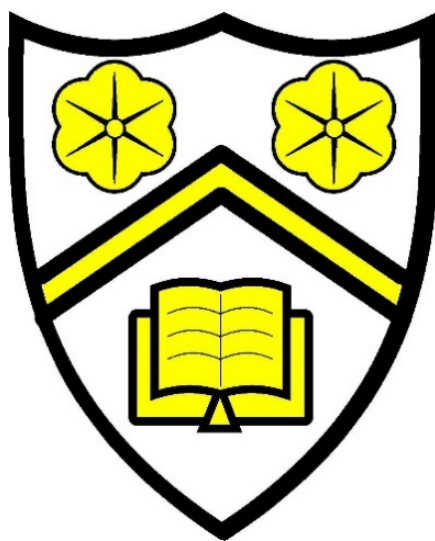


Whitehill Community Academy

SEND Report & SEND Offer *2023-2024*



Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
J Roche	July 2019	July 2023
J Roche	July 2020	July 2021
J Roche	April 2022	April 2023
J Roche	April 2023	April 2024

Whitehill Community Academy

SEND Report 2022-2023

“Opening minds, unlocking potential, celebrating success together”

Whitehill is committed to enabling children to be **Ready** for a journey of lifelong learning, through an exciting, challenging and engaging school experience; developing **Respectful** children who embrace diversity and individuality; becoming **Responsible** members of society and being a positive influence on future generations.

What kinds of Special Educational Needs does Whitehill Community Academy make provision for?

Whitehill Community Academy is a mainstream Primary setting. We are fully committed to the provision of equal opportunity for all pupils, regardless of their ability or individual needs to enable them to meet their potential.

We support pupils with physical and medical needs, pupils on the autistic spectrum and with ADHD, pupils with emotional needs, pupils with communication and interaction difficulties and pupils who have more difficulty with learning than the majority of children of the same age. We believe that all our pupils should be valued equally, treated with respect and be given equal opportunities in all forms of school life.

How does the Academy know if pupils need extra help and what should I do if I think that my child may have special educational needs?

We identify the needs of pupils as early as possible by gathering information from parents, education, health and care services and pre-school prior to the child's entry into the school. The Academy fully supports the SEND Code of Practice January 2015, The Equality Act 2010 and the definition of special educational needs taken from section 20 of the Children and Families Act 2014.

This report complies with:

- Section 69(2) of the Children and Families Act 2014.
- Regulation 51 and schedule 1 to the Special Educational Needs and Disability Regulations 2014.
- Section 6 of the 'Special educational needs and disability code of practice: 0 to 25 years'.

If you think your child may have special educational needs, you should contact the Academy in the first instance and speak with the Head of Inclusion.

Link to Whitehill Community Academy policies for identifying children and young people with SEND and assessing their needs: <http://www.whitehillacademy.org/academy/sen>

Link to Calderdale Local Offer: www.calderdale.gov.uk/localoffer

How does the Academy evaluate the effectiveness of its provision for pupils with special educational needs?

In order to make consistent continuous progress in relation to special educational needs provision the Academy encourages feedback from staff, parents and pupils throughout the year. This is a continuous process including pupil reviews, parents' evenings, provision mapping and the analysis of data.

Pupil progress will be monitored on a half termly basis through Pivats tracking system and reviews held termly in line with the special educational needs, Code of Practice for pupils on the special educational needs Support Register. For pupils on the Inclusion Register progress will be monitored via the use of Thrive tracking system and review meetings. Progress of pupils undertaking interventions will be reviewed and evaluated at the end of each block of intervention.

There is an annual formal evaluation of the effectiveness of the school special educational needs provision and policy. The evaluation is carried out by the Head for Inclusion and information is gathered from different sources such as child and parent surveys/ teacher and staff surveys/parent evenings/feedback forms. This will be collated and published by the Academy annually in accordance with section 69 of the Children and Families Act 2014. Evidence collected will help inform school development and improvement planning.

How will both the Academy and I know how my child is doing and how will the Academy help me to support their learning?

Whitehill Community Academy believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of special educational needs leading to the correct intervention and provision.
- Continuing social and academic progress of children with special educational needs.
- Personal and academic targets are set and met effectively.

