Whitemoor Academy

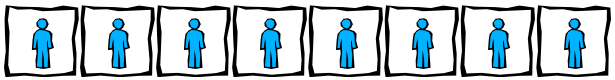
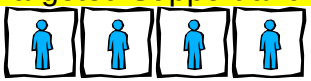
SEN Information Report and School Offer 2019-2020. Review date July 2020

Special Educational Needs and Disabilities Coordinator: Iona Stoddard

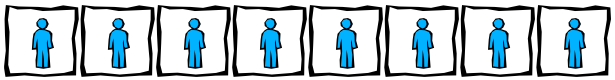
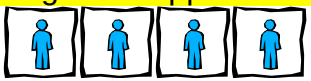
Whitemoor Academy is a vibrant, happy and exciting primary school which aims to develop each individual in a caring, family atmosphere. The children, staff and parents are extremely proud of our school and we aim to be inclusive of all children whatever needs they may have. The facilities we have and the education we provide are tailored to meet individual needs both inside and outside of the classroom environment. Staff at Whitemoor Academy are trained to cater for the needs of the children in their care and many staff have had additional training specific to individual children. We are committed to narrowing the gap between SEND and non-SEND pupils. We do this through a variety of different provisions which may include short-term specific interventions, 1:1 sessions, home-school interventions, other learning interventions developed on an individual need basis as well as support from external agencies where appropriate. Every child at Whitemoor Academy has the opportunity to follow all subjects in the Primary Curriculum and / or access all areas of learning in the Early Years Foundation Stage, the planning and delivery of which is differentiated by our talented team of teachers and their assistants.

Link to SEN Policy	Link to our school's Equality Objectives	Link to our school's Accessibility Plan/Policy
Policy	Equality Objectives	Accessibility Plan

1.Listening to and responding to children and young people

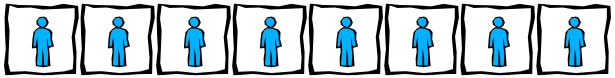
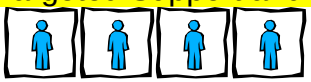
The Universal Offer	Additional Targeted Support and Provision	Specialist Individualised Support and Provision
		
Views and opinions of all pupils are valued by all members of the school community. Termly Parent's evenings for all children and parents/carers. Safeguarding and SEND concerns are discussed at all staff meetings and briefings. Termly monitoring visits from other senior leaders including Executive Heads, Counsellor which focuses on school improvement which covers SEND. Termly learning environment working party comprising HT, SENCo and Hub Counsellor, who walk through the school looking at ways to improve learning for all. We listen and respond to children via the School Council and through class discussions.	SEND pupils are included in all pupil voice/pupil conferencing groups. SEND pupils are included in all consultation groups. Tailored interventions based on need. Staff are skilled in listening to and supporting children in their sharing their ideas and opinions.	Termly meetings of children, parents, class teacher/SENCo/ Teaching assistant and child. Pupils' views are incorporated into Individual Education Plans (IEPs) which are shared with parents and children and reviewed in Progress meetings termly. IEPs are completed for children with a statement or Education Health Care (EHC) plan or if the SENCo and parents feel it is relevant for their child. All documentation is presented in a format that is accessible to the pupil. Pupils views are an integral part of Multi-agency meetings, Children in Need (CHIN) meetings and SEN reviews as described above.

2.Partnership with parents and carers

The Universal Offer	Additional Targeted Support and Provision	Specialist Individualised Support and Provision
		
The school works in partnership with all parents and carers through school events, welcome meetings at key transition times and arrange times to meet that suit them. Parents and carers are invited to attend termly Parent's evenings and all parents receive notification of their child's achievement in relation to national expectations. Pupils reports are sent home each academic year. Parents have access to 'parent view.' Where necessary, parents are given support to access multi-agency support. A varied way of contacting parents from school: weekly newsletters, texts, phone calls, social media and face to face discussions. Families are invited to attend information sessions: re supporting their children at home.	Meet the SENCo opportunity in the Autumn term for new parents. Information on SEND sent out to new parents to raise any concerns before their child starts school. We encourage parents to come and discuss their concerns in person afterwards. Opportunities for parents to attend groups. Workshops if relevant relating to SEN. Information posted on the school website, newsletter and social media.	Termly progress meeting with Parents, Class teacher and SENCo to discuss the child's learning needs. Specific out of school agencies including: • CAMHS • SALT • OT • Cornwall Cognition and Learning • Educational Psychologist • Early Support workers • Penhaligon's Friends • ASD team • Aspire Inclusion Team Parents and carers are supported in attending, and are actively involved in, all multi-agency meetings and annual reviews where their views are an integral part. All documentation can be presented in a format that is accessible to parents where appropriate.

