



Special Educational Needs Information Report 2024-2025

Whitehall Schools, working in partnership, are committed to providing quality education in a caring and stimulating environment. We value each child and encourage all pupils to achieve their full potential

Key Staff

Mrs Anneline Moloi – Headteacher

Mrs Suzie Cayless – SENDCo (SENDCo Accredited)

Ms Jane Guest – SEND Governor

This SEND information Report may be read in conjunction with the following:

Equality Policy

SEND Policy

Inclusion Policy

Accessibility Plan

What is a 'Special Educational Need'?

The term SEND covers a range of learning and medical needs. If a child is not making adequate progress or is struggling to maintain progress with their learning we may deem it necessary to carry out some further assessment/s to find out if there is a particular barrier to learning whether emotional, academic or physical. If a child is underachieving it does not necessarily mean they have a SEND as there are many factors which attribute the learning abilities of individual children.

The SEND Code of Practice highlights four areas of SEND classified under these headings. A child may display needs in one or more of these areas. (Special Educational Needs Code of Practice January 2015):

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

What should I do if I think my child may have special educational needs?

Whitehall Junior School supports a wide variety of SEND. If you have any concerns that your child is experiencing barriers or challenges to learning or social development please contact your child's teacher or Mrs Cayless the SENDCo via email on senco@whitehalljunior.org or by telephone on 01895 234071.

How does Whitehall Junior School know if children need extra help?

Early identification of SEND is vital. The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The school's system includes reference to information provided by:

- When concerns are raised by parents/carers, teachers, any previous schools or by the child themselves;
- Standardised screening and assessment tools;
- Progress measured against the objectives in the Primary Framework;
- National Curriculum descriptors;
- Teacher assessment;
- SIMs data (School's Information Service);
- Any existing Education, Health and Care Plans (EHCP) or support plans;
- Assessments by any specialist service, such as Educational Psychology, Speech and Language Therapists and Occupational Therapy assessments;
- Discussions with relevant professionals and organisations;
- Observations of social, emotional and mental health development and/or
- Changes in attitude or behaviour.

Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Headteacher, Deputy Headteacher and SENDCo to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.

Children who join the school mid-year from another setting will be assessed on entry and information will be gathered from previous settings in order to ascertain levels of need and support. Parents are invited to share any previous concerns or support accessed by the child in a previous setting. If a child leaves the school mid-year all SEND records will be forwarded on to the new setting.

Parents of Year 2 to Year 3 SEND children will be invited to meet with the junior school SENDCo prior to starting.

How will the curriculum be matched to my child's needs?

A. Differentiated Curriculum Provision and Quality First Teaching

In order to make progress, a child may require teacher led adaptation of the class planning. This adaptation may involve modifying learning objectives, teaching styles and access strategies. This can be achieved through the principles of Quality First Teaching which are:

- Make the learning multi-sensory and active;
- Scaffold the learning to increase independence and
- Encourage the development of metacognition in order to allow the pupil to know themselves as learners.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Adaptation will be recorded in the daily planning by the class teacher. Teaching staff will make use of strategies and provisions outlined in the Hillingdon Ordinarily Available Provision document.

Monitoring of progress will be carried out by the class teacher and used to inform future adaptation within whole class planning.

The child's progress will be **reviewed** at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention and/or adaptation.

Where a period of adapted support has not resulted in the child making adequate progress, or where the nature or level of a child's needs are unlikely to be met by such an approach, a further level of provision and personalisation may need to be made.

B. Strategies of personalisation

- Some children may be offered sessions of one-to-one or small group teaching
- Children may be given alternative ways of presenting their learning
- Different time allowances for work to be completed
- Extra practise time with repetition
- Pre- teaching before whole group teaching
- Specialist equipment may be given to the pupil e.g. writing slopes, thera-putty, coloured overlays, pen/pencils grips or easy to use scissors or netbook/laptop

C. Additional provision

During the course of the academic year, various provision groups will run according to the needs presented. The length of time of any the intervention will vary according to need. Children with specific learning needs may join focus groups outside of class-based numeracy and literacy lessons. The interventions will be reviewed regularly and the effectiveness of the provision will be used to inform future planning.

Occasionally, a pupil may need more expert support from an outside agency. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency.

How will I know how my child is doing?

- Families of children on the SEND register will be invited to meet with their child's class teacher at regular intervals through the year to discuss progress and next steps.
- All children will receive an annual report stating progress and attainment for all subjects throughout the year.
- Children on the SEND register will have educational or medical plans which will be discussed and shared with families at regular intervals.
- You will be able to contact your child's class teacher using the year group email address or you may request a phone consultation if you wish to raise a concern.
- Appointments can be made to speak in more detail to the class teacher or SENDCo.
- Every pupil is given a planner in which messages can be exchanged between adults working with your child in school and yourself.

How will my child know how well they are doing?

As part of our inclusive curriculum, we believe that it is important for children to have a say in their education and about how their needs can be met. We do this through:

- Pupil voice discussions;
- Child led feedback;
- Children are expected to attend parent consultation meetings so they can be part of target setting and progress discussions and
- Children in receipt of an EHCP will have an annual review meeting. Parents and children are encouraged to share thoughts and views both prior to and during this meeting.

How will you help me to support my child's learning?

- The class teacher will suggest ways of supporting your child's learning through regular updates and meetings or through messages in the school planner.
- Mrs Cayless, the SENDCo may meet with you to discuss how to support your child, offering strategies and home targets.
- If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are normally provided which can be used at home. These are usually shared during a joint meeting with the specialist, school staff and parents.

What support will there be for my child's overall well-being?