Parents are kept up to date with their child's progress through Personal Learning reports, parents' evenings and review meetings.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The Head of Inclusion may also signpost parents of pupils with special educational needs to the local Authority SENDIASS service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

What is the Academy's approach to teaching pupils with special educational needs?

We believe that provision for pupils with special educational needs is a whole school responsibility requiring a whole school response, involving all staff, teaching and support. We believe that all teachers are teachers of children with special educational needs. All teaching staff have access to the full Inclusion Register, together with information on individual pupils' special educational needs to enable them to plan their lessons accordingly.

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

Learning activities are planned to match individual learning needs. The learning environment is stimulating, supportive and well-resourced. Pupils identified as requiring SEN Support will, where appropriate, be supported by a teaching assistant. We will ensure that all staff know and understand the needs of pupils. All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.

How are decisions made about the type and amount of support my child will receive?

All pupils with special educational needs will have access to the special educational needs notional budget up to £6,000. Some pupils with special educational needs may meet the countywide criteria to access additional top-up funding. The decision to consider an application for additional funding is made after careful consultation between the Head of Inclusion, SENCO, key school staff and families.

For those with the most complex needs, additional funding is retained by the local authority. The Head of Inclusion will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

To support pupil progress and meet individual needs the Academy aims to use SEND funding as part of its resource allocation which may include other sources where appropriate e.g. Pupil Premium, targeted Intervention and Thrive assessment.

How will my child be included in activities outside the classroom, including events and trips?

As an Inclusive Academy, we ensure that pupils with special educational needs take as full a part as possible in all Academy activities. We deliver practice that ensures the statutory obligations with regard to special educational needs are met. No pupil is omitted from a trip due to their specific needs. If necessary, a Health Care Plan will be drawn up with the First Aid Team in the Academy and we will ensure the staff are fully aware of pupils with special educational needs and what those needs are and are given training and support to help them meet those needs, both in and out of the classroom.

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

We work hard to ensure that pupils are included in all aspects of Academy life. We believe that all our pupils should be valued equally, treated with respect and be given equal opportunities in all aspects of Academy life.

The Inclusion Department led by the Head of Inclusion, has two areas which can be accessed by pupils with special educational needs and anyone who does not feel socially confident. These areas are available during break and lunchtime and are supervised by the Learning Mentors. Pupils accessing these areas are encouraged to develop socially through the joining in of games and general conversation.

We have embraced '*Thrive*' in our school. *Thrive* is a therapeutic approach to help support children with their emotional and social development. The *Thrive approach* offers practical strategies and techniques and is built around online assessments which identify children's emotional development and provides action plans for their individual needs. Pupils who have additional social and emotional needs can also receive further support from the outside agencies as required. Our support partners include the school nursing service, Noah's Ark and Child and Adolescent Mental Health Service (CAMHS).

Support that is available for improving the emotional and social development of pupils with special educational needs.

- Emotional Regulation Group
- Why do I Worry Group
- Small group nurture group
- 1:1 support
- Play Therapy
- Social, Communication Group
- Pyramid group
- ELSA – Emotional Literacy Support Assistant sessions
- Family support referrals
- Self-esteem groups
- Emotional Regulation group
- Sensory / worry boxes
- CAMHS consultation.
- Social Skills group.

SEND and measures to prevent Bullying

Whitehill Community Academy is a restorative school and this underpins our behaviour policy. Restorative justice brings all the children involved together so everyone affected plays a part in repairing the harm and finding a positive way forward. There are several different methods but they usually follow these principles:

- Bullying and harassment occur in the context of group behaviour.
- Behaviour of children who bully can be changed by working together.
- Children who display bullying behaviour may seek revenge or continue to bully but change the method they use, making it harder to detect and resolve.
- The aim is to develop empathy and concern for others.

