

# SEND at Whyteleaf School

## SEND Information Report



Whyteleaf School is proud to be accredited as an Inclusion Quality Mark (IQM) Centre of Excellence

The Inclusion Quality Mark Award provides UK schools with a nationally recognised validation of their inclusive practice and ongoing commitment to developing educational inclusion. Please read our most recent report on the school website.



<https://iqmaward.com/news/whyteleaf-achieves-centre-of-excellence-again/>, - link to a news story on the IQM website about Whyteleaf School achieving the IQM Centre of Excellence Status for a second time.

## Our Vision and Values

Whyteleaf is an inclusive school which focuses on the wellbeing and progress of all children. We make every effort to narrow the gap between vulnerable learners and their peers by engaging in a range of strategies that issue challenge at an appropriate level and provide support to overcome barriers to learning. All teachers are teachers of SEN and with this in mind, children with special educational needs are catered for within their own class. Where it is deemed appropriate and useful, children may be withdrawn for short periods to work with an adult, individually or in a small group. We are very proud to be hold the **Inclusion Quality Mark** and to be recognised as an **Inclusion Centre of Excellence** which recognises the excellent work we do in supporting our pupils with needs that are additional to or different from their peers.

We trust this information report below, together with our SEN leaflet and policy, provides you with a flavour of our inclusive approach at Whyteleaf School.

### 1. Contact names and numbers to discuss queries / concerns regarding Special Educational Needs or Disabilities (SEN/D)

<p>The class teacher will always be the first point of contact for parents of <b>all</b> children, including those who have Special Educational Needs or Disabilities (SEN/D). Should additional support or expertise involving SEND be required then a meeting can be arranged with our Inclusion Leader.</p> <p>Our SEN parent leaflet and SEN Policy outline our SEN support.</p>	<p>Inclusion Leader – Emma Skipper</p> <p><b>SEND Team:</b> Contact via the school office  <b>Telephone:</b> 020 8660 2062  <b>Email:</b> <a href="mailto:info@whyteleafschool.org">info@whyteleafschool.org</a></p>
<p><b><u>LOOKED AFTER CHILDREN'S COORDINATOR</u></b>          We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement within the learning environment. Our designated teacher meets with Social Services and the Virtual School (as needed) to ensure the child's wider needs are being met.</p>	<p>Inclusion Leader - Emma Skipper</p>
<p><b><u>LOCAL OFFER</u></b>          The Surrey SEND local offer page indicates the support available for children and young adults with SEND across Surrey</p>	<p><a href="http://www.surreylocaloffer.org.uk">www.surreylocaloffer.org.uk</a></p>

Additional Information regarding SEND can be found on the school website and is updated regularly [www.whyteleaf.surrey.sch.uk](http://www.whyteleaf.surrey.sch.uk) Click on the SEN link to access our policy and SEND information including our School Offer. If you require any of this information as a paper copy or in large print, please contact the school office who will be happy to assist.

## **1. What kinds of special educational needs (SEN) are provided for at Whyteleaf School?**

Whyteleaf School is a mainstream Academy. An Academy is a state funded, community school serving local residents, providing free education for students of all abilities.

We are a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Our Inclusion and SEN policy has been revised to reflect the SEND14 requirements which we embrace with our inclusive ethos. Our staff have been trained so as to be able to cater for learners who may have difficulties with:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and / or Physical Needs

We make reasonable adjustments to our practices so as to comply with the Equality Act (2010).

We have staff that have received training in the following areas:

- ELKLAN Speech and Language support for 5-11 year-olds
- Thrive Approach
- Supporting pupils social, emotional and mental health needs
- Supporting pupils with Autistic Spectrum Disorders
- Using Social Stories and Comic Strip Conversations to support behaviour
- Supporting pupils with English as an Additional Language (EAL)
- Precision Teaching
- Supporting pupils with Specific Learning Difficulties (SpLD)
- Delivering specific interventions (Project X Code, Nussy, Memory Magic)
- Using Structured Conversations to engage and enlist parental support
- OT support
- Forest School and outdoor learning

All of our teachers are teachers of inclusion and Special Educational Needs (SEN/D)

Support is allocated to each class and individual children according to an audit of need, this may mean that there is more support in one class than in another. The impact of support is monitored regularly in order to measure progress and to be able to adjust the support provided if necessary.

