



## **SEND information Report for Whitley Park Primary and Nursery School**

'At Whitley Park Primary and Nursery School we will make sure that our children have the skills, knowledge and values needed to be local, national and global citizens. Children will show respect and tolerance for those with different faiths and beliefs. This rationale supports all of the work that we do as we prepare our children for life in modern Britain.'

Whitley Park is a large, fully inclusive mainstream Primary and Nursery School. It is our aim to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are understood by all who are likely to work with them.

### **How do we ensure that children who need extra help are identified early?**

Children are identified as needing extra help through a variety of ways including the following:-

- Concerns raised by parents/carers
- Concerns raised by teachers through a SEN Record of Concern
- Concerns raised by pupils
- Through regular pupil progress meetings. Meetings with class teachers and the senior leadership team, including the Senco, are held every 6-8 weeks when every child who may not be making at least expected progress is discussed.
- Liaising with health and social care professionals
- Liaising with previous schools or settings
- Using our in house specialist services (accredited Senco, speech and language therapist, play therapist, Emotional well-being Development Worker)
- Using our in house Family Support worker to make sure parents are kept up to date with progress and have the opportunity to discuss and explore strategies to use in the home.

### **How do we evaluate the effectiveness of provision for pupils with special educational needs or disabilities?**

- Provision and policies are monitored and evaluated by the Senco, the SEND Governor and the Headteacher.
- The Senco acts as an advocate for pupils with special educational needs during pupil progress meetings and evaluates the effectiveness of provision.



- Individual Learning Plans and interventions have clear expected outcomes and are evaluated for impact.
- Data is used to evaluate and monitor the progress of all pupils with special educational needs

#### **What should a parent do if they think their child may have special educational needs?**

- Talk to the child's teacher in the first instance, this is the person who spends most of their time with your child at school.
- Talk to the Senco, Mrs Rivers or Mrs Wilton.
- We welcome your views and understand that you know your child best. We pride ourselves on building positive relationships with parents. We all want the best for your child.
- Talk to our in house family support worker who will pass on your concerns to the above, and advise of any external services that may be able to offer support.

#### **Who will explain my child's needs and progress to me?**

- We believe that your child's education and progress should be a partnership between parents and teachers. We also encourage pupils to have their voice heard when discussing their needs and progress.
- You will be invited to discuss your child's progress formally at termly meetings. During these meetings you will be told about the support your child is receiving and the impact of this support.
- You can make an appointment to speak to the class teacher about your child's needs and progress at any time.
- Mrs Rivers can also be available to discuss your child's needs and progress during at the formal termly meetings or through an appointment. Mrs Rivers is also available during meet and greet every morning or via telephone/ email contact.
- If other professionals are involved in your child's special educational needs they will also be available to discuss your child's needs through appointments.
- Our school family worker is happy to support parents in any meeting. She will also work with parents to formulate potential questions you may wish to ask.

#### **How will school support my child?**

- The class teacher will plan for and teach each child with special educational needs or disabilities in their class to ensure



progress is made in every area. This may involve modifying learning objectives, teaching styles and access strategies. Monitoring of progress is carried out by the class teacher and used to inform future differentiation within planning and teaching.

- Teaching assistants may also support your child after consultation with the teachers. Our teaching assistants are trained to a high standard in areas of special educational needs, including autistic spectrum condition, speech and language difficulties, and emotional, social and mental health needs. They have a programme for continual development.
- Your child may receive extra support for their particular area of special educational need. This is known as an intervention. Interventions will be discussed with you and the impact will be evaluated.
- The class teacher will differentiate learning tasks guided by any advice from other professionals such as the Senco, speech therapists, educational psychologists or behaviour specialists.
- Some children are given an Individual Learning Plan with specific targets so that it is easy to track smaller steps of progress. These will be planned with parents and pupils and will be reviewed at least 3 times over the school year.
- The Senco acts as an advocate for pupils with special educational needs and disabilities.
- Whitley Park has a number of in-house specialists to support your child if necessary e.g. speech and language therapist, play therapist and emotional well-being development worker.
- On occasions lessons may be individually differentiated to meet a child's specific needs.