- Many schools have a flexible approach that includes a range of responses. This includes training for school staff and lessons for pupils to encourage both staff and pupils to think of ways to make the school more inclusive
- **Mentoring** is having a named person your child can go to for support at school.
- **Peer mentoring** is when older students are trained to become 'buddies' or 'playground pals' providing support and someone to talk to nearer their own age. This helps everyone in the school learn that bullying is not acceptable.
- **Being a 'telling school'** so that if the child being bullied is unable to or too scared to tell a teacher or other adult, all other children know it is their duty to report it.
- **Circle of Friends** is used in mainstream schools to promote the inclusion of disabled children. It involves pupils, teachers and parents. It aims to help children develop social and communication skills and help them build friendships with each other. Through regular meetings, children are encouraged to look at their own behaviour and develop an understanding of their needs and the needs of others.
- **Providing activities** where disabled and non-disabled children spend time together. This can help to 'bust the myths' around disability and change views and attitudes.
- **Organising group and individual sessions** for children based on listening and behavioural therapy. This might involve looking at anger management, social skills, developing the ability to react in an agreed way, building resilience, improving emotional health and finding opportunities for relaxation.

Who are the Academy's Inclusion Team and what are their contact details?

The Academy's Head of Inclusion is Jacqueline Roche, who can be contacted at the Academy on 01422 24471 / email: jroche@whitehillacademy.org.

The Academy's Special Educational Needs Coordinator's:

Vicky Smith email: vsmith@whitehillacademy.org

and Roberta Hitchen email: rhitchen@whitehillacademy.org

What training have staff supporting special educational needs had and what is planned?

We aim to keep all Academy staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with special educational needs.

The Head of Inclusion and the wider inclusion team attend relevant special educational needs courses, special educational needs meetings and all staff have access to relevant special educational needs focused internal and external training opportunities.

Within the inclusion team there are key staff who have been trained in the following:

- The Thrive approach.
- The SENCo Award.
- Completing counselling training.
- Child development and brain development.
- Attachment and trauma.
- ASD and Sulp training.

- Speech and Language.
- Bereavement training.
- Understanding Dyslexia.

We recognise the need for ongoing training with regards to special educational needs issues and we have funding available to support professional development. The Head of Inclusion, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the Performance Management Cycle. Ongoing training for teachers and TAs is organised as and when required. If a particular pupil's needs require specific staff training then this will be put in place for example manual handling, fire evacuation procedures for pupils with severe medical need.

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

Whitehill Community Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for special educational needs. The Academy continues to build strong working relationships and shares information and links with external support services in order to fully support our pupils with special educational needs. Sharing knowledge and information with our support services is essential to the effective and successful special educational needs & disabilities provision within our Academy. If a concern is raised it will be brought to the attention of the Head of Inclusion who will then inform the child's parents/carers in line with our safeguarding policy.

The following services will be involved as and when is necessary:

- CAMHS Tier 2
- CAMHS Tier 3
- Children's Social Care
- Family Support Service
- Private Educational Psychology Services
- Specialist Schools and Families Services eg; ASD Services
- School nursing service
- Counselling Service eg: Noah's Ark
- Children's Therapy Service eg: Speech and Language

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

Learning Support Assistants

Pupils on the Special Needs register at Sen Support and who are externally funded will be allocated a Learning Support Assistant. The Learning Support Assistant will work closely with the child, parents and staff to meet the child's needs within the Academy. The Head of Inclusion, SENCO's and Pastoral Team are always available for pupils to talk to.

Educational Testing and Dyslexia Screening

In addition to standard testing and assessments and tracking within school there is provision for further assessment and Dyslexia screening using the Nessy Screening. This helps identify pupils who may need additional support within lessons or may benefit from a more individualised program of support.

Physical environments

Whitehill Community Academy incorporates facilities for pupils and staff with disabilities. It is easily accessible for all visitors and has marked parking bays in the staff and visitors car park for blue badge holders. There are two disabled toilets both equipped with handrails and First Aid kits.

Assistive Technology

The Academy provides access to a limited number of laptops, i-pads and dicaphones on a needs led basis to support pupils with temporary and long term physical needs and/or literacy related barriers to learning.

What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child?

Whitehill Community Academy believes that a close working relationship with parents/carers is vital in order to ensure:

- Early and accurate identification and assessment of special educational needs & disabilities leading to the correct intervention and provision.
- Continuing social and academic progress of pupils with special educational needs & disabilities.
- Personal and academic targets are set and met effectively.

