



**Excellence in a caring community**

**SPECIAL EDUCATIONAL NEEDS and DISABILITY REPORT 2021/22**

1	<p>What kinds of SEND are provided for at Whitby Heath?</p>	<p>Whitby Heath Primary is a two form entry mainstream primary school that provides an education for all pupils who want to share in our school community. We aim to fulfil our vision of 'excellence in a caring community' with all our pupils; including those with special needs.</p> <p>We support children that demonstrate SEND within the four areas of need;</p> <ul style="list-style-type: none"> <li>• communication and interaction</li> <li>• cognition and learning</li> <li>• social, emotional and mental health needs</li> <li>• sensory and/or physical difficulties.</li> </ul>
2	<p>How do we identify children and young people with SEND and how do we assess their needs?</p>	<p>All children are continually monitored and are assessed termly through Educater. Actions are taken at the earliest opportunity to support pupils through class-support or interventions in order to address any needs. We work with children and their families from the beginning of this process.</p> <p>If parents believe that their child has a special educational need we will discuss this with them, monitor and assess their child accordingly. Often these assessments will be carried out by school but we sometimes request advice from more specialised services such as Mental Health Support Team, Educational Psychology, Speech Therapy, Autism Team or CAMHS. We will always share the findings with parents and in consultation plan the next steps to best support their child.</p> <p>Children who need additional support will also have an SEN Support Plan, (previously IEP) which will be reviewed at least 3 times a year. Using the <b>Plan, Do, Assess, Review</b> cycle, we monitor the impact of interventions and support upon the holistic progress of our pupils and share this information with children and parents.</p>
3	<p>Who is our SENCo (Special Educational Needs Coordinator)?</p>	<p>Miss Monins          You can contact them on 0151 355 1781 or          You can email them at <a href="mailto:senco@whitbyheath.cheshire.sch.uk">senco@whitbyheath.cheshire.sch.uk</a>          Our SEND Governor is Mrs H Denny</p>

4	How do we involve parents of children with SEND?	<p>At Whitby Heath we have continuous conversations with parents about their children. We are always here to talk to and are happy to arrange informal meetings to discuss any concerns. We also ensure that parents are able contribute to their child's learning through the Support plan and review process at parents evening.</p> <p>When we assess special educational needs, we discuss with parents if their child's understanding and behaviour are the same at school and home; we take this into account and work with our parents so that we are helping their child in the same way and helping them make progress.</p> <p>Where appropriate, in line with our graduated response, we will write and review targets with pupils and parents/carers, a copy will always be available to all.</p> <p>Annual reviews for children with Education, Health and Care Plans and/or additional funding ensure parents' views are valued. This will allow the pupil, family, school staff and other appropriate outside agencies to be able to share information, celebrate success and plan next steps. Currently we have 6 children with an EHC Plan and 4 with Top Up Funding.</p> <p>Parents' evenings in Autumn and Spring terms and reports in Summer term also maintain close links with parents. Due to risk assessments revolving Covid 19, school will continually review procedures for having parents onsite for such discussions.</p> <p>We keep in regular contact with parents that we don't see as often via Seesaw, telephone or email where appropriate.</p>
5	How do we involve children with SEND in shaping their education & future?	<p>All children at School SEN Support and those with Top Up Funding or EHCPs are able to express their views about their learning and have the opportunity to discuss their dreams and aspirations.</p> <p>Children are regularly spoken to during pupil voice and they included in the target setting process.</p>
6	What are our arrangements for assessing and reviewing children and young people's progress towards outcomes?	<p>Teachers assess the children's progress half termly, this data is discussed with the Senior Leadership Team so that strategies can be put in place to intervene early and support children.</p> <p>Following on from identification (section 2) we plan support for pupils using the views of the parents and children, and in some instances upon advice from external agencies. Support is monitored and evaluated on a regular basis.</p>

		<p>Support Plans with targets are written and reviewed at a minimum of 3 times per year and at all stages of this plan, do, assess and review process parents and children are consulted.</p> <p>Some children have Home/School books to facilitate communication if this is appropriate to their needs.</p>
7	<p>How do we support children in moving to our school and from our school?</p>	<p>We work closely with the pre-school settings, to ensure that transition into Whitby Heath Primary school is successful for our September starters. Since September 2014 we have had our own pre-school on site, which has ensured a smooth transition into Reception class. Action for inclusion meetings are held with all relevant professionals and the pre-school setting to share information and agree systems to ensure children are happy and therefore able to learn and thrive at our school.</p> <p>For in-year admissions, when a child has an identified special educational need before they join our school we work very closely with the people who already know them including parents, previous settings and specialists and use the information already available to identify what possible barriers to learning may be within our school setting and to help us plan appropriate support strategies.</p> <p>School begins to look at high school choices in year 5 in order to establish if any specific provision is needed. This ensures that our children and families are prepared early for the transition for high school and, if needed, additional transition arrangements can be organised. We can accompany parents to view schools in order to support them in the decision making process where appropriate.</p> <p>To support children in year 5 and 6 with transition to high school we have previously participated in Transition Through the Lens and Twista.</p> <p>Whitby Heath works closely with the high schools to ensure that they have all the information that they need in order for our pupil's to continue to thrive in their care. Again, we engage with inclusion meetings to ensure that high school are well prepared to meet the needs of each child.</p>