Whitehall Junior School believes that the overall well-being of children is paramount if our all our children are to achieve in an inclusive learning environment. During their time at school, many children go through periods when they need a little extra support to feel completely happy, safe and secure.

The school offers a variety of pastoral support for pupils who are encountering social and/or emotional difficulties. The school Wellbeing team meet throughout the year to discuss concerns and children who may need additional support in this area. This support may include some of the following:

- Some children may be invited to attend a group to develop social skills and friendship skills;
- Pupils who find lunchtimes a struggle are able to join the Lunchtime Club run by an experienced teaching assistant. Fun games and activities are made available to help provide the pupils with social skills to enable them to form friendships;
- A play leader supporting children during playtime and lunchtime;
- A varied playground with areas of calm and quiet and
- Mentoring and coaching programmes.

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

Parents/Carers will be consulted if it is deemed necessary for external specialist support to be involved with their child.

- The Educational Psychologist visits the school (according to timetable), following discussion with the SENDCo, this timetable is carefully planned;
- Teachers from the Sensory Impairment Team work in school to support children, both with and without EHCP, who have vision or hearing impairment. The specialist teachers work directly with children where this is indicated on an EHCP.
- The Hillingdon Local Authority Inclusion team will work with school to support

children with a range of additional needs including ASD (Autistic Spectrum Disorder, sensory needs and physical needs). This support is requested when the school and family feel additional specialist advice is required.

- The school is allocated a Speech and Language therapist from NHS services who visits the school to work with children with additional speech and language needs. Children who have speech and language detailed on their EHCP are seen as priority need. Children who do not have a plan but have been assessed and require support from speech and language services will be seen for sessions at the discretion of the service. The school will support follow up sessions using targets and advice from the therapist.
- The school regularly consults health service professionals. The Special Needs Co-ordinator or Welfare Assistant initially brings concerns to the attention of the school nurse, and referrals are made as appropriate.
- Social Services and the Education Welfare Service will be accessed through the recognised channels.
- Parents and carers will be given details of relevant voluntary support groups on request or as appropriate. Information sent from organisations will be displayed in the school reception area.

What training are the staff supporting children and young people with SEND had or are having?

- The Inclusion Team keeps up-to-date with developments in Special Needs Education and Inclusion and cascades information as appropriate.
- All staff will have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals, the School Improvement Plan and Performance Management. In-Service training and individual professional development is arranged to match these targets.
- In-house additional needs and Inclusion training is provided through Professional Development Meetings by the Inclusion team or external agencies.
- Support staff are encouraged to extend their own professional development and the management team will ensure 'tailor-made' training is available where this is appropriate.

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

Whitehall Junior School does not restrict any children from attending visits and trips. For children with specific needs, we work with the families to ensure that children are not excluded on the grounds of physical and/or medical needs.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If a health and safety risk assessment suggests that that an intensive level of one-to-one support is required, a parent or carer will be consulted about the best strategies to use.
- The view of the parent will always be taken into consideration when making decisions.

For further information please refer to our Inclusion Policy.

How accessible is the school environment?

As a school, we are happy to discuss individual access requirements. We have a current and up-to-date Accessibility Plan (2021 – 2024). Facilities we have at present include:

- Two toilets adapted for disabled users;
- A lift on one side of the building (Riverside);
- 4 classrooms with hearing loops;
- Interactive whiteboards in each teaching room and
- Sloped entry to the buildings and field playground.

How will the school prepare and support my child when joining Whitehall Junior School or transferring to a new school?

Whitehall Junior School understands what an anxious time moving schools can be therefore many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- The Headteacher, Mrs Moloi, and the SENDCo, Mrs Cayless, attend meetings with Whitehall Infant School to discuss the Year 3 intake;
- Year 6 pupils attend a Transition Day where they spend the day at their new school;
- Year 2 children take part in a transition programme during the Summer term;
- Each class has a transition session to meet new staff when preparing to move to a new year group;
- Additional visits are also arranged for pupils who need extra time in their new school;
- Parents of Year 2 SEND children are invited to meet with Mrs Cayless prior to starting Year 3.
- Mrs Moloi and Mrs Cayless are always willing to meet parents/carers prior to their child joining the school;
- Secondary school staff meet with Year 6 staff and pupils to discuss transition;
- Where a pupil may have more specialised needs, such as those set out in a statement / EHCP the SENDCo from the named secondary school will be invited to attend and meet the parents and
- When a child transfers from another school, we endeavour to obtain pupil records and speak to the respective SENDCo in the shortest time possible.

How are the school's resources allocated and matched to children's special educational needs?

Each term, provision will be mapped to show how we allocate resources to each year group and calculate the cost of the whole of our SEND provision.

- The SEND budget is allocated each financial year.
- The money is used to provide additional support or resources dependant on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.

Who can I contact if I am unhappy about a SEND related issue at school?

If you have any concerns we feel that it is important you raise them with us at the earliest opportunity. Please speak to your child's class teacher or contact Mrs Cayless in person, via phone on the school telephone number or through the school's email address.

Contact Details

Telephone: 01895234071

E-mail: whitehalljun@whitehalljunior.org

SENDCo e-mail: senco@whitehalljunior.org

Class teacher e-mail:

Year 3: year3@whitehalljunior.org

Year 4: year4@whitehalljunior.org

Year 5: year5@whitehalljunior.org

Year 6: year6@whitehalljunior.org

This SEND Information Report has been agreed in consultation with school staff, the governing body and parent representatives. If you would like to comment on the information contained within this report please contact the school directly.

This document relates directly to Whitehall Junior School, for further information regarding SEND support in Hillingdon you can view the Local Offer for Hillingdon at <https://www.hillingdon.gov.uk/article/4654/SEND-local-offer>