We believe that pupils who are capable of forming views have a right to express their opinions and to have that opinion taken into account. Pupils will be encouraged to be involved in the setting of their own learning targets and in evaluating their own progress too. Their views will be taken into account when planning support through pupil voice. Pupils are also encouraged to attend their review meetings.

Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life, for example, through the pupil voice and school council.

How does the Academy seek to signpost organisations, services etc. who can provide additional support to parents/carers/young people?

The Academy has very good working relationships with outside agencies.

How will the Academy prepare my child for transition?

Whitehill Community Academy aim to support transition at each stage from Nursery to year 6. Pupils' individual needs are planned for and supported using transition plans. All pupils with special educational needs are supported to ensure transition between year groups is well planned and that provision is in place to aid this process. Information regarding the additional needs of any pupil is used to plan provision and support a smooth transition.

Admission Arrangements

We welcome children with SEND into the Academy. However, we feel it is essential to provide the level of support which enables those children to have appropriate access to the Early Years Foundation Stage and National Curriculum and benefit as fully as possible from their education at Whitehill Community Academy.

Admission arrangements for pupils with SEND may be modified depending on the specific needs of the individual, the support they receive/require and the school organisation.

In all instances, parents/carers and the appropriate professional agencies would be involved in any modification to admission arrangements. At all times careful consideration will be given to appropriate provision for the child within the context of the Academy's environment and resources. When a child enters the Academy with possible or identified special needs we will:

- Use information arising from the child's previous educational experience where available to provide starting points for the development of an appropriate curriculum for the child.
- Identify and focus attention of the child's skills and highlight areas for early action to support the child within the class.
- Use the curricular and baseline assessment processes to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties.
- Ensure that ongoing observation and assessment provide regular feedback to teachers and parents about the child's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the child's learning.
- Involve parents in developing and implementing a joint learning approach at home and in the Academy.

Accessibility

Our Academy is very accessible to children and adults with physical disability. All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum or Foundation Stage curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be made more accessible by using visual, tactile and concrete resources.

Disability and special education needs

However, not all children who are defined as disabled will have SEN. For example, those with severe asthma, arthritis or diabetes may not have SEN but may have rights under the DDA. Similarly, not all children with SEN will be defined as having a disability under the Disability Discrimination Act. In particular, some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition.

Duties of the Academy

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To make planned improvements to the physical environment to increase access for disabled pupils to 'education and associated services' within the classroom or around the school, within and beyond the school day.
- Not to discriminate against disabled children in its admission arrangements or exclusion policies.

Arrangements for Considering Complaints about SEND Provision within the Academy

The relationship between parents and carers of children with special educational needs and the Academy has a major impact on the child's progress and the effectiveness of the planning.

However, if parents and carers do have a complaint, the first step in the complaints procedure should be to approach the school informally and discuss the situation with the Principal or Head of Inclusion. A member of the governing body would always be available to consider any further complaints.

Any complaints will be treated in accordance with the Academy's complaints procedure. For a copy of the complaints procedure, refer to the Academy website.

Appendix 1

At Whitehill Community Academy, we aim to offer excellence and choice to all our children, whatever their ability or needs. At Whitehill, we believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. We aim to achieve this through the removal of barriers to learning and participation. We want all of our children to feel that they are a valued part of our Academy community. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages him or her to achieve his or her full potential.

Children and Families Act (2014) Special Educational Needs and Disability – The Local Offer Information

The Special Educational Needs (Local Offer Information) Regulations (2014), prescribes the information that schools must publish on their own website and also be available through the local authority's published Local Offer.

Whitehill Community Academy Local Offer (SEN Information Report as required in Schedule 1 of Regulation

51) and should be read in conjunction with the Core Offer found set out in Calderdale's Local Offer

www.calderdale.gov.uk/localoffer which details the provision available in all Calderdale schools and academies.