The governors play an active role in monitoring the quality of our SEN provision through the termly Head Teacher's report and the governor with responsibility for inclusion meets on a termly basis with the Inclusion Leader.

## **2. Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO**

The school has an SEN policy which can be found on the school website [www.whyteleaf.surrey.sch.uk](http://www.whyteleaf.surrey.sch.uk). The Inclusion Leader is Mrs Skipper and she can be contacted through the school office on 020 8660 2062 or by email at [info@whyteleafschool.org](mailto:info@whyteleafschool.org)

Our Inclusion Leader and class teachers, through half-termly pupil progress reviews, seek to identify children making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- is significantly lower than that of peers starting from the same baseline
- fails to match or better the children's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

In addition, our inclusion team, consisting of Mrs Skipper and the Higher-Level Teaching Assistants (HLTAs) meet regularly to discuss the support provided and its impact. Decisions are then made as to the most appropriate steps to take in order to support the learner, these decisions tie in with the school's graduated approach to meeting the needs of pupils.

In the first instance, where concerns are raised about a child's progress or ability to access the curriculum, parents are encouraged to speak to their child's class teacher about any concerns they may have. At this point a record of concern document will be created, outlining what provision will be put in place to address the initial concerns. When the child's progress is reviewed against the planned provision a decision will be made about whether the child's level of support needs to be increased and whether additional assessment or referral to a support network needs to be considered. Where a child is identified as having SEN, we will take action to remove barriers to learning and put effective special educational provision in place.

This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This is known as the graduated approach. Our approach is detailed within our SEN leaflet; this is available in a paper copy or on our website.

## **3. Arrangements for consulting parents and carers of children with SEN and involving them in their child's education**

Where SEN needs have been identified, each child has an Inclusion Support Plan (ISP) to identify targets and provision. Parents contribute to the termly review and are informed of targets or next steps. Where needed, the reviews will be established more frequently. These meetings are in addition to parents evening and the twice-yearly school reports where parents are also informed of progress. In addition, parents of pupils with an Education Health Care Plan (EHCP) will attend an Annual Review.

We have a parent teacher association where parents can become involved in school life, we encourage all families to join this group or to become volunteers within the school.

We believe in partnering with parents to support a child's learning. We encourage parental support through:

- Open door policy
- Termly assessment
- Pupil achievement and progress shared at parents' evenings
- Homework, homework diaries and contact books
- Individual Support Plans (ISPs) shared with parents
- Teacher contactable via the school office or homework diary
- Termly parents' evenings
- Tapestry (EYFS)
- Parental workshops such as phonics and reading

#### **4. Arrangements for consulting young people with SEN and involving them in their education**

Every child is unique and needs to be supported in their learning in different ways. We strongly believe in a person-centred approach to supporting learning as we feel it is important to hear the views of the learner so that they feel involved in their own learning. In order to collect these views, every child on an EHCP completes a '**one-page profile**'. These are produced in consultation between the class teacher and the learner so that teaching staff have a clear overview of the whole child. The information is gathered under three main areas:

- What do people appreciate about me?
- What is important to me?
- What is the best way to support me?

The one-page profiles are designed to be a working document which pupils and teaching staff come back to throughout the year to revise and update.

In addition, we use diagnostic learning walks (a focused observation of a particular child) and then gather the views about learning of that child through the use of pupil voice techniques. This information gathering activity is vital to understanding the pupil's views about their learning which in turn provides teaching staff with ideas about providing the most effective support package for the child.

The Inclusion Leader and class teachers, through regular progress reviews seek to identify children making less than expected progress given their age and individual circumstances.