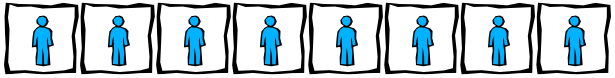
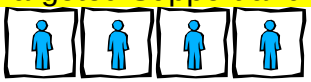
Parents are able to contact school about concerns at any time to speak to the class teacher. Opportunities for parents to attend groups when applicable.		

3.The Curriculum

The Universal Offer	Additional Targeted Support and Provision	Specialist Individualised Support and Provision
 The curriculum is designed to ensure the inclusion of all pupils and our Immersive Learning approach provides exciting opportunities which appeals to the needs of all learners. All pupils, regardless of their ability and/or additional needs, have full access to the curriculum. Assessments (including dyslexia testing) are used to identify pupils who need specific interventions. Parent evenings through the year and yearly reports to discuss pupils' work.	 Interventions are individual and needs led. The progress of pupils taking part in intervention groups are assessed on a regular basis. The interventions are adapted in light of student progress. Small group intervention includes: - Literacy – RWI, reading - Numeracy - Speech and Language - Trauma Informed Schools:UK - Fun Fit – gross motor control sessions - Precision Teaching - Time to Talk	 Pupils with special needs and/or disabilities can access the curriculum with adult support as appropriate. Personalised timetable if necessary with targeted support for those children who need it most. This may include pre-teaching of new topics, personalised resources and targeting children's independent skills. Daily contact with parents. Support from outside professionals include: ✓ Educational Psychologist, ✓ Speech and Language

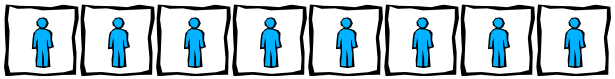
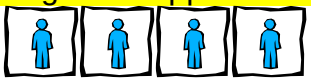
Meet the teacher opportunities at the beginning of the school year. Termly assessments on pupils' progress and attainment.This is assessed through 'pre-key stage foundation, working towards expectations, meeting expectation or exceeding expectations.' Pupils are supported in following their interests, regardless of their SEN and/or disabilities.		✓ Occupational Therapist ✓ CAMHS ✓ School Nurse ✓ Aspire Inclusion Team ✓ ASD Team ✓ Cornwall ~Cognition and Learning ✓ Autism Champion ✓ Social Care ✓ Early Support Team

4. Teaching and Learning

The Universal Offer	Additional Targeted Support and Provision	Specialist Individualised Support and Provision
 The whole school uses a 'Dyslexia Friendly' approach to teaching and learning, where differentiated teaching and outcomes are used to ensure the progress of all pupils. The lessons are carefully planned to include clear stages, regular progress checks and different learning styles. Learning Objectives are displayed and discussed. Alternative ways of recording are used such as using IPad software.	 Class teachers and teaching assistants share information and lesson plans to ensure that pupils with SEND have targeted support and provision. Teaching assistants/class teachers work with small groups to: ✓ ensure understanding ✓ facilitate learning ✓ foster independence ✓ keep pupils on task. If the class teacher is working with a small group, the teaching assistant supports the class with tasks already set by the teacher.	 Personalised and highly differentiated work is provided enabling independent learning. Personalised timetable if necessary. One-to-one support is in place for pupils who need more intensive support, e.g. for those with physical disabilities, sensory difficulties, Speech and Language difficulties, Autism, severe literacy difficulties/Dyslexia and they have a statement or EHC plan.

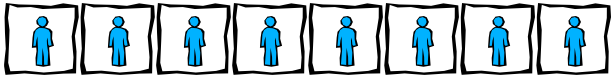
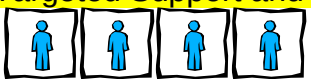
Visual timetables used in all classrooms. Good quality training and CPD for all staff. Teachers and Teaching Assistants are given extra opportunities to further their qualifications: Dyslexia champion, Autism champion, Health and Well-being champion.	Independent student learning is supported by the use of technology, for example: - IPads Special examination arrangements are put in place for internal and external tests and examinations (reader, scribes etc)	IEPs for pupils with Educational Health Plans and SEN Support. These are reviewed termly with parents and pupils. 'Now and Next' boards are used for pupils with specific timetable – to include interventions.