Contact Details	
Headteacher	Mr Boyle jboyle@whitehillacademy.org
Head of Inclusion & Safeguarding	Miss Jacqueline Roche jroche@whitehillacademy.org
SENCo	Mrs Victoria Smith Miss Hitchen
Inclusion & Safeguarding Governor	Jo Lawless Jessica Swaine
Address	Whitehill Community Academy Occupation Lane Illingworth Halifax HX2 9RL
Email – School Office	admin@whitehillacademy.org
Telephone – School office	01422 244471
Age Range	3-11
Funding	Notional budget and top up funding for the children who have EHC plans at the school.

Policies for Identification and Assessment of Pupils with SEN

Whitehill Community Academy's Local Offer should be read in conjunction with the following:

- Anti-Bullying Policy
- Race Equality Policy
- Safeguarding and Child Protection Policy
- Code of Conduct
- Whistleblowing Policy / Dealing with allegations against teachers and other staff policy
- Inclusion Statement
- Behaviour Policy
- Social, Emotional and Mental Health Policy
- Disability Equality Accessibility and Inclusion Action Plan
- Accessibility Policy
- Intimate Care Policy (Soiling and Wetting Policy)
- Special Educational Needs Policy
- Admissions Policy
- Complaints Policy

Below are frequently asked questions that parents/carers may ask about provision for children and young people who have special educational needs. The information aims to be clear and easy to understand however if you prefer to talk to a member of staff, please use the phone number and or the email addresses above to contact school.

How will Whitehill Community Academy support my child?

Resources are allocated once specific difficulties have been ascertained. This is done using a pre/post assessment and through discussions and observations of the pupil. The Head of Inclusion, SEND team and class teacher will together select the appropriate resources and provide pupils with a personalised intervention timetable. Support is provided daily for all pupils and aims to support equally their emotional, social, educational and physical well-being. More intensive support is also provided for those pupils with an Education, Health and Care Plan (EHCP). They will receive support in line with stipulations set out in their Education Health Care Plan, in addition to extracurricular support to enable them to integrate into the school community and achieve their individual targets.

On occasions, some pupils whose needs exceed that which can be catered for within a whole class setting, will need to be taught using a completely individual and personalised plan that will allow them to access a curriculum suited to their needs and one which will enable them to achieve personal targets and ensure they continue developing skills necessary to aid their development.

Details of all interventions carried out will be stored, analysed and reported on within a central hub known as Provision Map. This is essentially a costed provision mapping tool, which will help inform planning, detail interventions pupils' are accessing and allow teachers to assess the impact of those interventions before planning the next Assess Plan Do Review Cycle

All pupils' needs, including those with SEND, are discussed thoroughly at each parents' evening and parents are encouraged to review and contribute to Personalised Learning Plans (PLP) within these discussions to ensure pupil's needs are assessed in a holistic and collaborative way.

The Academy offers a wide variety of pastoral support for pupils who are encountering emotional difficulties.

These include:

- Members of staff such as the Designated Safeguarding Lead, class teacher and Pastoral & Inclusion Mentor, are readily available for pupils who wish to discuss issues and concerns. Where appropriate restorative mediation sessions are carried out.
- Each child has access to a broad, balanced curriculum and we adapt the curriculum to supports pupils learning needs.
- An inclusion lunchtime club is available for those who find lunchtimes a challenge.
- Alternative provision at break time and lunch time is also available.
- Inclusion breakfast club is available between 8:15am to 8:45am each morning.
- Nurture groups are available in the afternoon to support children who are experiencing social and emotional difficulties.
- We encourage children to explore their emotions through talk time sessions, individual sensory boxes and 1:1 social and emotional support.
- We have a sensory room children can access, if they are experiences or struggling with big emotions.
- We also offer a wide range of personalised programmes.
- Pupils have access to breakout spaces to support help any social and emotional needs.
- Each child on SEN Support has a One Page Plan.
- Each child on SEN Support K2 has a Personalised Learning Plan, which addresses key areas of learning.
- The quality of teaching and learning is monitored by the Senior Leadership Team.