8	How do we help to prepare children for adulthood?	<p>We work with children and their families to ensure that they have the skills needed for their futures in secondary education and beyond. We want all our children to become responsible citizens and to contribute positively to society. We work towards these goals by taking a holistic view of our children's needs and prepare opportunities to enable them to fulfil their potential.</p> <p>We have high expectations and aim to help all children develop their confidence. Our whole school community treats one another with respect and tolerance.</p>
9	What is our approach to teaching children and young people with SEND?	<p>At Whitby Heath, we believe strongly in excellence in a caring community and ensure this for our SEND pupils by tailoring the curriculum to support their needs. All children are part of a class and have access to quality first teaching alongside their peers. Our curriculum aims to bring learning to life and wherever possible enables the child to be a part of their learning.</p> <p>We are inclusive and ensure that children access a full and balanced curriculum. Wherever possible children are taught alongside their peers in clear differentiated groups so that every child has a level of challenge appropriate for them and also experiences success. Additional adult support and a range of resources are used to support children's learning in class and through intervention programmes. We have introduced Target Time which allows children to work on focused activities set at their level of understanding.</p> <p>Through advice from external agencies such as the Educational Psychologist, Autism Team and Speech Therapy we implement specific programmes to support individual children for targeted support</p>
10	How do we adapt the curriculum and learning environment for children and young people with SEND?	<p>We are highly reflective and adapt to the needs of our individual children. Children's needs are assessed and addressed regularly and the curriculum is tailored to suit the needs of the individual. Communication between home and school is actively encouraged to ensure that learning is meaningful, enjoyable and can take place in and out of school. We aim to be mutually supportive.</p> <p>The classrooms are adapted to meet the needs of pupils, for example, we have work stations in classrooms for some pupils and we have areas outside of the classroom that children use for specific interventions or learning times.</p> <p>We have areas within school to which children can withdraw if necessary, including library, intervention spaces, Rainbow room</p>

		<p>and the Orchard Room. Our Learning Mentor works closely with individual and small groups of vulnerable children.</p> <p>We liaise closely with professionals and outside agencies to adapt our environment and curriculum to support pupils.</p>
11	<p>What are our areas of expertise in supporting children with SEND and how do we secure the expertise of others?</p> <p>What training have we had and what future training plans are there?</p>	<p>All staff are trained to deliver quality first teaching to all pupils including those with SEND. Staff differentiate and provide scaffolding opportunities to suit the learning needs of all pupils whilst remaining inclusive to all. Through our response to Covid we have additional qualified teachers deployed across the school to provide opportunities for smaller teaching groups.</p> <p>Teaching assistants are well trained to support all groups of pupils and in particular those with additional learning needs. Miss Monins holds half termly meetings with TAs. These meetings are an opportunity for TAs to share good practice, track progress, highlight successes and to discuss/debate current issues.</p> <p>Teaching staff have regular SEN update training through staff meetings led by Miss Monins. More recently staff have completed their own CPD on areas of SEN including Autism, Mental Health and Well-being, Speech and Language and Dyslexia.</p> <p>Staff within school have received qualification and external training in the following areas</p> <ul style="list-style-type: none"> <li>• Wellcomm – Speech and Language Programme</li> <li>• White Rose and Power Maths – Maths teaching tools</li> <li>• Read, Write, Inc – phonics based programme</li> <li>• Safeguarding Children – Basic Awareness</li> <li>• ELSA</li> <li>• Understanding Children and Young People's Mental Health</li> <li>• Speech and Language Strategies (ELKLAN)</li> <li>• Understanding Specific Learning Difficulties.</li> <li>• Lego Therapy</li> <li>• Positive Handling</li> <li>• Autism Awareness</li> </ul> <p>Miss Monins (SENCO) has undertaken the National SENCo award at Chester University. She attends local SENCo cluster meetings, disseminating best practice and raising awareness of current changes in SEN legislation and inter agency working.</p> <p>Mrs Bell leads a team of designated members of staff who are qualified in First Aid, comprising of teachers, teaching assistants,</p>