#### **How will my child be included in activities outside the school classroom, including trips?**

- Children with special educational needs are included in all activities outside the classroom. At Whitley Park we have regular learning opportunities outside the classroom. Our 'stunning starts' to start a topic of 'fabulous finishes' often involve trips outside the classroom. If we have any concerns about the safety of your child on a school trip we may ask if you would like to accompany your child. We always do risk assessments before any activity outside the school classroom. No child will be excluded from a trip because of their special educational need.
- Some pupils may find break and lunch times more difficult than others. We provide an indoor playtime provision for pupils to use if they choose to. We may also make suggestions for children to use this facility whilst making a plan with them to support their successful playtimes outside.
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### **What support will there be for my child's overall wellbeing?**

- At Whitley Park Primary and Nursery School all staff have a caring, understanding ethos. We welcome and celebrate diversity and believe that high self-esteem is crucial to children's well-being.
- Almost all of our teaching assistants have been trained to be emotional literacy support assistants. This means they have been trained to understand how to support pupils overall wellbeing. Specific teaching assistants known as Emotional Literacy Support Assistants (ELSA's) run interventions to support pupils who have been highlighted as needing extra support with friendships, self-awareness, building resilience and their general well-being.
- Our more vulnerable pupils have an identified keyworker who acts as an advocate for the pupil. All staff know who our more vulnerable pupils are.
- We offer daily meet and greet for all pupils and for identified pupils a specific adult will meet and greet. This ensures a smooth transition from home into school each day.
- All pupils in the Foundation Stage and Key Stage 1 are offered toast at the start of the day. This may also be provided for key pupils in Key Stage 2.
- We work closely with health and social care professionals to support your child's needs
- We have 'The Bubble'. This is where children may be referred for play therapy from our in- house play therapist. We also offer a more informal Bubble chat appointment where pupils can chat about any concerns they may have.
- Teachers and teaching assistants have their lunches with children in the dining hall to encourage social skills and well-being.
- Our teaching assistants are also our lunch time adults. This supports continuity for pupils.
- Adults provide good role models for pupils at all times
- Pupils are encouraged to share their views. They contribute to their individual Learning Plans and are encouraged to have their say about what impacts on their learning.

### **How does the school manage the administration of medicines and personal care?**

- We have a Policy regarding the administration and management of medicines on the school site.
- Parents need to leave all medication at the school office and complete a form giving permission for medicines to be administered during the school day .
- If a child needs personal care this will be supported through a health care plan.



- Relevant staff have regular training regarding conditions and medication affecting individual children so that all staff can manage medical situations if the need arises.

### **What support is there for behaviour, avoiding exclusion and increasing attendance?**

- We have a clear and effective Behaviour Policy at Whitley Park where children are rewarded for their positive choices and consequences are in place for poor choices.
- The pupils, parent and staff have a clear understanding of the school Behaviour Policy. Parents understand that they will be involved.
- If the school Behaviour Policy is not effective for a particular pupil we will put in place an alternative behaviour plan for a short time after consultation with parents and pupil.
- If a child is at risk of an exclusion a Pastoral Support Programmes (PSP) is written with the child and parents to identify specific issues and reflect the relevant support and targets in place.
- Parents will always be notified of any serious incidents and invited to meet to discuss the incident. We would then expect to work in partnership to identify why the incident happened and how to prevent it happening in the future.
- Pupils' behaviour will be rewarded through certificates in Behaviour Award assemblies every half term. If a child receives 6 gold certificates through the year, parents are invited to share in the celebration in school.
- The attendance of every child is monitored on a daily basis by the attendance officer. Lateness and absence are recorded and reported to the Headteacher and Governing body.
- Good class attendance is rewarded through the presentation of an attendance cup each week in assembly and children with outstanding attendance 99%+ are rewarded individually at the end of each term.

### **How will my child contribute their views?**

- Pupils' views are an important part of our learning culture at Whitley Park Primary.
- Pupils are invited to contribute to their Individual Learning Plans and are asked to reflect and comment on any interventions they have received.
- Pupils are invited to attend meetings to voice their views. Pupils request who they would like to attend their Annual Reviews.



- A School Council supports the voice of our pupils.
- Targets for learning and for behaviour are agreed with pupils before final decisions are made.
- Pupils are involved in identifying what they want to learn before topics begin.
- Our Foundations Stage pupils help to decide what they would like to be included in their learning journeys.