5. Self Help Skills and Independence

The Universal Offer	Additional Targeted Support and Provision	Specialist Individualised Support and Provision
 Clearly labelled and laid out classrooms Resources available in class-rooms containing overlays, highlighters, dictionaries etc which promote independence. Classroom monitors with specific responsibilities.	 Where teaching assistants are in the classroom they facilitate independence. Pupils have personalised equipment to help them to learn, such as talking tins, overlays, and timers. Pupils can have access to: - visual timetables/Now and Next boards - Individual Pupil Profile Traffic Light System	 Teaching assistants working one-to-one with pupils encourage them to be specific about what they need help with, along with asking them what they have done already to find the help for themselves, e.g. asked peers, checked books, etc. Additional support is shared to build resilience in the young person, so that they have self-coping strategies when

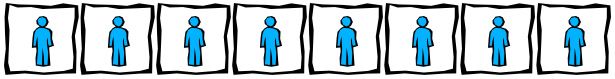
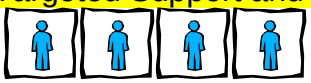
Consistent routines and behaviour expectations. Pupils have the opportunity to choose from many after school clubs. PSHE lessons and assemblies to promote Social and Emotional well-being. All children have the opportunities to attend school trips and residential.		and if the teaching assistant is absent. Visual cues are used for specific tasks eg toileting, dressing etc Timetables are in place to support independence.

6. Health, Wellbeing & Emotional Support

The Universal Offer	Additional Targeted Support and Provision	Specialist Individualised Support and Provision
 PSHE lessons include all pupils. Character Curriculum is instilled through lessons and assemblies. Pupil issues are dealt with by trained staff, as they arise. All staff are first aid trained to ensure the safety of pupils.	 Small group work focuses on… - self-esteem - social skills - life skills - anger management Sportability and multi-skills events to aid resilience and emotional well-being. Support at playtimes where needed.	 TACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse. Additional support for Pupils can be requested from ✓ CAMHS ✓ Social Care ✓ Dreadnought ✓ SALT

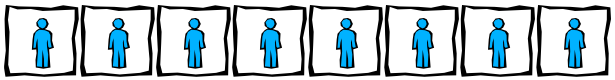
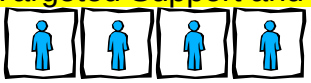
Pupils have access to a school nurse on a referral basis. After School clubs. All pupils belong to a class/group. Resilience is promoted through sports events, school plays, school trips and other team activities. All children have the opportunity to run for school councillor.		✓ Hearing support ✓ TiS:UK Practitioners Pupils with specific medical conditions have individual health care plans. Sensory Diet designed for individual pupils needs. Draw and Talk. TISUK one to one sessions for Social and Emotional Support.

7 Social Interaction opportunities

The Universal Offer	Additional Targeted Support and Provision	Specialist Individualised Support and Provision
 All children from Years 1 to 6 are given the opportunity to run for School Councillor each year. All children have the opportunity to join a club. Class performances and productions where everyone has a part.	 Socially Speaking intervention. Time to Talk intervention. TISUK intervention. Adult support at playtimes to encourage friendships and modelling of games.	 Advice/Care Plans from SALT. Meetings with Early Years providers to discuss individual needs of pupils who will join Reception.

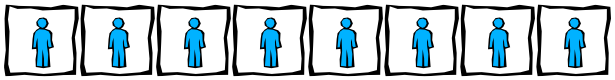
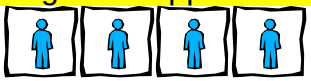
Collaborative working in class. Home visits are arranged for children entering Reception. There is a robust secondary transition and partnership with our main local feeder school.		

