities are always included in these activities and we provide staff to support their full involvement if needed. We always choose enhanced school provision to be accessible by all.

g) Whitehall Junior Community School has a strong pastoral team. The designated senior person for safeguarding works closely with our Family Support Workers and our Learning mentor to offer nurture provision, identifying the underlying needs that poor behaviour is a symptom of, improve attendance, run an active school council and many more initiatives to improve the emotional and social development of all children. The Medicine policy addresses the administration of medicines in line with Statutory Guidance on supporting pupils at school with medical conditions September 2014.

4. The SEN Governor is **Mrs. C Jones**.

The SENCo is **Mrs. Y Collins** (National Award for SEN Coordination 2011).

The Designated Senior Person for Safeguarding is **Mrs Attwood/ Mrs T Botfield**.

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5. The provision for training of staff to secure knowledge and expertise in relation to children and young people with special educational needs is made clear in our SEN and Inclusion Policy and our Local Offer.

- \$ *The SENCO attends regular cluster meetings to update and revise developments in SEND and Inclusion.*
- \$ *Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.*
- \$ *In-house additional needs and Inclusion training is provided through staff meetings by the SENCO.*
- \$ *All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.*
- \$ *Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.*

6. Existing equipment and facilities are noted in the SEN and Inclusion Policy and our Local Offer but also the Accessibility Plan. If further specialist equipment is required the SENCo will liaise with outside agencies to source the most suitable available. See 3e above.

7/8. Consulting with parents and pupils is a must. The school adopts a 'no decision without me' stance. Children are included in the Access, Plan, Do, Review meetings. This is addressed in our SEN and Inclusion Policy and our Local Offer.

- ✚ We are child centered so you can expect 'no decision about me without me'.
- ✚ When we assess special educational needs we will discuss with you whether your child's understanding and behaviour are the same at school as at home; we take this into account and work with you so that we are all helping your child in the same way to help them make progress.
- ✚ Where appropriate we will write and review Assess, Plan, Do, Review grids (that contain targets) with pupils and parents/carers, a copy will always be available for you.
- ✚ We hold a meeting every term that allows all school staff, other professionals and family or carers involved with a child, to share information, celebrate progress and achievement and plan next steps.
- ✚ We recommend activities for home to repeat and practice activities that are new and present a challenge to a pupil. If you have any concerns about helping your child at home please discuss this with your child's teacher.
- ✚ Our staff are available by phone to discuss any concerns you may have about your child, or to share information that either party feels would be useful to the other.
- ✚ We have links to learning activities on the curriculum page of our school website so that parents can access them at home, with their children. If your child has misplaced their log on details please speak to their class teacher.

9. Staff make every endeavour to be available to parents by phone and routine parents evenings, new parent visits, Access, Plan, Do Review Cycle meetings and Inspire lessons will continue when it is safe. School has a dedicated pastoral team that are available to deliver support for families.

If parents do feel the need to make a complaint the Complaints Procedure document is available on request from the school office.

School was awarded the Leading Parent Partnership Award for the third time in March 2020.

10. School work closely with a number of outside agencies and the SEN Governor remains informed, with regards these agencies, through the SENCo. A list of outside agencies is included in our SEN and Inclusion Policy and our Local Offer.

- ✚ We can access support from specialist teachers and support staff for advice about accessing the curriculum and SEND related needs such as speech, language and communication, hearing impairment, visual impairment, behaviour related needs, severe learning difficulties and autism.
- ✚ We get support from the local authority services on training, policy and funding.
- ✚ Our local authority provides educational psychologist support for assessment, advice and training.
- ✚ We liaise with the School Health Advisor regularly.
- ✚ We have an Educational Welfare Officer that visits school on a weekly basis who works closely with staff, pupils and families in raising attendance and punctuality.
- ✚ We get support from Walsall's NHS Speech and Language Therapy Department (SALT) to whom we can refer pupils for assessment if we believe they need a period of therapy.
- ✚ As part of a local cluster of schools, we purchase the services of a private speech and language therapist, the company involved is called Chatterboxes.
- ✚ We get support from Walsall's NHS Pediatric Occupational Therapy Service and Physiotherapy Department for pupils who need assessment for issues such as special seating or advice about exercise programs. They guide staff in meeting the needs of pupils with disabilities.

- ✚ For pupils with physical disabilities we also have the help of Outreach from Lindens Primary School. They provide advice on remaining fully inclusive whatever the activity from swimming to educational visits.
- ✚ Together we review your child's progress and agree what everyone will do to make teaching more effective and learning easier. We include your child in these discussions when appropriate.

11. If a parent is concerned they can contact an advocate that is totally separate from school:

- ✚ Walsall's Special Educational Needs and Disabilities Information, Advice & Support (SENDIAS) (formerly Walsall Parent Partnership Service) can offer advice and support to parents of pupils special educational needs or disabilities. Their telephone number is 0808 802 6666 and email address Walsallsendiass@family-action.org.uk.

12. Transferring school can be a stressful time for parents and children. Schools arrangements for transferring schools can be found our SEN and Inclusion Policy and our Local Offer.

- ✚ We liaise very closely with our partner infant school to ensure that the transition is as smooth as possible. The process begins for all children in the spring term prior to their transfer. Staff from our school deliver an assembly for parents and children at the infant school and regular visits are set up so children become familiar with both the building and staff. For children with special educational needs the SENCOs from the two schools will meet to share information and arrange for the children to have extra visits, photographs of the building and staff and meetings with parents as part of their termly reviews.
- ✚ We write individual transition plans in collaboration with staff from the previous school and the key professionals who are already familiar with the needs of the child. This ensures a smooth and supportive start to life in our school.
- ✚ Parents and children who are joining our school midterm are encouraged to visit the school before the start.
- ✚ Transition between classes within our school occurs in the summer term when children spend time with their new year group and support staff accompany the SEN children they have been supporting all year.
- ✚ If a child has a Statement of Special Educational Needs/ Education Health and Care Plan (EHC plan) then parents are advised, during their year 5 annual review meeting, to begin to consider which secondary school they would like to select. The SENCO from our school will arrange visits to secondary schools for parents to ask questions and look at the school environment, if that is required.
- ✚ We liaise very closely with our partner secondary school to ensure that the transfer from junior to secondary school is as smooth as possible. The SENCO from the secondary school chosen by parents is invited to the last special, termly review meeting for children with special educational needs, whose provision is at the second and third stages of the graduated response.

13. Here is a link to Walsall's Local Offer:

<https://www.wcld.co.uk/kb5/walsall/asch/localoffer.page?localofferchannel=0>

Key to extracts from other documents.

- ✚ Information from Whitehall Junior Community School's Local Offer.

