



Whitehall Infant School SEND School Offer 2019-20

At Whitehall Infant School we strive to support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey. Quality first teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

The Assistant Head Teacher for Inclusion is: **Jason Stainer**
The SENDCo is: **Andrea Williams**

Roles and Responsibilities of the Inclusion Team

Our responsibility is to fully implement the new code of practice 2014 in line with the Children and Families Bill 2013. The aim of this school offer is to outline systems and provision for children with Special Educational Needs and Disabilities.

Please follow the links below to read the following documents:

SEND Code of Practice:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Statutory guidelines for children with Medical Needs:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/484418/supporting-pupils-at-school-with-medical-conditions.pdf

You can access the following documents on our school website:

<http://www.whitehall-inf.hillingdon.sch.uk/>

SEND Policy
Pupil Premium Strategy
Child Protection Policy
Medical Policy
Accessibility Policy
Complaints Policy

The table below outlines SEND procedures at Whitehall Infant School:

<p>The best people to talk with about children's difficulties with learning/ Special Educational Needs/Disability (SEND):</p>	<p>The best person to talk to first is their class teacher. After speaking with them, you may be directed to speak with:</p> <ul style="list-style-type: none"> • The SENDCO (Andrea Williams) • The Assistant Head Teacher for Inclusion (Jason Stainer) • The Head Teacher (Manjit Bringan) <p>The named governor for SEND is Yona Heyward</p>
<p>How children are identified as having a Special Educational Need:</p>	<p>A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made. A child, of school age, has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.</p> <p>We know when pupils need help with their learning if:</p> <ul style="list-style-type: none"> • concerns are raised by parents/carers, teachers or the child • limited progress is being made compared to peers • there is a change in the pupil's behaviour or progress • if a child is already known to external agencies <p>Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the learning of pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.</p> <p>The school works closely with outside professionals and agencies to identify additional needs, including the Educational Psychologist, Speech and Language Therapist, Occupational Therapist and the Child Development Centre.</p> <p>All children in Reception Class have a Language Link screening during the Autumn Term. This highlights any children who are having difficulty in relation to speech and language. Those requiring additional assessment and support may be referred to the Speech and Language Therapist. We may undertake a Language Link screening for pupils in other year groups if we feel there is a need.</p>
<p>How children get help in school:</p>	<p>The school uses a graduated approach for providing support, as directed by the SEN Code of Practice, called 'assess, plan, do, review'.</p> <ul style="list-style-type: none"> • If a child has been identified as having a special need, they will be given an Individual Education Plan (IEP) and their name will be added to the school SEND register. Targets will be set according to their area of need. These will be monitored by the class teacher and by the SENDCO. Parents will be provided with a copy of their IEP. • Each pupil's curriculum will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. • If a pupil has needs related to more specific areas of their education then the pupil may be placed in a small focus intervention group. The length of time of the intervention will vary according to need. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. • Occasionally a pupil may need more expert support from an outside agency such as the Speech and Language Therapist, the Educational Psychologist or the Occupational Therapist. A referral will be made, with parental consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support may be implemented or advice provided to the school and parents/carers.

<p>How we inform parents about their child's progress:</p>	<p>At Whitehall Infant School we believe that parental involvement makes a positive difference to pupils' achievement. We have an open door policy in regards to being available to discuss individual children.</p> <ul style="list-style-type: none"> • You can make an appointment to see your child's class teacher and / or SENDCO at any point in the school term, if you would like a confidential discussion to discuss your concerns. • Twice a year all parents are invited to attend meetings with their child's class teacher. • All parents receive an annual school report. • If your child is on the SEND register, you will be invited to discuss the formation of this IEP. • There may also be opportunities to meet with outside professionals who are supporting your child e.g. Educational Psychologist, Speech and Language Therapist, Occupational Therapist, depending on their availability. • If your child has an Education Health and Care Plan you will be invited to attend an annual review meeting.
<p>How we help parents support their child's learning:</p>	<ul style="list-style-type: none"> • The class teacher can suggest ways of how you can support your child's learning. • Members of the Inclusion Team can meet with you to discuss strategies to use in order to support individual needs. • If outside agencies have been involved they may suggest strategies or give advice for parents. • We offer a range of parent workshops to advise on how to support children with their learning in different areas of the curriculum. •
<p>How we support children with medical needs:</p>	<ul style="list-style-type: none"> • For complex and serious medical conditions, the school will be provided with an Individual Health Care Plan, by a medical professional. • It is the parent's responsibility to ensure that the school has an up to date copy of any updated health care plans, as well as any medication and equipment that has been provided for the child to have in school.

