

Support at Whyteleafe School



Inclusion Leader / SENCO: Emma Skipper

Looked After Children Coordinator: Emma Skipper

Pupil Premium Coordinator: Emma Skipper

Person responsible for coordinating medical care plans:

Kim Scudamore

Sources of help:

Surrey Parent Partnership

<http://www.surreyparentpartnership.org.uk/>

Surrey County Council Family Information Service - <http://new.surreycc.gov.uk/people-and-community/family-information-service/support-for-children-with-special-educational-needs-or-a-disability>

South East Surrey Dyslexia Association - <http://sesda-dyslexia.co.uk/>

National Autistic Society - <http://www.autism.org.uk/>

Information about Surrey Mental Health support for children in Surrey - <http://www.healthysurrey.org.uk/your-health/mental-wellbeing/camhs/>

The Communication Trust (Support for Speech and Language difficulties - <https://www.thecommunicationtrust.org.uk>

A Parent and Carers' Guide to SEN Support in GLF Schools

Grow, Learn and Flourish



What are Special Educational Needs?

A child is defined as having Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

What can you do if you are worried that your child may be having difficulties?

If you have any concerns about your child the first person you should see is their class teacher. The class teacher will then discuss these concerns with the school's Special Educational Needs Coordinator (SENCO) who will support the teacher in agreeing an appropriate response. Following this discussion and a period of monitoring, if it is decided that SEN support is **not** required your child's needs will be met within the whole school offer. This offer is known as the '14 question response and whole school provision map' and can be accessed through this link <http://www.whyteleafe.surrey.sch.uk/101/sen>

School Offer and the Local Offer

The Surrey Local Offer sets out information about the provision parents can expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans.

Surrey Local Offer website:

www.surreysendlo.co.uk

www.surreycc.gov.uk/sendchanges

The provision within Whyteleafe school is detailed on our website as our '14 question response information report' and on our 'whole school provision map'

<http://www.whyteleafe.surrey.sch.uk/101/sen>

Funding SEN Support at Whyteleafe School

Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget. This support is identified within our whole school provision map.

Where 'the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold' an EHCP may need to be considered.

A Pathway Plan

The one page profile and ISP are added to a school document called a Pathway Plan.



This document collates details about your child and their provision. Over time, as we review the provision together, further details are added to the full Pathway Plan. Children who receive SEN Support for longer periods of time will

therefore have a comprehensive Pathway Plan: recording strengths and areas of difficulty, progress data, and referrals made to external agencies.

What happens when SEN Support is insufficient to meet my child's needs?- Requesting an Education, Health and Care (EHCP) needs assessment

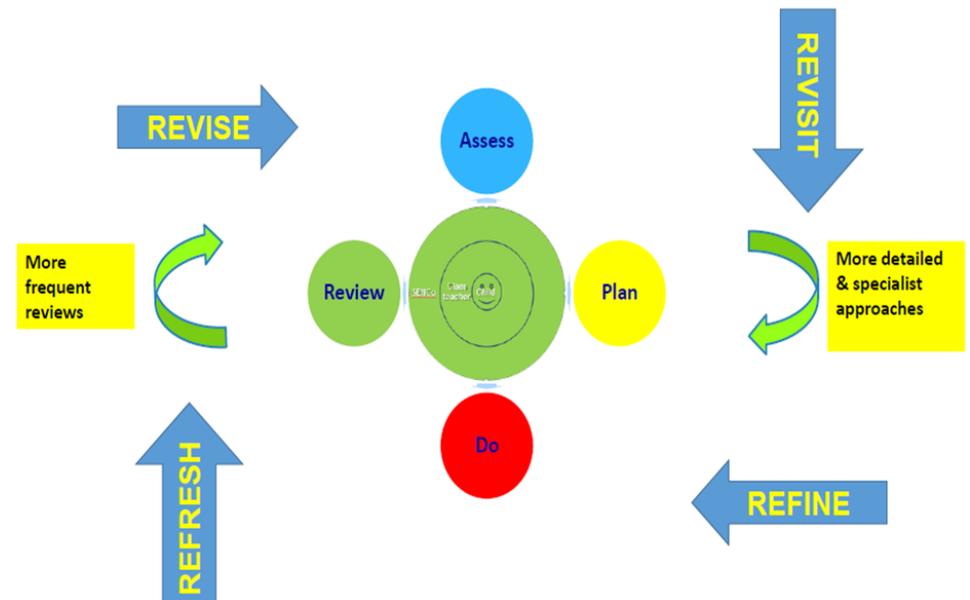
Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN needs of a child, the child has not made expected progress over time, the school and/ or parents can consider requesting an Education Health and Care Plan needs assessment.