8. The Physical Environment (safety, accessibility, positive learning)

The Universal Offer	Additional Targeted Support and Provision	Specialist Individualised Support and Provision
 All areas of the school are accessible to everyone including those Pupils with SEND. All classes have wheel chair access and the school is wheelchair accessible. Pupils feel safe and in an environment where bullying is absolutely minimal and dealt with effectively. There is a named Designated Safeguarding Lead and a named Designated Teacher for	 Non-slip, non-breakable equipment available in practical lessons. Some toilets adapted by height. There are named adults who are ‘Team Teach’ trained. Quiet areas are available. The use of a ‘Quiet room’ is used for sensory time.	 Specialist equipment in practical lessons enables disabled Pupils to be independent. Classrooms/halls/corridors are made accessible for young people with sensory needs.

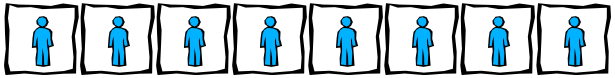
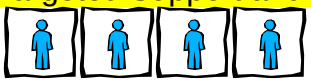
Children in Care and Previously Looked After Children. All areas of the school are uplifting, positive and support learning. Teachers focus on rewarding good behaviour to promote a positive learning environment. The rewards and sanctions system is robust and displayed around the school.		

9. Transition from year to year and setting to setting

The Universal Offer	Additional Targeted Support and Provision	Specialist Individualised Support and Provision
 The EYFS class forms one of the four classes we have at Summercourt. EYFS transition is well planned and takes place regularly. EYFS Learning Together sessions in the Summer Term prior to the children attending, which incorporates a lunchtime.	 Class 1 teachers liaise with parents (home visits) and pre-school to ensure all information is shared before the new intake transition. SENCO will liaise with Secondary School to ensure all information is shared before transition. Extra visits can be arranged if required.	 Where necessary, individualised transition programmes are put in place.

There are strong links with the receiving secondary schools. Children are identified who may need extra support and new school is worked with to ensure a successful transition. Taster sessions happen throughout the year and in a variety of curriculum areas. Children have a morning in their new class the term before they move into their new class.		

10 The SEND qualifications of, and SEND training attended by, our staff

The Universal Offer	Additional Targeted Support and Provision	Specialist Individualised Support and Provision
 SENCo trained in the National Award for SEN. SENCo network meetings attended by the SENCo termly. Staff INSET days throughout the year. CPD available for all staff. Weekly staff meetings.	 TA meetings for those who work with specific children termly or half termly. Groups of staff are trained in a specific intervention e.g Precision teaching, Toe by Toe, Draw and Talk, TISUK.	 Individualised training attended that will benefit specific children. E.g Effective questioning for children with ASD. The school has a staff member who is trained in how to use the Dyslexia Screening Test. Members of staff will be TISUK trained practitioners which is a diploma level qualification.

11. Services and organisations that we work with (a few of the main ones):

Service/organisation	What they do in brief
Speech and Language therapist	**Assess children on their language skills, receptive language and expressive language. Provide support on how to deliver speech and language based activities to promote improved speech or comprehension.**
Educational Psychologist	**They can provide assessments such as cognitive ability, provide support on behaviour and access to learning.**
Occupational therapists	**Provide programmes associated with sensory issues or movement and co-ordination issues.**
Early Help Hub	**Central advice and guidance for SEND and safeguarding. Provides support for schools and families and direct them to other relevant services.**

Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website:

11. Pupil progress.

Parents meet with the SENCo and class teacher to discuss concerns and set targets for the following term using an Individual Education Plan (IEP). IEPs are completed for children with a statement or EHC or for children who require an IEP but don't have a statement or EHC. The concerns are discussed and actions are noted. An annual review is held to update progress and provision for those with a statement or EHC. An open door policy is used for parents to access the SENCo and Learning Support Coordinator as and when is needed at an appropriate time.
Pupils are tracked using an electronic monitoring system or if they are working below Year 1 level, their progress will be recorded using P scales. Progress is formally updated termly by the class teacher and fed back to the SENCo.

12. How we know how good our SEN provision is.

We are always looking at ways to improve our knowledge and delivery of support to children with SEND. Staff are individually trained in areas that are of benefit to the children they work with regularly and we are developing roles across the school for individuals to be specialists in certain areas. This will be by the appointment and training of Dyslexia and Autism Champions as well as employing trained TIS practitioners.

As a small school, we are a friendly and approachable team with regular contact with parents and outside agencies. We see good practice as high quality first teaching. We are inclusive and we cater for a range of needs across the school. We are widely known for being a school that is a community based village school that includes all children regardless of their needs. Close relationships with outside agencies provide us with specialist support that is tailored to the individual child. This provision is reviewed, updated and amended as needs change and staff are trained in a range of skills to allow for this individual provision to take place.