## **5. Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents or carers and young people as part of this assessment and review**

Individual Support Plans (ISPs) are shared and co-produced with parents or carers, detailing the support provided for the term. Children's attainment and progress is reviewed with parents and carers each term. Where individual assessments are carried out (standardised reading assessment, dyslexia portfolio assessment to name but a few) these results will be shared with parents and the report that is generated will be explained. We regularly review the actions needed to support each child in achieving their full potential. Throughout this process we will add to the child's pathway plan and, as appropriate seek the support of external agencies including CAMHS, Educational Psychologists, Behaviour Support, Autism Outreach Support, Speech and Language, Occupational Therapists and Language Support. Where external agencies are invited to work with your child, we will always notify you of this, and where relevant, will arrange for you to meet with the professional involved.

## **6. Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood**

Transition is important to us and we invest time in welcoming our learners (and their parents and carers) in a way that makes them feel part of our setting. We work well with our feeder nurseries and our Early Years team perform nursery visits as part of the induction process. We hold an information meeting for new parents to attend and also organise home visits for every child in order to make the transition into reception as smooth as possible. In addition, we arrange for the new reception intake to visit the school in July to meet their new teacher and to familiarise themselves with the Early Years environment.

For children who join the school at times other than the start of reception we liaise closely with the previous school where possible and act as quickly as we can to ensure appropriate support is put in place. In addition, we use systems such as buddying and class circle time to ensure that any new children are fully integrated and welcomed into our school community.

We have developed positive relationships with our local secondary education providers, and they visit the school to meet with the children who will be attending their setting. Close liaison and discussions occur to ensure that secondary schools are fully informed of any specific needs and difficulties that pupils may have before they transfer to the setting. We also invite secondary schools to attend the annual review meetings for any year 6 pupils with Education, Health and Care plans in order that transition can be strengthened. In addition, our most vulnerable pupils attend additional transition days at the secondary schools, accompanied by a member of our staff team.

## **7. The approach to teaching children and young people with SEN/D**

### ***All our teachers are teachers of inclusion and special educational needs.***

At Whyteleaf we recognise that the quality of teaching within the classroom is the greatest influence over a child's progress and we therefore invest in training to ensure our classroom environments are as inclusive as they can possibly be. For example, the use of visual timetables and communication friendly strategies are established throughout every classroom. This is monitored by the Inclusion Leader through regular learning walks and drop-in observations.

Having identified a child's additional needs, we put in place appropriate provision by using research-based interventions. The Senior Leadership Team (SLT) play an active role in monitoring the quality of our special educational needs provision and the impact of our interventions. The Inclusion Leader ensures the governors are kept well informed of the progress of all groups of pupils, including those with special educational needs.

## **8. How adaptations are made to the curriculum and the learning environment of children and young people with SEN**

At Whyteleaf School we offer high quality inclusive teaching that allows all pupils to engage with the curriculum. Our 'Quality First Teaching' approaches ensure that children can access the intended learning through adaptations to the task, or by accommodating other preferred styles of learning. Teaching staff personalise the curriculum for individuals and our half termly Pupil Information Meetings help us to monitor this and reflect on the next steps for children not making expected progress. In liaison with external agencies such as Speech and Language or Occupational Therapists, additional provision can be implemented under the guidance of the class teacher and Inclusion Leader.

## **9. The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured**

Our staff team receives regular training and all of our teachers hold qualified teacher status. We encourage all staff, class teachers and learning support assistants, to identify their own priorities for professional development. At Whyteleaf we have a team experienced in working with children with a range of additional needs who are skilled at supporting children in a variety of ways. We regularly update all of our staff on matters pertaining to special educational needs and disability.

Our Inclusion Leader is a qualified teacher and holds The National Award for SEN Co-Ordination.