<p>How do we involve parents, children and young people</p>	<ul style="list-style-type: none"> • The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and at school so similar strategies can be used. • Communication via Class dojos. • The Head of Inclusion is available to meet with you to discuss your child's progress or any concerns/worries you may have. • All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. • All Pupil Learning Plans will be reviewed with your involvement each term. • Homework will be adjusted as needed to your child's individual needs. • A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
<p>How do we help a child with physical needs?</p>	<p>As an Academy we are happy to discuss individual access requirements. Facilities we have at present include:</p> <ul style="list-style-type: none"> • The Academy building is fully compliant with The Equality Act 2010. • Stair lifts throughout Key Stage one and Key Stage two. • Accessible ramps in each year group. • There is a disabled toilet are located on Key Stage one and also on Key Stage two corridor. • Showering facilities are available. • Hoist system in the Key Stage two disabled toilet. • Access to a variety of pens and other writing apparatus such as angled board, theraputty and a variety of pencil grips. • A range of ICT equipment to support individual needs. • Team of staff trained in moving and handling. • Variable height of tables and chairs available. • Ramps into the Academy to make the building accessible to all. • Wide doors throughout the Academy. • Mini bus wheelchair access. • Targeted handwriting intervention (Magic Link Handwriting, dough gym and funky fingers group). • The Sensory Room enables support staff to teach a range of skills and activities with the aid of specialist sensory equipment. • Individual Occupational Therapist specialist reports.
<p>How do we help a child with speech and language needs?</p>	<ul style="list-style-type: none"> • We provide a communication friendly environment. • Visual timetables and consistent labelling are provided in each class. • All classes provide small-group and one-to-one speaking, listening and communication sessions. • Reception staff are trained to deliver the Nuffield Language Program. • Picture Exchange Communication System (PECS) is used with individual

children, to support them to request items as necessary.

- We run a range of language programmes such as:
 - BLAST Programme
 - Let's Talk
 - Confidence in Speaking
 - 1:1 targeted speech articulation support to meet specific needs (working under advice from SaLT)
 - Social Use of language small group sessions
 - Nursery Narrative
 - Tales Toolkit
 - Speech and Language Group
 - Social Circles group
 - Language for Thinking
 - Chatterbox
 - Language Legends
- We delivery of speech and language programmes devised by speech and language therapist.
- Referrals are made to the speech and language, where appropriate.
- We are also part of the North Halifax SaLT Project LINGO and the project aim is for all children to communicate to the best of their ability.

<p>How do we help a child with sensory sensitivities?</p>	<ul style="list-style-type: none"> • The academy is carpeted throughout. • Classrooms and corridors are clutter free. • Available space for quiet focused work eg: Little Leaps, Leaps & Bounds and Breakout spaces. • Sensory support and intervention for all children using the BUSS model approach. • We support sensory sensitivities by providing individual children with their own sensory basket or a fidget/sensory items in their classroom. • We work with parents to assessment a child's sensory sensitivities and provide help and support where appropriate. • We have sensory room to provide support where needed.
<p>How do we help a child who has social and emotional difficulties?</p>	<ul style="list-style-type: none"> • Pastoral support is available in all year groups throughout the Academy. • We support families and children to minimize anxieties (including separation anxiety). • We have two full-time Pastoral and Inclusion Mentors. • We have two full-time Pastoral and Inclusion Supports. • We access specialist counselling, such as Noah's Ark. • Staff are Autism aware and use recommended strategies to support children appropriately. • Access to specialist support for children with Autism and their families. • We provide a range of social and emotional groups such as Pyramid group. • We have an inclusion team who manage referrals for support and develop social and emotional plans.
<p>How do we help a child with behavioural difficulties?</p>	<ul style="list-style-type: none"> • Our behaviour policy describes the high standards of behaviour and conduct expected in the Academy. • There are clear rules and expectations for positive behaviour throughout Academy. • Reward systems are put in place in each class, to enable each child to be successful in following these rules. • All staff at Whitehill are trained in 'Team Teach', which focuses on de-escalation techniques, such as distraction, change of face, or 'time out'. • The Academy offers a wide variety of pastoral support to pupils who are encountering emotional difficulties. • We are a restorative school • We have calming areas in all classroom. • We have regular CPD training to support staff understanding all behaviour is communication and an unmet need. • We run a range of successful social and emotional intervention programmes throughout the week. • We offer personalised reward systems. • There is a pastoral team in place at Whitehill, led and managed by the Head of Inclusion. The team meet regularly to discuss positive behaviour management strategies, amend plans and provide support to classes and home where necessary.

