

Whitegate C/E Primary School SEN Information - September 2017

	Communication and interaction	Cognition and learning	Social, mental and emotional health	Sensory and/or physical
How does the school know if my child needs extra help?	<ul style="list-style-type: none"> Quality First Teaching Strategies in place and adjustments made to meet the needs of ALL children Not making expected progress in EYFS 'communication assessments' If Speech and Language Therapy Team are involved in providing recommendations 	<ul style="list-style-type: none"> Quality First Teaching Strategies in place and adjustments made to meet the needs of ALL children Not making expected progress in EYFS Assessments Not making expected attainment in Phonics Test (end of Year 1) Not making expected progress/meeting expectations within the year group, in an area 	<ul style="list-style-type: none"> Quality First Teaching Strategies in place and adjustments made to meet the needs of ALL children Finds difficulty in following '5 Golden Rules' and adhering to Behaviour Policy that is in place Action for Inclusion meetings held between LEA/School SENCo and EYFS/Nursery Observations of social and emotional skills highlight a need 	<ul style="list-style-type: none"> Quality First Teaching Strategies in place and adjustments made to meet the needs of ALL children Outside agency involvement Close liaison with EYFS/Nursery to ensure needs of child are met Action for Inclusion meetings held between LEA/School SENCo and EYFS/Nursery
What should I do if I think my child may have a special educational need or disability?	<ul style="list-style-type: none"> Discuss concerns with Class Teacher Discuss concerns with SENCo: Mrs R Brehaut Contact Parent Partnership: parentpartnership@cheshirewestandchester.gov.uk Ensure all referrals are in place e.g. Community Paediatrician, Speech and Language, Early Years Specialist Team etc. Ensure school has updated information regarding your child's needs and other professionals, including medics are aware there is permission to share personal information about your child with school, since having access to records from specialists working with the child, enables us to work more effectively Ensure that your views and perspectives are taken into account 			
How will I know how the school	<ul style="list-style-type: none"> I will be contacted by the Class Teacher if there are 	<ul style="list-style-type: none"> I will be contacted by the Class Teacher and 	<ul style="list-style-type: none"> I will be contacted by the class teacher if 	<ul style="list-style-type: none"> I will be contacted by the Class Teacher if

<p>supports my child?</p>	<p>any concerns about my child.</p> <ul style="list-style-type: none"> • An Action Plan will be put in place by the school in the form of Termly Targets • Assessments will be carried out within school and progress monitored each half term • External agency observations or support may be required, for example from Autism or Speech and Language Teams 	<p>be informed that my child is receiving additional support to ensure expected progress is made</p> <ul style="list-style-type: none"> • I will be informed if my child is to be part of a National Intervention to 'close the gap' between my child and his/her peers • I will be kept up to date with the impact of these interventions • An Action Plan will be put in place by the school in the form of Termly Targets if a bespoke programme is require to support learning • I will be informed, at least, three times a year about my child's progress, more if necessary 	<p>concerns regarding social, emotional or behavioural difficulties have arisen</p> <ul style="list-style-type: none"> • Personalised Termly Targets will be put in place if necessary to raise self-esteem, modify behaviour or aid appropriate application and concentration • Further specialist help may be required, for example from Educational Psychology Team, CAMHS, Counselling support, Play Therapy or Behaviour Team 	<p>concerns regarding your child's physical or sensory difficulties are identified</p> <ul style="list-style-type: none"> • Further specialist help may be required, for example from Occupational Health, Physiotherapy Team or medical services
<p>How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> • Flexible teaching arrangements • Structured school and classroom routines • Differentiated curriculum delivery, for example, simplified language, minimal use of language, visual 	<ul style="list-style-type: none"> • Highly differentiated curriculum planning • Tasks tailored to the individual child • Differentiated homework • Differentiated delivery; simplified 	<ul style="list-style-type: none"> • Whole school/class behaviour policy with graduated approach • Whole school/class reward systems • Whole school/class rules/expectations • Golden time 	<ul style="list-style-type: none"> • Flexible teaching arrangements for seating, pupil able to physically access lesson and move freely • Teacher aware of implications of sensory and physical impairment