<p>How we support the emotional and social development of pupils with SEND:</p>	<p>The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:</p> <ul style="list-style-type: none"> • Members of staff such as the class teacher, Learning Mentor, SENDCO and Assistant Head Teacher being readily available to discuss issues and concerns. • Circle time and specific PSHE curriculum in class – planned to develop skills and attitudes such as confidence, self-esteem, talking & listening. • Strategies that children can use to inform their teacher of their feelings if not wanting to verbally express themselves. • Clubs available for those who find lunchtimes a challenge. • The Learning Mentor provides groups that support emotional wellbeing, as well as individualised emotional and social support where it is required.
<p>How we consult and involve SEND pupils about their progress:</p>	<p>In addition to teachers talking to children about their achievements and progress in the classroom:</p> <ul style="list-style-type: none"> • Children are involved in meetings, where appropriate, with their teacher and parents / carers. • Children's views are sought when formulating their IEP. • Children are invited to annual reviews of their Education, Health and Care Plan.

<p>How we include all children in activities outside the classroom including school trips:</p>	<p>Activities and school trips are available to all.</p> <ul style="list-style-type: none"> • Risk assessments are carried out and procedures are put in place to enable all children to participate. • If it is deemed that an intensive level of support or greater is required then appropriate provision is made (this may be by asking a parent / carer to accompany their child during the activity).
<p>Making the School environment accessible:</p>	<p>Facilities we have at present include:</p> <ul style="list-style-type: none"> • Ramps where needed into school to make the building accessible to all. • No stairs. • Wide doors in some parts of the building. • Accessible toilets. <p>Please refer to the school accessibility plan for full details. As a school we are happy to discuss individual access requirements when need arises.</p>
<p>How we support new arrivals who join Whitehall Infants School during the school year:</p>	<p>Every child will be part of our new arrivals procedures. These include having a tour, supported introduction into their new class, a class buddy and liaison with previous school.</p> <p>In line with the procedures that are in place for all new arrivals, for our SEND children we will:</p> <ul style="list-style-type: none"> • Liaise with the previous school. • Meet with parents and child. • SENDCO will discuss needs with class teacher and outside agencies if required.
<p>How we support children with transition:</p>	<p>According to need, children are supported in a variety of ways including:</p> <ul style="list-style-type: none"> • Transition books • Social stories • Additional visits to new classrooms/meeting new staff • Advice sought from outside agencies • Planning meetings are held between the Infant and the Junior schools to support transition
<p>Staff Training:</p>	<p>SEND training is integral to all Professional Development Meetings. Bespoke training and support is provided to staff members, according to their role and the needs of children in their class. This may be provided by experienced staff within the school, specialist professionals invited into school or the member of staff may attend a course at another location.</p>
<p>How parents can access support services:</p>	<p>The SENDCO and senior staff are able to make referrals to a range of outside agencies that can support both school and families with advice on how to meet children's needs.</p> <p>Information is displayed in our school reception area to promote local support services and voluntary organisations who offer advice and support to our SEND pupils and their families.</p> <p>Hillingdon's local offer of support can be accessed on the Local Authority Website.</p>
<p>How we use the SEND Budget:</p>	<p>Funding is used for our Inclusion Team, to provide support staff and specialist equipment and resources.</p> <p>The amount of additional provision provided for individual children will be allocated according to the level of need identified by the school's assessment procedures in line with the SEND Code of Practice.</p>
<p>Arrangements made by the Governing Body for dealing with parental complaints:</p>	<p>Parents, and where appropriate, pupils are encouraged to express their views on what takes place within the school, raising any concerns or issues early.</p> <p>Parents/carers who want to make a complaint are requested to follow the procedure outlined in our Complaints policy, which is available on the school website.</p>