



## **Whitehall Infant School SEND School Offer**

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.

Below is a glossary for SEND terms that are included within this school offer.

SENDCo	Special Educational Needs & Disability Coordinator
SRSA	School Request for Statutory Assessment
EP	Educational Psychologist
OT	Occupational Therapist
SALT	Speech and Language Therapist
BST	Behaviour Support Team
SLCN	Speech Language Communication Needs
ASD	Autism Spectrum Disorder
TAF	Team Around the Family – this is a meeting where all agencies who are involved with the child attend a meeting with the family
EHCP	Education Health and Care Plan
LSA	Learning Support Assistant
LA	Local Authority
LAC	Looked After Child
PPG	Pupil Premium Grant
SLT	Senior Leadership Team
PPM	Pupil Progress Meeting
FSM	Free School Meals
QFT	Quality First Teaching
CPD	Continuing Professional Development
PCT	Primary Care Trust

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](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](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:

<b>The best people to talk with about children's difficulties with learning/ Special Educational Needs/Disability (SEND):</b>	<ul style="list-style-type: none"><li>• Class teacher</li><li>• SENDCO</li><li>• Assistant Head Teacher for Inclusion</li></ul> The Head Teacher is Manjit Bringan The named governor for SEND is Peter James
<b>How children are identified as having a Special Educational Need:</b>	<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"><li>• concerns are raised by parents/carers, teachers or the child</li><li>• limited progress is being made compared to peers</li><li>• there is a change in the pupil's behaviour or progress</li><li>• if a child is already known to external agencies</li></ul> <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 agencies and the Child Development Centre to identify need.</p> <p>All children in Reception Class have a Language Links screening at the beginning of the Autumn Term. This highlights any children who are having difficulty in relation to speech and language. These children are then referred to a Speech and Language Therapist and receive language links intervention in school. We may undertake a Language Links screening with other pupils if we feel there is a need.</p>
<b>How children get help in school:</b>	The school uses a graduated approach for providing support which is as follows, 'assess, plan, do, review'. <ul style="list-style-type: none"><li>• If a child has been identified as having a special need, they will be</li></ul>

	<p>given an Individual Education Plan (IEP) and their names 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. IEPs will be discussed with parents and a copy given to them.</p> <ul style="list-style-type: none"> <li>• Each pupil's learning curriculum will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs.</li> <li>• 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.</li> <li>• Occasionally a pupil may need more expert support from an outside agency such as the Speech and Language Therapist, the Educational Psychologist or the Behaviour Support Team. A referral will be made, with your 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.</li> </ul>
<p><b>How we inform parents about their child's progress:</b></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"> <li>• 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.</li> <li>• Twice a year all parents are invited to attend meetings with their child's class teacher.</li> <li>• All parents receive an annual school report.</li> <li>• If your child is on the SEND register your child's IEP will be discussed at planned meetings.</li> <li>• Open Evenings.</li> <li>• There may also be opportunities to meet with outside professionals who are supporting your child e.g. Educational Psychologist, Speech and Language Therapist, Behaviour Support Team</li> <li>• If your child has an Education Health and Care Plan you will be invited to attend the annual review meeting.</li> <li>• We also offer, if need arises, a Team Around The Family Meetings (TAF). These meetings involve any professionals from other agencies who are involved with the child in question and who will meet to find ways to provide support.</li> </ul>
<p><b>How we help parents support their child's learning:</b></p>	<ul style="list-style-type: none"> <li>• The class teacher may suggest ways of how you can support your child's learning.</li> <li>• Members of the Inclusion Team may meet with you to discuss strategies to use in order to support individual need.</li> <li>• If outside agencies have been involved they may suggest strategies or give advice for parents</li> <li>• We offer a range of parent workshops to advise on how to support children with their learning in different areas of the curriculum.</li> </ul>