How do we help children with Autistic Spectrum Condition	<ul style="list-style-type: none"> • The classrooms are designed as low stimulation environments help to regulate sensory processing. • Language and visual support are used to aid understanding for all students. • ASC friendly teaching strategies are employed in both 1:1 and group work such as TEACCH, PECS and Intensive Interaction. • Social Communication and Emotional Regulation embedded throughout the curriculum to help support key EHC targets. • Additional support available to help establish children's vocabulary
How do we help a child who needs support with English ?	<ul style="list-style-type: none"> • Dyslexia aware staff throughout the Academy who use Dyslexia friendly teaching strategies • The teaching of phonics (through RWI) is embedded at Whitehill. • All children in Early Years and KS1 daily phonics teaching. • Children have access to high-quality books and ebooks, in class and from the school library. • 'Guided' reading sessions ensure the development of early reading skills, and incorporate a range of genres, such as fiction, non-fiction, and poetry and rhymes. • There are dyslexia aware staff throughout school who use dyslexia friendly teaching strategies. • A range of pencil grips are provided to support children in grasping pencils correctly or the use of a laptop. The Occupational Therapist (OT) assists with programmes for development of fine motor skills, where necessary. • EYFS and KS1 staff are experienced in the use of 'Black Sheep Narrative' scheme. • Support Staff deliver individualised intervention programmes for children with a Personal Learning Plan. • Multi-sensory teaching strategies • Individual and small intervention groups such as Precision Teaching • Differentiated phonics groups to ensure progression • Prompt and reminder cards for organisational purposes • Individualised One Page Plan to support with strategies to support.
How do we help a child who needs support with Mathematic ?	<ul style="list-style-type: none"> • Support Staff help deliver individualised intervention programmes for children with a Personalised Learning Plan. • Targeted intervention programmes • Individual and small intervention groups • 1:1 tuition available to accelerate progress for identified children • Same day catch-up to support children's understanding of mathematical concepts. • Peer support in class. •

How do we help children at Leaps and Bounds Provision?	<ul style="list-style-type: none"> • Leaps and Bounds vary according to the needs of the students and what their barriers to learning are. • There is a priority to functional skills that will ensure children's access to the wider world and their safety.
How do we support a child who has medical needs?	<ul style="list-style-type: none"> • Individualised medical needs plans created by an experienced staff member including the input from the school nursing team, parents and first aid staff. These are discussed with all staff who are involved with the pupil • In the Academy we have two medical areas used by children and adults who are hurt or unwell. • Medicines are stored safely in the first aid room. • Where necessary and in agreement with parents / carers medicines are administered in the Academy but only where a signed medical consent form is in place to ensure the safety of both children and staff members. • Staff receive epipen annual training delivered by HT Direct and elearning. • There are trained First Aiders throughout school, who provide support for children and staff. • There is a defibrillator in the school office.
How do we help a child who has English as an Additional Language (EAL)?	<ul style="list-style-type: none"> • Students who are still developing their receptive and expressive language skills, are able to access individual and small-group structured teaching sessions support this. • Families with EAL can access support through the 'Interpreter Service' at Annual Reviews or other meetings, as necessary. •
How do we support a child with complex and multiple needs?	<ul style="list-style-type: none"> • Risk assessments conducted by local special primary school. • Staff experienced (several children have been through the Academy with complex needs). • Split placements / inclusion visits • Experienced staff work one-to-one with children to deliver a broad and relevant curriculum, using a multi-sensory approach. • Staff trained in 'Intensive Interaction' mirror the children's gestures and vocalisations, and encourage the children to lead and initiate interactions.
How will we meet a child's personal care needs?	<ul style="list-style-type: none"> • Intimate and Personal Care Policy in place which is adhered to by all staff. • All staff adhere to a 'Code of Conduct'. • We have two disabled toilets, one of which has a shower, which ensures space and sensitivity for some aspects of personal care. • Children are given as much responsibility for personal care as is possible with staff interventions only coming into force when necessary and following strict procedures. Staff will only call parents in an absolute emergency. • Class staff continue to carry out toileting programmes with

