



SEN Information Report / Local Offer

At Whinfield Primary School we welcome all children and their families into our community. We have an open door policy and parents are welcome to request a meeting at any time. We strongly believe that all children should be provided with the opportunities to allow them to achieve their full potential. Our staff will strive to identify and remove barriers to learning whilst creating an environment in which every child has the very best experiences that education can offer.

Carefully planned provision, including short term interventions implemented by our staff together with the expertise from the agencies with whom we work can help ensure all children can access the curriculum that would not otherwise have been accessible to them. We have an extensive range of resources and interventions available which are closely matched to the needs of the children. Grouping arrangements within class take into account the needs and abilities of each child to ensure learning opportunities are maximised.

The Governing Body is confident that every child with additional educational needs at Whinfield will access appropriate intervention and support designed to meet their individual needs. The Governing Body are informed of any changes to policy which may affect the education of children identified as having additional needs. The Governor for Special Educational Needs is Mrs Calvert.

How does the school know if a child has additional needs?

A child will be identified as having a SEN if they have a significantly greater difficulty in learning than the majority of children the same age, or if they have a disability which prevents or hinders the use of educational facilities provided within school. It can be recognised that a child may have additional needs in a number of different ways including the following:

- Information coming from the child's transition from another setting including nursery.
- Information from another agency involved with the child outside of school.
- A health diagnosis through a Paediatrician or CAMHS.
- Parents sharing concerns they have noticed.
- Teachers identifying that the child is not progressing at the expected rate in one or more areas.
- Concerns are raised in relation to social, emotional or behavioural needs.

All teachers differentiate classroom work to meet the needs and abilities of individual children. Through termly monitoring of pupil progress by each year group and the senior leadership team, any child not making expected progress is then identified for specifically targeted intervention.

Additional Needs

The SEN Code of Practice defines special educational needs and provision in four areas. These are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional and mental health difficulties
4. Sensory and/or Physical Need

Further details of our provision are detailed in the school's Special Educational needs Policy.

Our Core Offer

- Prior to admission we will liaise with parents and all professionals involved in a child's life to allow us to deliver an appropriate and comprehensive package which meets the child's and families needs.

- All children are encouraged to form positive relationships with their teachers and teaching assistants. Good behaviour and work is rewarded in line with the School's Behaviour Policy.
- Teachers are responsible for the progress of all children in their class. Quality first teaching is delivered to meet children's individual needs. This is the very first step in supporting children who may have special educational needs and disabilities (SEND).
- Our Procedures are in line with the SEN Code of Practice (2015). The first point of contact if you have concerns relating to your child is his/her class teacher.
- All children will have the opportunity to access a broad and balanced curriculum, differentiated to meet their individual needs. Extra support may be provided and personalised resources used. This may include intervention programmes suggested by the teacher, SENCo or specialist agency.
- Children with medical needs are supported through close liaison with parents and health care professionals. A care plan will be drawn up to ensure needs are met.
- Extra-curricular clubs and activities are available to all children. Where necessary extra support will be provided to facilitate this.
- Staff will access training to allow us to meet children's specific needs.

Our Staff

Teachers and teaching assistants at Whinfield Primary school hold a wealth of expertise and have accessed training in many areas. All of our teachers hold Qualified Teacher Status and our teaching assistants all hold a relevant qualification. The following is a snapshot of our expertise however this is not an exhaustive list:

- SENCo - Postgraduate Certificate in SEN
- Staff qualified in First Aid
- Child Protection & Safeguarding Children Training
- Epi-pen & Asthma training for all staff
- Webster Stratton Parenting Programmes
- NPSLBA (to support behaviour & attendance)
- Dinosaur School - Webster Stratton's Children's Programme

- Numicon, Springboard & Power of 1 and 2 (Maths Intervention)
- It's In The Bag, Jungle Journey & Eye Can Do (Fine & Gross Motor Skills)
- Beat Dyslexia, Catch Up, Toe by Toe & Word Wasp (Literacy Intervention)
- TEACCH (Autistic Spectrum Disorders)
- Speech & Language Link

Additional Provision

Targets for many children will be related to progress in maths and English whereas for other children it may be related to social interaction or emotional needs. We offer different forms of additional provision including 1to1 support, small group support, in and out of class support, access to specific resources and intervention programmes and to a range of outside agencies. The most important factor of this additional support is that the targets and support are suited to the individual needs of the child. Specialist services are always used when the need arises or staff feel more advice and support is needed.

External Agencies

We work with a range of external agencies to allow us to meet the social, emotional, and educational and health needs of our children and their families. The specialist services we work with include:

- Education Psychology
- Social Services
- Paediatrician & School Nurse
- Autism & Social Communication Outreach Service
- Occupational Therapy
- Speech & Language Therapy Service & Outreach Team
- Physiotherapy
- Hearing Impaired Service
- CAMHS (Child and Adolescent Mental Health Service)
- Family Support Service & Families Talking

- Behaviour Support Service & Turnaround Provision

Accessibility

We have a single Equality and Accessibility Policy; therefore every child has an equal opportunity to access all areas of the curriculum and school life. We will put in place appropriate support, whenever possible, to enable children to be educated with their peers. This may be in the form of extra staff or specialist equipment. Children will not be excluded from any activity as long as the safety of themselves and others is not compromised.

Our school has access for children with disabilities however, as it was built prior to current legislation, we recognise that improvements can be made. The building is not on one level although lifts are operational within the building. With due regard to our admission policy, parental choice and accessibility of the building all children who apply will be accepted.

We welcome suggestions on how we can improve our accessibility. Please contact Mrs Michelle Charlton, School Manager if you would like to discuss this further.

Children in the Care of the Local Authority

We aim to ensure that all looked after children experience and expect the same outcomes as their peers. The designated teacher for Looked After Children is Mrs Kay Murray. Every child who is Looked After will have a Personal Education Plan devised. This plan will detail the support the child requires and establish clear targets and actions to respond effectively to the child's individual needs. This will be in conjunction with their Social Worker, Education Worker, Carer and where applicable their parents.

Transitions

Moving from year group to year group will be planned carefully. Meetings will be held between class teachers. All individual targets and support plans will be discussed. Children who require extra support will be planned for carefully and a supported transition will take place.

We work closely with all secondary schools in the area. Meetings with secondary school staff are held for the transfer of essential information relating to special educational needs and pastoral matters. Secondary school staff come to meet our year 6 children and they then attend their chosen secondary school for the transition visits.

If your child moves to a new school or provision within the school year we will share our information to help this go as smooth as possible. We will share information about any

special arrangements or support needed including interventions accessed. If necessary, we will arrange a transition with other professionals.

Further Information

The Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0-25 years who have Special Educational Needs and/or a Disability. This is known as the Local offer. Further information can be found at the following links:

Local Authority's Local Offer can be found on the Darlington Borough Council Family Information Service Website -

<http://darlington.fsd.org.uk/kb5/darlington/fsd/disabilities.page?disabilitieschannel=0>

SEN Code of Practice -

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

If you would like to discuss any details of our Core Offer or you would like to know more about what we do, please contact the school to make an appointment. Who to Contact:

Headteacher - Mrs Shirley Welsh (through the school office)

SENCo - Mrs Kay Murray 01325 240499 option 2