



Mutual respect

Ambition for all

Nurture

SEND Information Report

Mission: Be The Best You Can Be

Vision: Providing a world class primary education, producing adults who change the world

At Whitley Village Primary School, we provide a holistic educational experience which produces citizens who are happy and emotionally and physically healthy. They will contribute positively to their societies and are adaptable to a rapidly changing world.

Our pupils will learn to be intrinsically motivated life-long learners, who work hard to achieve their aspirations and who engage in blue-sky thinking. They will use their academic prowess, strong skills of communication and initiative to achieve their potential and become fulfilled individuals.

Pupils leave us with a strong moral compass, at ease with themselves and confident to enter their next phase of life. They are appreciative of the plurality of society and are thoughtful, creative individuals who overcome barriers and challenges.

In time, our pupils will utilise the choices they have at their fingertips to change the world for the better. We achieve this vision through our daily mission: be the best you can be and by remaining true to our core values of mutual respect, ambition for all and nurture.

Values:

Mutual Respect



Ambition for all



Nurture



We are a Rights Respecting School with No Outsiders

Article 24: Every child has the right to the best possible health; schools must provide education on health and well-being

Types of SEND Whitley Village provide for:

Definition of SEND: A learning difficulty or disability which means that the child has significantly greater difficulty in learning than the majority of children of his/her age, and/or has a disability that prevents or hinders his/her use of everyday educational facilities.

At Whitley Village we cater for the four key areas of SEND as stipulated in the new Code of Practice (2014).

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and / or physical

Adults and children sometimes find some things difficult or have a problem. If you have any problems or are finding some of your work difficult all the adults in school are here to help you.

Mrs Downey is the teacher responsible for making sure you get help and support when you are finding something difficult at school or at home. Whitley Village School want all children to feel included and enjoy school.

The school's SENDCo is Mrs N Downey, she can be contacted via the school office on 01606 822991.

Email Contact: n.downey@whitleyprimary.co.uk

Staff experience and support

All staff have training and experience of working with children with special educational needs and a range of disabilities. In addition to this, members of staff at Whitley Village school have received training and/or qualifications in the following areas:

- Neurodiversity support
- Autism awareness
- ADHD strategies
- Dyslexia strategies
- Speech and language
- Mental Health awareness and support
- Trauma aware approach
- No Outsiders

Staff are keen to undertake training required to support all children who join our school community.

Identifying Children with SEN

The list below shows a number of ways Whitley Village identifies if a child has SEND.

- Our open-door policies ensure that discussions with parents / carers who express concerns leads to further investigations
- All children are closely monitored by class teachers and other staff members through observations, analysis of data and / or emotional / social concerns. These are relayed to the school's SENDCo who will make further investigations / analysis.
- Referrals may be made through outside agencies such as the NHS, Speech and Language Therapists etc. (permission will always be sought from parents first). We also support parents when they choose to make a private referral.
- Regular meetings are held with all class teachers and the Headteacher to discuss any concerns. We recognise that we get the best outcomes when parents work closely with us so that we can build a better understanding of your child's needs.

Involving children with SEN and their parents in their education

- Parents are encouraged to be involved in their child's education through: informal discussions; telephone conversations; home-school diaries; parents evenings. Parents can phone or pop into school to make an appointment any time.
- Parents are involved in the identification of SEN from the beginning and will be approached by the class teacher or SENDCo regarding any concerns.
- If your child receives top-up funding or has an EHC plan, then both the parent and child will be involved in the application / review process. Most children's needs can be met with reasonable adjustments.
- Parent's permission will always be sought if outside agency support is needed. This may mean that your child will need to attend an appointment outside school, or an outside agency may visit your child in school.
- Children have a say in what is included on their pupil one page profile so that they are aware of their targets and how those targets may be met
- Children are asked for their pupil voice which accompanies their annual review forms; this ensures that the child's point of view is read alongside the professional review
- Children are invited to annual review meetings so that they can have their say about how they are managing at school and how school might help them further
- Children are regularly conferenced by staff to ensure their needs are being met

Monitoring Provision

- The school have adopted the - ASSESS - PLAN - DO - REVIEW model as recommended by the DFE and nasen.
- The class teacher closely monitors the effectiveness of the support / provision **your child** receives.
- The class teacher monitors the progress your child is making and plans next steps in relation to your **individual child's** needs. Some items on the plan will be adaptations while others might be specific to learning objectives.
- The SENDCo meets with all class teachers three times a year (unless more is needed) to monitor the impact of the provision for **your child**.
- SMT regularly monitor progress across the whole school.



A high percentage of children with SEND make good or better progress over time. Progress is measured in relation to a child's age (functional) and prior attainment. Starting points may differ depending on the child.

Provision for SEND at Whitley Village

Whitley Village School has a variety of resources and interventions which are unstilted, tailored, and reviewed regularly to meet the individual needs of individual pupils. We provide:

- High quality teaching
- Pre-teaching interventions, to give a child foundational knowledge, prior to whole class teaching.
- Responsive interventions to address any misconceptions and to further practise new skills/ embed new learning.
- Resources to support
- The use of technology to personalise learning, address knowledge gaps and make adaptations.
- Targeted interventions will support individuals who may find certain areas of learning difficult.
- Small Group Work
- 1:1 Work when appropriate.