	<p>prompts or a kinaesthetic approach</p> <ul style="list-style-type: none"> • Differentiated outcomes and scaffolding to support and encourage independent learning • Increased visual aids/modelling by LSA • Visual timetables • Now and Next charts • Use of symbols or pictures 	<p>language, visual prompts, and slower lesson pace</p> <ul style="list-style-type: none"> • Differentiated outcomes and options for recording understanding • Flexible teaching arrangements and seating- individual work stations • Use of IT; enlarged key board, button tins for instructions • Increased visual aids • Visual timetables • Illustrated dictionaries • Use of writing frames • Technology as alternate means of accessing curriculum • Recording/voice assistive technology 	<ul style="list-style-type: none"> • Oasis club • Use of visual prompts for behaviour; traffic light cards within each classroom 	<ul style="list-style-type: none"> • Availability of resources e.g. writing slopes, matt laminates, pencil grips, posture cushions
<p>How will I know how my child is doing?</p>	<ul style="list-style-type: none"> • For any child receiving SEN Support there will be a Parents' Meeting once a term organised by the class teacher and /or SENCo. This will give an extended opportunity for parents and teachers to discuss progress against Termly Targets and any concerns • Parents will have access to a Provision Map outlining the opportunities for their child to receive SEN Support and identify the 'additional' interventions that are being put in place • Parents will know if their child is 'on track' to make expected progress within their Year group and individual progress against prior attainment 			
<p>How will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> • Annual/Interim Reviews will be held for those children with a Statement of Educational Need or an EHC Plan. • At termly Parents' Evenings teachers will share targets and suggest ways in which we can collaboratively work together to meet the needs of your child • Updates of internal and external assessments will be given 			

	<ul style="list-style-type: none"> • SENCo will inform parents of communication and updates between CWAC SEN team 			
<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> • Learning support assistants run 'social skilling' and 'savouring' activities aimed at developing self-esteem and improving well-being • The school offers an 'Oasis' Club two lunchtimes per week which children, which works on building social, emotional skills and resilience skills • Opportunities to explore development of aspects of Social, Emotional, Physical and Health • Circle times are used within school • Full participation in National initiatives regarding positive well-being • Anti-Bullying schemes are implemented throughout school and reviewed on regular basis, including 'Worry Box' • In some cases incentives will be put in place to ensure that personalised, 'individualised' rewards are in place • Specialist whole school assemblies to develop awareness about aspects of special needs or emotional well being • Our nurture dog assists in 'social skilling', 'savouring' activities and general positive well-being 			
<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • Experienced teaching assistants to deliver Speech and Language Interventions and recommendations to all children requiring additional support • The specialist advice of a Speech and Language Therapist where necessary • The expert knowledge and advice of the Autism Team who works with children receiving an EHCP • Advice and support to SENCo from Educational Psychology Team 	<ul style="list-style-type: none"> • The school has access to an Educational Psychologist who can assess children's cognitive ability • The school has a Dyslexia trained Specialist Teacher within school to offer support and guidance • HLTA who is trained in delivery of bespoke programs • LSA team are trained in delivery of intervention programs and bespoke programs 	<ul style="list-style-type: none"> • Key staff have been trained in Safe Handling • A member of the LSA team is ELSA trained • ESAT and specialist advice of the Child and Adolescent Mental Health Team, Visyon Counselling Service and play therapist who works with children receiving an EHCP 	<ul style="list-style-type: none"> • The school has a strong working relationship with Physiotherapists and Occupational Therapists based within CWAC • The school has a strong working relationship with paediatricians, school nurses and ADHD teams • Registered Paediatric Nurse is linked to our school
<p>What training are the staff</p>	<ul style="list-style-type: none"> • CPD from SENCo using DFEE materials • Level 2 training for LSA 	<ul style="list-style-type: none"> • CPD from SENCo using DFEE materials • Quality First teacher 	<ul style="list-style-type: none"> • SENCo supported by Educational Psychology team in latest 	<ul style="list-style-type: none"> • CPD from SENCo using DFEE materials • LSA trained in