What if my child has a medical need/ disability?

If your child has a medical need or disability, please come and discuss this with the school and we can jointly complete a care plan to help support your child.

How are SEN needs met at Whyteleafe School?

The Code of Practice states that where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised. This provides us with a growing understanding of the pupil's needs and of what support is required to ensure good progress and to secure good outcomes. This is known as the **graduated approach**. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match the support to the needs of the child.



How will I know the level of SEN support that my child is receiving?

Following a period of assessment, if it is agreed that your child needs SEN support you will receive a letter confirming this support alongside an Individual Support Plan.

Individual Support Plans (ISP)

Each term parents will have the opportunity to meet with the class teacher and, if needed, the SENCO. A detailed ISP will be provided outlining additional provision and access arrangements that your child receives. This documents the range of support available to pupils with SEN within a school and details the frequency and length of each intervention, together with the expected outcome.

 <p>Whyteleaf School Primary School</p>		Add pupil asset data here and pupil asset targets for the term.
<p>Individual Support Plan for:</p> <p>Plan Number: Plan date: Review Date: Individual Need: Year Group :</p>		
		
Wave 1-Quality First Teaching	<p>In order to meet National Standards, the following provision is available to all children as our Whyteleaf Core Offer:</p> <ul style="list-style-type: none"> Differentiated planning Differentiated delivery and outcomes Variety of learning styles Increased use of visual aids, symbols and modelling of expected outcomes Focus group 	<ul style="list-style-type: none"> Use of ICT Use of Numicon Use of Mathematics TA support in small groups Regular contact with parents/ carers Personalised PSHE Personalised reward and behaviour systems Lunchtime Homework Club Whole class visual timetable
Wave 2	<p>Additional support enables the child to reach the national standard for their age or additional access strategies enable children to access the curriculum</p> <p>TA support in class - group support 1:1 reading * 3 weekly Booster or catch up groups Individual Visual timetable Referral to short term support networks e.g. Talk cards</p>	<p>Laptop EAL Support Small Group- SNAP into maths (TA 1:6) Behaviour Plan Sit and move cushion Fiddle toy Chewy tubes Coloured overlays Printed copies of smart board screens Numicon maths resources Learning Mentor or ELSA support</p>

One Page Profile

In addition, a one page profile will be completed with your input as well as that of your child. Learning what is important to and for someone can be recorded on one page to begin with. We call this a one-page profile. Usually, what is important for the person is framed as 'best support' or 'what we need to know or do to support the person'. A One Page Profile has three sections: an appreciation about that person, what is important to that person and how to support them as well.



What people like about me and what I like about myself

She is clever and cool
She is funny
Beth is very pretty and always kind
She is trendy and sporty
She is good at playing the piano
She is happy and thoughtful
She is fun to be with

What is important to me

- Drawing with water pastels and doing pictures
- Chatting to my friends in Golden Time.
- Having pizza for school dinners.
- Playing with Siobhan, Heather, Abbey and Sophie.
- Playing with my Bratz dolls.
- Watching TV - my favourite is Merlin.
- Making things like Playdough cakes and things out of salt dough.
- Having friends for a sleepover and making dens.
- Going on a trampoline.
- Watching DVDs (with popcorn!).
- Going to bed with my favourite soft toys.

How best to support me

- Beth is quiet at school but underneath has lots of energy and a very lively personality which people who know her well get to see. She needs to release this energy by doing energetic things such as singing and dancing, otherwise she can, in her own words get 'giddy'.
- Beth is very good natured and often puts other people's wishes before her own. She sometimes needs encouragement to put forward what she wants or is happy with.
- Beth can get anxious about certain issues or situations and this could appear to others that she is being difficult. If she appears difficult, talk to her about what the issue is and she usually needs lots of reassurance.