We have established relationships with professionals in health and social care and access a variety of services provided by the local authority and health providers. These include working with the Educational Psychology team, Learning and Language Support services, Behaviour Support services, Speech and Language Therapists, Occupational Therapists, The Autistic Spectrum Disorder outreach team from Linden Bridge School. We are also

supported by the hearing sensory support team, vision impairment team, school nursing team and CAMHS.

## **10. Evaluating the effectiveness of the provision made for children and young people with SEN**

The school budget received from the Education Funding Agency (EFA) includes money for supporting children with SEN.

The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors as additional above that allocated by the EFA, on the basis of the needs of the children currently in the school. The Senior Leadership Team discuss all the information they have about SEN in the school, including:

- The children getting extra support already
- The children needing extra support
- The children who have been identified as not making as much progress as would be normally expected

Resources, training needs and support needs are then identified.

All resources, training and support are reviewed regularly, and changes are made as necessary. Resources are utilised to support the strategic aims of our setting and to support individual learner needs. We ensure that the needs of all children who have SEN are met to the best of the school's ability with the funds available. We have a team of learning support assistants who are funded from the SEN budget and deliver programmes designed to meet the needs of groups of children. The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

## **11. How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN**

We have a whole school approach to inclusion and all pupils have an entitlement to full involvement in all that the school offers. Our Inclusion and SEN policy promotes involvement of all our learners in all aspects of the curriculum including activities outside of the classroom.

Risk assessments are always completed for any activities outside of the classroom, including school trips. Where there are concerns of safety and access, reasonable adjustments are made and further thought and consideration is put in place to ensure needs are met; where applicable, parents and carers are consulted and involved in the planning.

Registers are taken for all school activities and clubs and we actively monitor the engagement of learners across the school.



**12. Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying**

The wellbeing of every child is the key priority of our school. All of our staff are regularly trained to provide a high standard of pastoral support the Thrive programme. We promote the development of social skills through our teaching of PSHE, the integration of spiritual, moral, social and cultural elements within the curriculum, peer mediators, young sports leaders and through consistently modelling good practice. In addition, our Thrive Practitioner/Pastoral Lead facilitates social skills groups and provides pastoral support to those children with additional barriers to learning.

Our 'promotion of positive behaviour' policy, is fully understood and applied consistently by all members of staff. We have a zero tolerance approach to bullying and regularly raise the awareness of bullying through PSHE lessons and through participating in anti-bullying awareness week.

We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. Pupil voice is central to our ethos and this is encouraged regularly through a variety of forums including our Pupil Leadership Team.

**13. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families**

At Whyteleaf we have a team experienced in working with children with a range of additional needs. We have a qualified Forest School practitioner who leads some sessions that are focused on supporting speech and language, self-esteem or physical development, a Thrive Practitioner who supports children with social and emotional difficulties.

We have established relationships with professionals in health and social care and access a variety of services provided by the local authority and health providers. We hold meetings where professionals from outside the school are invited to attend. During these meetings we may discuss individual cases where it is felt that support above and beyond what the school may be able to provide is necessary. In these cases, parents and children will be consulted and consent sought so that agencies are able to work in supporting the overall development of the child. These include working with the Educational Psychology team, Learning and Language Support services, Behaviour Support services, Speech and Language Therapists, Occupational Therapists, The Autistic Spectrum Disorder outreach team from Linden Bridge School. We are also supported by the hearing sensory support team and school nursing team. All external partners we work alongside are vetted in terms of safeguarding.

**14. Arrangements for handling complaints from parents of children with SEN about the provision made at the school**

The Inclusion Leader at the school is Mrs Skipper. In the first instance, if a parent or carer has a concern, they are encouraged to speak to the class teacher. If the matter cannot be

resolved at this stage, then the Inclusion Leader may become involved and a meeting convened so as to discuss the nature of the complaint and look for a resolution to the issue.

A copy of the school's complaints procedure can be found on the school website. The complaints procedure will outline the formal steps the school will take in handling each complaint.

Where a resolution between the parent or care and school cannot be reached then parents or carers will be advised to seek external support through the Parent Working Partnership.