#### **What specialist services and expertise are available at, or accessed by, the school?**

- The Senco has passed the Government's Accredited Award for Senco's
- We have an in- house specialist play therapist, speech and language therapist and family worker.
- We have support and advice from the following services: Educational Psychologists, an Autistic Spectrum Condition advisory teacher, Behaviour Support Services, School Nurse, Family workers, Pre school teacher advisory teacher, massage therapist, Learning Support team, Child and Adolescent Mental Health team (CAMHS), Social Workers, Educational Welfare Officer. All external partners we work with are vetted in terms of safe guarding and when buying in additional services we monitor the impact of any intervention .
- We also have access to support from Occupational Therapist and physiotherapist for individual pupils with EHC plans/Statements.
- For further information on local services in Reading please see The Local Offer [www.reading.gov.uk/servicesguide](http://www.reading.gov.uk/servicesguide)

#### **What training have the staff supporting children with special educational needs had?**

- All of our teachers and teaching assistants are Read, Write, Inc trained.
- All our staff have been trained in 'Talk for Writing' by Pie Corbett.
- All our staff have had extensive training in teaching maths.
- Our in-house Speech and Language Therapist has provided training in understanding how identify and support pupils with speech and language difficulties,
- All our staff have been trained in supporting pupils with an autistic spectrum disorder.
- All staff have been trained in implementing the new SEND Code of Practice.
- Almost all our teaching assistants are emotional literacy support assistants



- Many of our staff attend the SEN lectures for specific special educational needs at The Avenue Centre. These lectures include support for pupils with ASC, ADHD, mental health difficulties, and attachment and trauma difficulties.
- Some of our staff have been trained in Team Teach
- The Senco attends all SENCO conferences
- Training for Emotional First Aid

#### **How accessible is the school environment?**

- The building is on one floor with a ramp to the lunch canteen
- There are 2 disabled toilets
- Classrooms are optimally organised with appropriate equipment to promote the participation and independence all pupils.
- Specialist resources are sourced via external services if necessary.

#### **How will the school prepare and support my child when joining the school or transferring to a new school?**

- We encourage families to visit the school prior to joining us.
- We will make home visits for our pre-school pupils and the Senco will join these visits for pupils who have special educational needs.
- Extra visits and flexibility to starting arrangements may be made.
- We will visit pupils with special educational needs in their current setting where possible.
- We hold a transition meeting with the current teaching staff, parent and new teaching staff.
- We will write social stories to support a successful transition
- We are actively involved in specific transition programmes offered by our cluster Secondary schools
- The Senco is part of the local cluster group and has a good professional relationship with our local Secondary schools to support successful transitions.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If a child has a Statement or an Education Health Care Plan we will invite the staff of the new Secondary school to the



review meeting.



### **How are parents involved in school life?**

- Parents are invited into school to share in celebrations of their child's learning through sharing assemblies.
- Parents are invited in for 'come and share our learning' mornings
- Parent questionnaires allow parents to have their say about what they like and would like to change.
- We have parents as 'reading volunteers' in school
- For pupils with special educational needs parents may be invited to accompany their children on school trips
- Parents are invited to participate in all meetings where their child is the focus.
- Parents are invited to join celebration gatherings for festivals.
- Parents are invited to share in the celebrations for 'Golden gold' behaviour awards
- Our school family worker encourages parents to be involved in their child's school life, and offers tailor made workshops, groups and individual parent support sessions in order to achieve a successful and positive balance between home and school life.

### **Who can I contact for further information or to discuss a concern?**

- The first point of contact is your child's class teacher to share your concerns.
- You could arrange to meet with the Senco or the Head teacher
- Further details are on our Special Educational Needs and disabilities Policy on our school website
- The in house family support service.
- Contact parent partnership 01189399821 or parenting special children -01183264784

### **Who should I contact if I am considering whether my child should join the school?**

- Contact Ms A Philpott to arrange a meeting and tour of the school. 01189375566
- If your child has a special educational need or disability you could also contact Julie Rivers or Deb Wilton (special educational needs co-ordinator) who will discuss how the school could meet your child's needs.



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