The aim of this information report is to explain how we implement our SEND policy. If you want to know more about our arrangements for SEND please read our Trust’s SEND policy that applies to our setting (found on our school website).

**What types of SEN do the school provide for?**

Our school support all four areas of Special Educational Need.

**Which staff will support my child, and what training have they had?**

***SENDCo -*** Miss Holly Cefai is the school’s Special Educational Needs Coordinator. [Holly.cefai@whitchurchprimary.co.uk](mailto:Holly.cefai@whitchurchprimary.co.uk) 01275 833 593

She has 5 years of experience in this role and is a qualified teacher. Miss Cefai achieved the National Award in Special Educational Needs Co-ordination in 2013.

***Class teachers -*** All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils. Class teachers have been trained to deliver universal provision, targeted support and specialist support.

***Learning Partners -*** We have a team of Learning Partners including some Higher-Level Teaching Assistants (HLTAs) who are trained to deliver different waves of provision.

***External agencies and experts*** - Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include but are not limited to:

**What should I do if I think my child has SEN?**

**How will the school know if my child needs SEN support?**

SEND support is when pupils require different and / or additional provision. If staff notice that a pupil is not making expected progress in areas of the curriculum, they assess the pupil to identify where the gaps are in their learning. They then plan and provide additional and different provision for the pupil.

**How will the school measure my child’s progress?**

Staff in the school monitor progress through test scores, improvements in Boxall Profile scores and when marking children’s work.

**How will I be involved in decisions made about my child’s education?**

Your child’s class teacher will meet you at the end of Term 2, 4 and 6 to:

Miss Cefai may also attend these meetings to provide extra support. We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

**How will my child be involved in decisions made about their education?**

We may seek your child’s views by asking them to:

* Attend meetings to discuss their progress and outcomes
* Answer questions relating to their school provision and record these on Learning Plans / Pupil Passports

**How will the school adapt its teaching for my child?**

Your child’s teacher/s is/are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to your child’s needs. We will adapt how we teach to ensure children understand and retain what is being taught. We will also make sure that your child has access to a broad and balanced curriculum.

Examples of adaptations that can be made to lessons:

**How will the school evaluate whether the support in place is helping my child?**

Explain your school’s approach here. Describe how your school evaluates the effectiveness of the provision for pupils with SEN. Please note, the below are suggestions only. We will evaluate the effectiveness of provision for your child by:

**How will the school make sure my child is included in activities alongside pupils who don’t have SEND?**

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. All pupils are encouraged to go on our school trips, including our Y6 residential trip.

All pupils are encouraged to take part in sports day, school plays, adventure weeks and special workshops.

**How does the school support pupils with disabilities?**

As a school we work closely with external professionals and parents to include children with a disability in our setting. We follow the assess, plan, do, review process for this and ensure children are able to access all parts of the school day fairly and equally. Please see our accessibility plan on our school website for more information about how we make our site accessible for all.

**How will the school support my child’s mental health and emotional and social development?**

We support children’s mental health and emotional and social development through our curriculum and high-quality teaching and interactions. For children who need additional support in this area we also have access to interventions such as Drawing and Talking Therapy and ELSA (Emotional Literacy Support Assistants). Furthermore, BANES offer our school a Mental Health Practitioner. We are able to refer children in to this service and if the referral is successful the practitioner then meets the child and their family and provides support through an intervention.

All children in our school are assessed using the Boxall Profile to identify children who need additional support in these areas and appropriate strategies and interventions are then put in place. Teaching and Learning can be adapted to meet the needs of these children and staff work in collaboration with parents and external professionals.

**What support will be available for my child as they transition between classes or settings or in preparing for adulthood?**

At Whitchurch Primary School we approach transition for children moving year groups in the following ways.

**Transition activities for all children in the class**

**Further transition activities for children who are worried**

**Transition for children on the Special Educational Needs register**

**Transition activities for children with EHCPsBetween schools -** When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

**Going to secondary school -** The SENCO / class teachers from Whitchurch Primary School meets with relevant secondary school staff to discuss the needs of the incoming pupils near the end of the summer term. We set up a workshop from our Mental Health Support Team all about worries and concerns regarding transitions

**What support is in place for looked-after and previously looked-after children with SEN?**

Mr Hornsby is the designated teacher for looked-after children and previously looked-after children here. Mr Hornsby will work with Miss Cefai, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil’s circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

**What support is available for me and my family?**

Please contact Miss Cefai to discuss your concerns / worries and she will be able to guide you.

You can also visit your local authority websites to access more information about their services.

<https://livewell.bathnes.gov.uk/special-educational-need-or-disability-send> for BANES residents

<https://www.bristol.gov.uk/bristol-local-offer> for Bristol residents

National charities that offer information and support to families of children with SEND are:

* [IPSEA](https://www.ipsea.org.uk/)
* [SEND family support](https://sendfs.co.uk/)
* [NSPCC](https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/)
* [Family Action](https://www.family-action.org.uk/what-we-do/children-families/send/)
* [Special Needs Jungle](https://www.specialneedsjungle.com/)