		<p>administration staff and midday assistants. She ensures that children who have specific medical needs have a health plan in place, developed in collaboration with health professionals.</p> <p>Miss Monins is available to offer screening tools and provide strategies in supporting EAL children and those with additional needs. We have an Irlen Syndrome Screener, who has tested numerous children with visual perception difficulties, some now use coloured overlays to assist them when reading, or, in extreme cases may require glasses with specific Irlen lens. We can also offer a dyslexia screener to identify dyslexic type difficulties as well as one for dyscalculia. Some staff are trained in positive handling.</p> <p>Staff are encouraged to visit special schools to further develop awareness of best practice and specialist resources. This has included visits to Hinderton, Archers Brook, Rosebank, Dee Banks and Dorin Park Special Schools.</p>
12	<p>How are children and young people with SEND able to engage in activities available with children and young people in the school who do not have SEND?</p>	<p>We ensure that all children have equal opportunities. Our children are encouraged to join the range of extra curricular activities, be active citizens in and out of school and take part in all school activities, including residential experiences, creative and sporting activities and educational visits.</p> <p>The school is a single storey building and has an Access Plan to ensure that it is wheelchair accessible. The school has a Disabled toilet, located in the foyer.</p> <p>Specialist equipment is purchased by school or accessed through specialist services. This equipment ensures children have every opportunity to access a full and broad curriculum.</p>
13	<p>How do we support the emotional and social development of our pupils with SEND?</p>	<p>The wellbeing of all pupils is paramount and we offer outstanding care, guidance and support across the school. Pupils may also access nurture groups, led by our Learning Mentors (Mrs J Parker and Mrs K Altass), that help address self esteem or social skills. We also have ELSA staff to work through a programme of emotional and well-being support (Mrs D Edwards and Mrs K Altass), this is supported through the educational psychologist team.</p> <p>Bespoke activities are designed to suit the needs of the children. Children are encouraged to share their aspirations and we support them with the necessary skills to help them develop socially and emotionally.</p> <p>Where possible we signpost families to additional support outside of school. Our Learning Mentors are used to support children in</p>

		<p>developing social skills and for talk time.</p> <p>In the last year Miss Monins has developed positive links to the Mental Health Support team and meets with them half termly. Miss Monins can support parents with self-referrals for children that require further support in managing their mental health and well-being.</p> <p>We have a safeguarding team with key members of staff across the school. Our Designated Safeguarding Lead is Mrs R Jewiit, Headteacher. We hold regular Safeguarding team meetings to ensure that children are well supported in their wellbeing. We have support strategies in place for all pupils regarding their wellbeing and these strategies are altered accordingly to suit the needs of our most vulnerable pupils.</p> <p>Whitby Heath does not allow any form of bullying and has procedures in place to prevent this from occurring. (see Anti Bullying policy)</p>
14	<p>How does Whitby Heath involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families ?</p>	<p>Whitby Heath works closely with a range of other professionals and voluntary organisations to support pupils including:</p> <ul style="list-style-type: none"> <li>School Health</li> <li>Autism Team</li> <li>Community Paediatrician</li> <li>Speech and Language Therapy Services</li> <li>Mental Health Support Team (MHST)</li> <li>Child and Adult Mental Health Service (CAMHS)</li> <li>Early Years Specialist support team</li> <li>Social Care</li> <li>Family Support Worker</li> <li>Team Around the Family Advisor</li> <li>CHAPS</li> </ul> <p>We also work closely with families to help signpost them to additional services and support. We liaise with parents about services offered by the Local Authority, including the Independent Advisory Service – previously Parent Partnership.</p> <p>The Cheshire Live Well (previously Local Offer) can be found on the following website:  <a href="https://livewell.cheshirewestandchester.gov.uk/">https://livewell.cheshirewestandchester.gov.uk/</a></p>

15	<p>What are our arrangements for handling complaints from parents of children with SEND about the provision made at the school?</p>	<p>We always ask that you talk to us. We will always do our very best to work with you for the best interests of your child. However, if our parents are unhappy with the provision for their children then they can refer to the Complaints Policy and procedure which can be found on this website.</p>
16	<p>Do you have any special arrangements in relation to Covid 19?</p>	<p>From September 2020, the government announced plans for all children to return to school on a full time basis. Following the guidelines provided by the government, which can be found at <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</a></p> <p>We have additional teachers deployed across the school to support this children access and engage with our curriculum.</p> <p>Children will have access to all provisions as listed in SEND Provision section of the SEND information report. These include</p> <ul style="list-style-type: none"> <li>• activities linked to the outcomes on their Education Health Care Plans.</li> <li>• visual supports such as visual timetables, working memory boards, now and next cards or task cards.</li> <li>• coloured overlays, ear defenders and sensory boxes.</li> <li>• technology where appropriate, such as laptops and iPads.</li> <li>• Online provisions, such as IDL, Mathletics, Bug Club and TT Rockstars</li> <li>• Targeted interventions will take place where agreed. Trained Teaching Assistants will deliver these interventions following government social distancing guidelines and hygiene.</li> <li>• SEND children will have access to break out times, should they need time out of their classroom for any reason relating to their SEND needs.</li> <li>• SEND support plans will continue to be in place for those children and parent meetings.</li> </ul>