<p>supporting children and young people with SEND had or are having?</p>	<p>with Autism specialism</p> <ul style="list-style-type: none"> • Whole school training on effective use of 'Social Stories' • Whole school training on 'Autism' • Whole school training on 'hydrocephalus' • SENCo training in 'dyslexia' 	<p>training</p> <ul style="list-style-type: none"> • Developing reading, writing and spelling strategies training- SENIC • Developing processing and assessing delay training- SENIC 	<p>initiatives</p> <ul style="list-style-type: none"> • CPD from SENCo using DFEE materials • Managing Children with Challenging Behaviour' training- Behaviour Management Team 	<p>'supporting sensory overload though activity'</p> <ul style="list-style-type: none"> • Positive handling training • First Aid training for key staff
<p>How will my child be included in activities outside the classroom, including school trips?</p>	<ul style="list-style-type: none"> • We believe such opportunities are a valuable and essential part of the curriculum and ALL children will be fully included • The school effectively uses any available resources; including LSA's to help support and enable children to access opportunities for learning outside the classroom, including PE sessions, swimming at the local baths and Forest School at Church Wood, as well as school day trips and residential visits • Risk assessment visits are made prior to an activity to assess risks and enable a plan for safe access and effective learning • In exceptional circumstances, possibly in Medical cases, a parent may be asked to attend a risk assessment visit, day trip or residential visit to ensure a child is able to access all activities safely 			
<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"> • Key word lists, number lines and other basic, age appropriate visual supports are present in all classrooms 	<ul style="list-style-type: none"> • Lap tops/ipads are available • Coloured screens on all white boards • Photocopied tasks are reproduced on 'buff' paper • Visual reminders and prompts given • Word banks available • Now and next or task boards available 	<ul style="list-style-type: none"> • School motto and Behaviour Policy clearly displayed • Class rules, expectations and monitoring system displayed in each classroom in the form of 'traffic light system' • Visual reward charts in place and appropriate to age 	<ul style="list-style-type: none"> • Doorways wide enough for wheelchair access • Access for wheelchairs to all parts of the school, including ramps • Access to disabled toilet suitable • Risk assessments for fire evacuation carried out
<p>How will the school prepare and support my child when joining</p>	<ul style="list-style-type: none"> • If appropriate, an 'Action for Inclusion' meeting is held, and SENCo liaises closely, to ensure smooth transition takes place from EYSF to EYFS2 • The SENCo liaises closely with the setting the child is transferring to or from • The SENCo and Y6 teacher liaises closely for High School Transfer 			

