

SEND INFORMATION REPORT 2024-2025

'Be the best that we can be'

Approved by: G.Quarmby	September 2024
Last reviewed	March 2024
Next review	September 2025

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1.1 The kinds of SEN that are provided for

Whitkirk Primary School currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, speech, language and communication needs (SLCN), Autistic Spectrum Disorder (ASD) and Asperger's Syndrome
- Cognition and learning, for example, moderate learning difficulties (MLD) and specific learning difficulties including: dyslexia, dyscalculia and dyspraxia
- Social, emotional and mental health (SEMH) difficulties, for example, anxiety, depression, self-harming, attachment disorder and attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Multiple learning difficulties

1.2 Identifying children with SEN and assessing their needs

We will assess each child's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all children and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. An internal referral form will be completed by the class teacher identifying the child's area of need, assessments and the views of the child (if possible). The SENCO will then complete observations of the child and with the class teacher, invite parents for an initial meeting.

Slow progress and low attainment will not automatically mean a child is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

1.3 Assessing and reviewing children's progress towards outcomes

At Whitkirk, we will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the child's needs. This will draw on:

- The teacher's assessment and experience of the child
- Their previous progress and attainment or behaviour
- The child's development in comparison to their peers and national data
- The views and experience of parents

- The child's own views
- Advice from external support services, if relevant

The assessment will be reviewed at the end of each term. For children working below the national curriculum assessment standard for their key stage will be assessed using B-Squared and will be monitored regularly. All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the child's progress.

1.4 Supporting children moving between phases and schools

The SENCO will share information with the school or other setting the child is moving to. We will agree with parents and children which information will be shared as part of this. If a new child is due to start at Whitkirk, initially, the SENCO will call the previous school or setting to gather more information in preparation for the transition to our setting. Parents will be invited for a tour round the school by our Assistant Headteacher-SENCO and children will be given the opportunity to speak to their new class teacher prior to starting school.

We have established links with the local high schools in the area. In the summer term, the SENCOs and Head of Years will be invited to Whitkirk to meet the children due to start at their settings. Additionally, meetings will be scheduled with the SENCO and parents to discuss the child's needs and provision needed for a successful transition to high school. Children with SEN will also be provided the opportunity for additional induction sessions in order to familiarise themselves with the building and introduce themselves to the key adults, including the pastoral team.

1.5 Our approach to teaching children with SEN

Teachers are responsible and accountable for the progress and development of all the children in their class. High-quality teaching is our first step in responding to children who have SEND. This will be differentiated for individual children.

We will also provide the following interventions:

- Read, Write Inc
- Fresh Start (Read, Write, Inc)
- The Zones of Regulation
- Lexia
- Dynamo Maths
- Times Tables Rockstars
- SENIT Maths
- My Hidden Chimp
- What to do when your anger flares?
- What to do when you worry too much?
- Intensive Interaction
- Social Skills Groups
- Lego Therapy
- English Touch Type
- Interaction Speech and Language resources
- Sensory Circuits

1.6 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all children's needs are met:

- Adapting our curriculum to ensure all children can access it, for example (but not exhaustive), by groupings, 1:1 work, teaching style, content of the lesson.
- Adapting our resources and staffing such as the deployment of teaching assistants, positioning of children in the classroom, interventions in the afternoons.
- Using recommended aids (for example not exhaustive), such as laptops, iPads, online resources, manipulatives, visuals, coloured overlays, visual timetables, larger font.
- Adapting our teaching, for example, providing longer processing times, pre-teaching of key vocabulary, reading instructions aloud, giving children written instructions to refer to at any time.

1.7 Additional support for learning

We have a team of teaching assistants in school, many of whom are trained to deliver interventions as directed by our independent Speech and Language provider, Inspirations, the Special Educational Needs Inclusion Team (SENIT) and SENCO.

We also have a small number of Special Educational Needs Assistants who will support children 1-1 during targeted periods of time for children with higher needs in which SEND funding is provided.

Teaching assistants will support children in small groups to ensure their targets, specified in their individual provision maps (IPM) are worked towards daily.

We work with the following agencies to provide support for children with SEN:

- Child and Adolescent Mental Health Service (CAMHS)
- Interactions Speech and Language Service
- Educational Psychology Complex Needs Team
- Deaf and Hearing Impaired Team
- Multi-systemic Therapy Team (MST)
- Occupational Therapy Service
- Children's Physiotherapy Service
- School Nursing Team
- SEN and Inclusion Team (SENIT)
- SENSAP
- Visual Impairment Team
- Children's Social Work Services (CSWS)
- Temple Newsome Cluster Partnership (TNCP)

1.8 Expertise and training of staff

Our Assistant Headteacher- SENCO is a senior leader; has four years' experience in this role and is working towards the NPQSL. She has worked as a class teacher & middle leader, holds a masters' degree in Child Development (MSc) and previously worked in an independent setting as an ASC therapist.