<p><b>How we support children with medical needs:</b></p>	<ul style="list-style-type: none"> <li>• In cases where medical conditions fluctuate or where there is a high risk that emergency intervention will be needed or where medical conditions are long term and complex, then an Individual Health Care Plan is</li> </ul>
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	<p>compiled. Relevant medical advice and discussion with parents will contribute to this.</p> <ul style="list-style-type: none"> <li>• Staff receive training on medical conditions of children in the school as needed.</li> <li>• Advice is sought from the local authority hearing and visual impairment team.</li> <li>• Where necessary, and in agreement with parents/carers, prescribed medicines are administered in school. A signed Medicine consent form will be put in place to ensure the safety of both child and staff member.</li> </ul>
<b>How we support the emotional and social development of pupils with SEND:</b>	<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"> <li>• Members of staff such as the class teacher, Learning Mentor, SENDCo and Assistant Head Teacher being readily available to discuss issues and concerns.</li> <li>• Circle time and specific PSHE curriculum in class – planned to develop skills and attitudes such as confidence, self-esteem, talking &amp; listening.</li> <li>• Strategies that children can use to inform their teacher of their feelings if not wanting to verbally express themselves.</li> <li>• Clubs available for those who find lunchtimes a challenge.</li> <li>• Well-being plans are written and implemented.</li> <li>• We run groups that support well-being such as nurture groups, and social skills groups. Parents are involved in deciding if this is appropriate.</li> </ul>
<b>How we consult and involve SEND pupils about their progress:</b>	<p>In addition to teachers talking to children about their achievements and progress in the classroom:</p> <ul style="list-style-type: none"> <li>• Children are involved in meetings with their teacher and parents / carers.</li> <li>• IEP's are shared with children and presented in a format that they understand.</li> <li>• Children are invited to annual reviews of statutory assessment and share their achievements.</li> </ul>
<b>How we include all children in activities outside the classroom including school trips:</b>	<p>Activities and school trips are available to all.</p> <ul style="list-style-type: none"> <li>• Risk assessments are carried out and procedures are put in place to enable all children to participate.</li> <li>• If it is deemed that an intensive level of 1:1 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).</li> </ul>
<b>Making the School environment accessible:</b>	<p>Facilities we have at present include:</p> <ul style="list-style-type: none"> <li>• Ramps where needed into school to make the building accessible to all.</li> <li>• No stairs.</li> <li>• Wide doors in some parts of the building.</li> <li>• Accessible toilets.</li> </ul> <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>
<b>How we support new arrivals who join Whitehall Infants School during the school year:</b>	<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"> <li>• Liaise with the previous school.</li> <li>• Meet with parents and child.</li> <li>• SENDCO will discuss needs with class teacher and outside agencies if required.</li> </ul>
<b>How we support children with transition:</b>	<p>According to need, children are supported in a variety of ways including:</p> <ul style="list-style-type: none"> <li>• Transition books</li> <li>• Social stories</li> <li>• Additional visits to new classrooms/meeting new staff</li> <li>• Advice sought from outside agencies</li> <li>• Planning meetings are held between the Infant and the Junior schools to support transition</li> </ul>

<b>Staff Training:</b>	SEND training is integral to all Professional Development Meetings. Staff may attend courses according to their individual areas of development.
<b>How parents can access support services:</b>	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. 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.
<b>How we use the SEND Budget:</b>	Funding is used for our Inclusion Team. In addition, further support or resources are put in place dependant on an individual's needs. Additional provision may be allocated if need has been identified following the schools assessment procedures in line with the SEND Code of Practice.
<b>Arrangements made by the Governing Body for dealing with parental complaints:</b>	Parents, and where appropriate, pupils are encouraged to express their views on what takes place within the school. This will often provide an early warning of potential difficulties or emerging issues. 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.
<b>How to find the Hillingdon Local Offer:</b>	For further information regarding SEND support in Hillingdon you can view the Local Offer for Hillingdon borough at <a href="https://children.connecttosupporthillingdon.org/s4s/W/herellive/Council?pageld=3540&amp;lockLA=True">https://children.connecttosupporthillingdon.org/s4s/W/herellive/Council?pageld=3540&amp;lockLA=True</a>

Reviewed and Updated – September 2018