We changed from being a THRIVE to TISUK school during 2018 with many qualified practitioners and whole school training to ensure consistent approach.

13. If you wish to complain.
If you wish to complain, contact the Head of School Gemma Hooper. Appointments or contact details can be obtained from the school office.

Frequently asked questions:

1. What should I do if I think my child may have special educational needs?
   Discuss this with the child's class teacher and the SENCo. They can help you pin point any concerns and share experiences in school.

2. Who is responsible for the progress and success of my child in school?
   The class teacher is responsible for the progress and this is overseen by senior leaders and the SENCo where necessary.

3. How is the curriculum matched to my child's needs?
   Each child is taught according to their age. This corresponds to the National Curriculum. E.g a Year 5 child works at the Year 5 standard in the Curriculum. For children working below their age expectation, the Curriculum is tailored to suit their needs. This might be at a lower age level or at P scale level. For children who are exceeding their age expectation, they deepen their knowledge and understanding of that standard rather than move up to the next year group.

4. How do school staff support me/my child?
   The school will do whatever possible to support parents and children and will respond to questions or concerns with a positive approach.

5. How will I, and my child, know how well they are doing?
   Termly meetings will be held for children who require a lot of extra support or if they have an IEP, statement or EHC.

6. How can you help me to support my child's learning?
   We can give you suggestions based on evidence from our professional experience, recommendations from outside agencies and other professionals, sign post you to parent support groups or parent training sessions and help you to understand your child's next steps.

7. How is my child included in activities outside the classroom including school trips?
   Careful planning goes into school trips. Each child is encouraged to participate in at least some of the activities to provide them with experiences outside of the classroom.

10. How accessible is the school environment?

The school is wheelchair user friendly. Accessibility Plan in place.

11. How will school prepare and support me/my child through the transition from key stage to key stage and beyond?
    Your child will have planned transition days with their peers and they have the opportunity to chat with all staff members on a regular basis through playground duty, meeting and greeting in the morning, breakfast and after school clubs and assemblies.

12. Who can I contact for further information?
    Your child's class teacher is the first point of call followed by the SENCo and then the Head of School.

Further Information regarding SEN Provision and Support:

Whole School Approach to Teaching and Learning:

- ✓ High Quality Teaching and Learning – All teachers are responsible for the learning and progress of every child in their class, including those with SEN.
- ✓ An inclusive, differentiated and personalised approach to enable all learners, including those with SEN, to engage with all aspects of school life.
- ✓ Refer to Teaching and Learning Policy.

Our Graduated Response for Learners:

- ✓ Continual monitoring of the quality of teaching.
- ✓ Identifying and tracking the progress of children/young people that require support to catch up by monitoring their progress.
- ✓ Identification of children/young people requiring SEN Support and initiation of "assess, plan, do, review" cycle.
- ✓ Consideration of application for Education, Health and Care Plan.
- ✓ All children/young people identified as requiring SEN Support, or with an Education, Health and Care Plan (or statement) are on our Record of Need.

How we identify children/young people that need additional or different provision:

- ✓ Class teacher refers to SENCO – criteria (SEND Flow Chart)
- ✓ Ongoing curriculum assessments
- ✓ Tracking progress using data
- ✓ Further assessments by specialists, including those from external agencies

We take a holistic approach by all aspects of a child's development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children/young people, including those with SEN, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy.

How we listen to the views of children/young people and their parents:

What	Who	When
Informal Discussions	**Class teachers, Support staff and SENCo.**	**As and when needed or requested.**
Parents' Evenings	**Class teachers and SENCo**	**Three times a year.**
Home-School Book	**Parents/Carers and classroom staff.**	**Daily as agreed between parent/carer and class teacher.**
Assess, Plan, Do, Review meetings	**Parents/Carers and SENCo.**	**Termly**
Parent meetings to discuss needs and progress.	**SENCo and parent/carer**	**Termly or as needs arise.**

The Assess, Plan, Do, Review Cycle:

For children/young people on our Record of Need, an Assess, Plan, Do, Review cycle will be established by the SENCo in partnership with the child/young person, their parents and the class teacher. Please see our SEN Policy for further details.