We have a team of 14 Teaching Assistants, 6 Special Needs Assistants, 7 Higher Level Teaching Assistants (HLTAs) and 2 Learning Mentors who are trained to deliver SEND provision.

We use trained staff for speech and language interventions, SEMH interventions and physiotherapy.

1.9 Securing equipment and facilities

If there is a child with specific physical and/or sensory needs, referrals will be made to the appropriate team using the Leeds local offer e.g. Occupational Therapy Team, Speech and Language Team in order for assessments and recommendations to be made and provided.

1.10 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for children with SEND by:

- Reviewing children's individual progress towards their goals each term (IPM review meetings)
- Reviewing the impact of interventions after each term
- Pupil voice
- Monitoring by the SENCO- lessons, books, interventions
- Use of assessment data drops to measure progress
- Holding annual reviews for children with EHC plans
- Communication with parents/carers; questionnaires

1.11 Enabling children with SEN to engage in activities available to those in the school who do not have SEN

At Whitkirk Primary School, we ensure there are no barriers to children with SEND enjoying the same activities as other children. All of our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.

- All children are encouraged to go on our residential trips held when children are in Year 6.
- All children are encouraged to take part in sports days, school plays and celebration assemblies.
- No child is ever excluded from taking part in these activities because of their SEN or disability
- Adjustments are made to ensure inclusion
- Arrangements for the admission of disabled children

The admission of children with disabilities is considered in the first instance in the same way as non-disabled children. Further considerations are made in the light of need and accessibility. Steps are taken to prevent any children being treated less favourably than other children. In practice we ensure that classroom and extracurricular activities encourage the participation of all children, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all children.

Existing facilities provided to assist access to the school by children with disabilities;

- Wheelchair access at all entrances and sections of the school.

- Carpeted classrooms to aid hearing impaired children learning
- Medical room with Sterling changing table
- Exterior lighting
- Disabled toilet located next to the school's kitchens and disabled parking is available at the main entrance.
- Lift access next to the school's kitchen area.
- East SILC Partnership based at Whitkirk Primary School (Children with EHCP's).

1.12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Weekly intervention sessions with the Learning Mentor
- Individualised behavior plan
- Regular meetings with parents
- TNCP (Temple Newsome Cluster Partnership) counselling and emotional wellbeing interventions
- PSHE/SMSC curriculum
- Children with SEND are encouraged to be part of the school council
- We will not tolerate bullying and have a strong consistent approach to dealing with this- see Anti Bullying Policy.

1.13 Working with other agencies

We will provide clear evidence and information, taken from the internal referral forms and the subsequent assessments, that will help outside agencies work transparently and swiftly to ensure that concerns are dealt with quickly and provision is put in place to support as soon as possible. These agencies can be found in the Leeds local offer. These agencies will also support the SENCO in planning provision and observations and develop the skills of the SENCO to then use in school. Outside agencies will give reasons for judgments and be available to discuss cases with parents where appropriate. They will liaise firstly with the SENCO then the class teacher.

1.14 Complaints about SEN provision

Complaints about SEND provision in our school should be made to G. Quarmby (Headteacher) in the first instance. They will then be referred to the school's complaints policy.

The parents of children with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

1.15 Contact details of support services for parents of pupils with SEND

Please view the Leeds Special Educational Needs and Disabilities Information Advice and Support and Support Services (SENDIASS) homepage displayed below which details the services available to support your child.

[Leeds SENDIASS](#)

1.16 Contact details for raising concerns

Afua Downes- Assistant Headteacher-SENCO. downesa@wps.rklt.co.uk

Gemma Quarmby- Headteacher. headteacher@wps.rklt.co.uk

Rachel Turner - Inclusion Governor. turnerr@trust.rklt.co.uk

1.17 The local authority local offer

Our contribution to the local offer is: [Home - Whitkirk Primary School : Whitkirk Primary School](#)

Our local authority's local offer is published here: [Directory \(leedslocaloffer.org.uk\)](#)

2. Monitoring arrangements

This policy and information report will be reviewed by Afua Downes- Assistant Headteacher-SENCO **annually**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

3. Links with other policies and documents

This policy links to our policies on:

- Behaviour (Relationships & Regulation Policy)
- Supporting Pupils with Medical Conditions
- Anti-Bullying Policy
- Teaching and Learning documents