<p>Whitegate C/E Primary School or transferring to a new school or high school provision?</p>	<ul style="list-style-type: none"> • Notes/information is shared between settings/services/outside agencies to ensure the highest standard of provision is in place • SENCo works very closely with external professionals such as Occupational Therapy teams to ensure the environment is fully prepared for a child's transition • SENCo ensures training is transferred and information passed on to ensure children are fully supported within class • Health professionals are involved in Year 5 transition reviews to complete audit of environment and begin timely transition arrangements to High School Setting • Additional transition time and/or visits are planned for where necessary 			
<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> • In class support to aid delivery of targets • Speech and Language support/intervention group/1:1 • 'Time to Talk' opportunities • Access to learning support assistant during unstructured times • SEN Lunchtime Games/Oasis club • Use of technology - Writing with symbols etc. • Visual timetable • Now and Next Boards • Social stories • Access arrangements for assessments • Additional planning for transition 	<ul style="list-style-type: none"> • In class learning support for English and Maths support is given • Intervention groups - to enable the child to 'close the gap' with their peers and ensure expected progress is made • Differentiated resources - word banks, spelling lists, IT packages etc • 1:1 precision teaching • 1:1 Literacy programmes such as FFT Wave 2 & 3, Beat Dyslexia, Phonics Interventions, Narrative Therapy are available • 1:1 Numeracy Interventions - bespoke Wave 2 • Coloured visual aids/interactive boards 	<ul style="list-style-type: none"> • Social skills groups; time to Talk & Socially Speaking • 1:1 Social stories • Monitoring at break/lunch times • TA support at lunchtimes • Access arrangements in place for assessments • 1:1 Behaviour Programme - Anger management techniques etc. • Peer mentoring • Behaviour Support Team if necessary • Team TEACH/ Safe-handling techniques if required and with parental permission • Additional planning for transition 	<ul style="list-style-type: none"> • Co-ordination/physical co-ordination activities are done in small groups • Keyboard skills training Dancemat typing 1:1/small group • Handwriting/Fine motor programmes • Visual/Auditory Perception/ Memory games as group activities • 1:1 support in class to facilitate access to curriculum (LSA enlarges or scribes etc.) • LSA to monitor safety and give discreet support to enable child to be as independent as possible within peer group sessions. • Individual Speech and Language therapy by LSA • Specialist seating and

		<p>linked to laptops/non-glare paper or background sheet</p> <ul style="list-style-type: none"> • Access arrangements for assessments. • Additional planning for transition 		<p>chairs, ICT etc.</p> <ul style="list-style-type: none"> • Access arrangements for assessments. • Additional planning for transition.
<p>How will the decision be made about how much/what type of support my child will receive?</p>	<ul style="list-style-type: none"> • Our primary aim is to enable children to access the curriculum as independently as possible and to develop key skills and self-help strategies to support life-long learning, effective socialising and general well-being. • Our aim is for all children to fulfil their potential. • If a child is not making the expected progress the situation is reviewed and additional support discussed and put in place. • If a child is finding it difficult to behave appropriately then after observations and completion of ABC (Antecedent/Behaviour/Consequence) charts, a review of strategies in place will be made; additional support will be discussed by parents/pupils/staff where possible. • If a child displays emotional or social problems we will review the situation, assess and then address their needs appropriately. 			
<p>How will I be involved in discussions about and planning for my child's education?</p>	<ul style="list-style-type: none"> • If your child is not making expected progress, in a specific area of learning or development, the class teacher will discuss concerns with parents at any point in the school year after assessments are made. • Bespoke interventions will be put in place to support your child. These shall be relevant to day to day learning where possible and encompass 'life skills' where possible. Sessions may be additional to their daily English or Maths lessons. They may be on an individual basis or within a small group setting. All will be within school time. • All interventions are monitored by the SENCo and individual progress is reviewed. This will be shared with parents either by SENCo or class teacher. Is the intervention making a difference to the child's confidence, ability to apply or independently carry out tasks? Is the gap being narrowed between the child's attainment and that of their peers? • We will undertake additional assessment tests to identify any specific difficulties, after parental permission is given. We may seek the advice and expertise of outside agency help. • We will endeavour to implement advice or strategies given by external professionals. These will be reviewed with parents • If there is still significant concern regarding the progress/attainment/behaviour of your child then additional support, in the form of extra funding, may be requested from the CWAC panel of Educational and Health Professionals via the 'Assessment and Monitoring Team'. 			
<p>Who can I contact for further information?</p>	<ul style="list-style-type: none"> • CLASS TEACHER as initial contact- either by personal contact or email • SENCO - Mrs R Brehaut 01606 288080 • HEAD TEACHER - Mrs C Mackenzie 01606 288082 Email to head@whitegate.cheshire.sch.uk • PARENT PARTNERSHIP CWAC: parentpartnership@cheshirewestandchester.gov.uk 			

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