This year, provision made for children/young people on our Record of Need has been:

✓ **Communication and Interaction:**

-TiS:UK intervention 1:1 sessions to develop their social skills, emotions
- Opportunities to develop communication skills in school productions and class performances.
- Speech and Language Therapy 1:1 delivering the care plan from the Speech Therapist.
-The use of visual prompts such as visual timetables and traffic lights cards.
-Alternative ways of recording learning- for instance the use of IPad apps, video, adult scribing and photos.
-Good practice in teaching, for example the use of clear unambiguous language, asking children to repeat back instructions, task management boards, reward systems.

-RWInc and 1:1 RWInc where appropriate.
- The formation of a School Council with the opportunity for everyone to run for election.
-A range of school clubs on offer.

✓ **Cognition and Learning:**

-Phonological awareness intervention
- TA support for children who need extra support with their learning
- Dyslexia screening
- Precision teaching
- Extra adult support for children who need catch up opportunities
- EP assessments
- Nessy

✓ **Social, Emotional and Mental Health:**

- A trusted adult to act as a support for children needing emotional support
- Staggered timetable/personalised timetable
- TiS:UK
- Inclusion Advisor
- CAMHS
- Team Around the Child meetings
- Boxall Profile for assessment
- ASD Team

✓ **Sensory and/or Physical Needs:**

-Funfit intervention
-Sensory sessions focused around specific guidance from Occupational Health professionals
-Access to sensory objects such as stress relievers, chew toys, wobble cushions and heavy muscle work opportunities.
- Sensory Diet: Regular physical breaks for children who need a break in between lessons.
- Occupational Therapist to produce Care Plans for the individual child.

We monitor the quality of this provision by meeting regularly with the parents, discussing issues or needs as they arise, liaising with class teachers and support staff, monitoring interventions and planning, regular training updated across the school. An Aspire SEN reform group is working on improving and sharing good practice in SEN.
We measure the impact of this provision by looking at data from our whole school tracker and P scales, talking to children and parents, assessments from outside agencies such as Speech and Language.

Support Staff Deployment:

Support staff are deployed in a number of roles:

- ✓ Delivering small group intervention
- ✓ Liaising with parents and meeting and greeting
- ✓ Running clubs
- ✓ Lunchtime supervision
- ✓ Supporting learning in class
- ✓ Supporting individual children or groups in class
- ✓ Pastoral support throughout the day

We monitor the quality and impact of this support by giving them opportunities to develop their training, having different roles for them in different classes, moving them around each year to give them wider experiences, opportunities to liaise with other schools, discussing issues and strengths with them, informal discussions, talking to children.

Distribution of Funds for SEN:

This was allocated in the following ways:

- ✓ Support staff
- ✓ External Services (See School Offer)
- ✓ Teaching and Learning resources
- ✓ Staff training

Partnerships with other schools and how we manage transitions:

We work with a number of schools in the area in the following ways:

- ✓ Heads of Schools meetings
- ✓ SEN reform group meetings
- ✓ Transition to secondary school: planned transitions, regular communication with them, opportunity to attend summer activities.
- ✓ Academy trips, camps and sporting events
- ✓ Moderation meetings
- ✓ Learning walks in other schools

We ensure that the transition from Nursery to Reception is smooth by having regular discussions with the pre-school and Reception. Children and parents have opportunities to look around the school before the child is due to attend, transition days are planned into the school calendar.

We support the transition between classes and teachers by planned transition days, regular opportunities for children to speak to other members of staff in school through clubs, assemblies, playground duty and when moving around the corridor. Extra transition times planned if necessary.

The transition from year 6 to secondary school is supported through planned transition days, visits from the secondary school to our school, SENCo support in the Autumn term by visiting the secondary school. Transition day for SENCo to share SEN with the Secondary Schools.

For children/young people with SEN, we also inform the school about individual children's needs, plan extra opportunities for more visits or more transition days if needed, create a Pupil Passport and a transition booklet to help the child to understand their new setting.
Parents are included in this process through voicing any concerns they might have, supporting them in the application process and how to refute given school placements.

Ongoing development:

We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. We do this through our Aspire Development Plan, which includes our Hub development plan and SEN Development/Action Plan. This can be found on the school website.
An Aspire SEN reform group meets throughout the year to discuss and make changes to SEN provision to ensure that it is constantly being assessed and refreshed if needed.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should contact the Head of School Gemma Hooper.