- Specialist Support, e.g. Speech and Language
- Supports/ adjustments to the school environment to ensure accessibility for all, including those with physical disabilities.

See provision map for full details of additional provision.

Arrangements for supporting looked after children with SEND

A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).

A 'previously looked after child' is a child who was adopted under the Adoption Act 1976 and a child who was adopted under the Adoption and Children's Act 2002

In respect of looked-after children who has or may have SEND, the designated teacher will ensure that:

- the special educational needs and disability (SEND) code of practice 0 to 25 years, as it relates to looked-after children, is followed
- children's PEPs work in harmony with their EHCP (if required) to coherently and comprehensively set out how their needs are being met. Professionals will consider how the EHCP adds to information about how education, health and care needs will be met. The child's care plan, including PEP, will feed into the care assessment section of the EHC plan.
- Ensure that they have the skills to identify signs of potential SEN issues and know how to access further assessment and support where necessary, making full use of the SENCO and local authority support team where applicable.

Supporting Children's Social and Emotional Development

Children at Whitley Village take part in weekly personal, social, citizenship and health education lessons. We have also used 'My Happy Mind'. A number of interventions can be accessed depending upon the individual child's needs. We have a staff member trained in children mental health and we select children to attend this intervention according to need.

Working relationships with outside agencies

At Whitley Village we are proud of their links and relationships with outside agencies. Staff will discuss with parents the need for outside agency support and parents will be asked to sign a permission slip prior to the school contacting any outside agency with regards to their child's specific needs.

When needed, we will seek advice, support and work alongside:

Paediatricians
 Speech and Language Therapists
 Sensory Team
 Occupational Therapist
 Volunteer Readers
 Social Services
 English as an Additional Language Teachers
 Outreach from specialist schools
 Educational Psychologist
 Early Years Team
 Autism Team
 Physiotherapist
 Parent Partnership
 Starting well
 Other Local Authorities

We are always keen to make links with new agencies if a child's needs require us to do so.

Schools' duties around accessibility for disabled pupils

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010** Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This Accessibility Plan forms part of the Disability Equality Scheme and sets out how the governing body will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.
- This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.
- increasing the extent to which disabled pupils can participate in the school **curriculum**.
- improving the **physical environment** of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in **writing** for pupils who are not disabled.

It is a requirement that the school's Accessibility Plan is resourced, implemented, reviewed and revised as necessary. In drawing up the Accessibility Plan the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.

At Whitley Village School, we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Whitley Village School plans, over time, to maintain / increase the accessibility of provision for all pupils, staff and visitors to the school.

The Accessibility Audit and Plan will contain relevant actions for the following areas: physical environment, curriculum, written information. This will be reviewed and adjusted on an annual basis. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies and documents:

- Equal Opportunities and Diversity

- Health & Safety
- Inclusion
- Special Needs
- Behaviour
- Strategic School Development Plan
- School Prospectus and Mission Statement
- Teaching and Learning Policy

The Plan will be monitored through the Finance, Personnel and Premises Committee of the Governors.

The Plan will be monitored by Ofsted as part of their inspection cycle.

NOTE: - Since December 2007 primary schools use their existing mechanisms to demonstrate how they are meeting the requirement to have a **Disability Equality Scheme and Action Plan**, by: -

- assessing the impact of their activities on equality for disabled people
- improving outcomes for disabled people
- monitoring whether outcomes are improving for disabled people
- using the results of their monitoring

Whitley Village School is fully inclusive. That means that all our pupils who have SEND fully participate in the curriculum and the life of the school. Their inclusion is embedded through:

- a differentiated curriculum, followed alongside their peers wherever possible
- additional adult support and a range of special resources are used to support children's learning in class, and through intervention programmes carried out in small groups or 1-1
- we are highly reflective and adapt to the needs of our individual children; children's needs are assessed and addressed regularly, and both parents and children are kept informed of any changes / accommodations that need to be made
- opportunities to accompany their peers on school trips, including residential visits
- opportunities to join after school clubs and activities alongside their peers
- tailored transition between classes / schools through extra transition visits and personalised transition books containing photographs and details of their old and new settings
- We have formed close links with local High Schools, and work hard to ensure our pupils with SEND have a smooth transition to the most suitable High School for their needs

Where can I find information about the Authority's Local Offer?

Information on Cheshire West and Chester's Local Offer can be found at:

[Special Educational Needs and Disability \(SEND\) Local Offer | Live Well Cheshire West](#)

The Live Well website also has some useful information for parents and guardians. A link to the website can be found below:

[Home | Live Well Cheshire West](#)

This website also contains a vast amount of information on SEND related matters including an extensive list of support agencies which may be useful to parents and carers.

If you do not have access to the Internet, please ask for assistance at the school office.