	<p>other children, most notably in Early Years classes, in order to develop independent toileting skills. Parents support school staff by providing spare clothes as necessary.</p>
<p>How will we include children in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> • Pastoral & Inclusion Mentors run lunch time groups with include children with SEN. • Parents and carers are consulted prior to trips for advice and guidance. • Extra staff deployed for trips as necessary. • A wide range of after school clubs which all children are able to access. • Sports Leaders to support children's play at breaktime and lunchtime. • Playground support allocated as necessary. • Attendance of pupils with SEN at clubs is monitored. • Special arrangements to enable pupils to participate in Year 6 residential. • Minibus with wheelchair access. • However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity. <p>Activities and Academy trips are available to all.</p>
<p>How do we prepare and support a child/young person for transition?</p>	<p>Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:</p> <ul style="list-style-type: none"> • Discussions between the previous or receiving schools prior to the pupil joining/leaving. • All pupils attend a Transition session where they spend some time with their new class teacher. • Additional visits are also arranged for pupils who need extra time in their new school. • Students will receive a social story with photos of staff and children in their new class, and important areas in school, such as the dining hall and the sensory room. Meetings are held with other professionals as necessary. • We have an extended transition period where all the children move to their new classroom for the last two weeks of the summer term.

	<ul style="list-style-type: none"> • <i>Secondary school staff visit pupils prior to them joining their new school.</i> • Inclusion Team and the Y6 teachers <i>liaise with the Inclusion Team from the secondary schools</i> to pass on information regarding SEN pupils. • Where a pupil may have more specialised needs, a separate meeting may be arranged with the secondary school, the parents/carers and where appropriate the pupil to complete a Transition plan. • Home visits by Nursery staff • Home visits by Reception staff (if the children are new to Whitehill) • Visiting pre-school settings by Reception staff • Extended visits to Reception class planned in the summer term before the child starts in the Autumn term. <p>Close liaison with all other settings involved in transition – good exchange of information.</p>
How will we develop social skills throughout the school day, especially break times?	<ul style="list-style-type: none"> • Playtimes / lunchtimes seen as an important part of the day and included in time for 1:1 support for children who have Education Health Care Plan if appropriate. • Sport leaders organise activities at lunchtimes. • Pastoral and Inclusion Mentors organise activities at break times / lunchtimes. • Midday supervisors trained in developing children's social skills. • Assemblies focused on promoting social skills and awareness of others. • Circle times / PSHCE sessions available to all children to support social skills. • Staff support children to interact appropriately with their peers, both in class, and at playtimes. • Focused activities, such as 'Peer Massage', encourage children to give and receive gentle touch.

<p>How do we allocate resources?</p>	<p>The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.</p> <ul style="list-style-type: none"> • Each class has a dedicated full time support assistant and additional adults are allocated dependent upon the needs of the children within the class. • The SEN budget is used to fund additional resources for children where needed. • One to one given as specified in a child's Educational Health Care Plan. • All children regularly reviewed, once a term and provision is matched to needs. • The budget is also used to provide additional adults to deliver interventions for a wide range of children within the Academy. • 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. • Resources may include deployment of staff depending on individual circumstances. <p>How is the decision made about how much support my child will receive?</p> <ul style="list-style-type: none"> • These decisions are made in consultation with class teacher and Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies. • During their school life, if further concerns are identified due to the • Decisions regarding additional resources are made in consultation with staff, the senior management team, and the governors, as appropriate.
<p>How will I be involved in discussions about and planning for my child's education?</p>	<p>All parents are encouraged to contribute to their child's education. This may be through:</p> <ul style="list-style-type: none"> • Discussions with the class teacher during parents evenings • During discussions with the Head of Inclusion, SENCO or other professionals • Parents are encouraged to comment on their child's IEP with possible suggestions that could be incorporated. <p>Who can I contact for further information? <i>If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the school office to arrange a meeting with the Head of Inclusion.</i></p>

<p>How do we ensure all staff are well trained?</p>	<ul style="list-style-type: none"> • All teaching and support assistants are completing a programme of CPD, accessing both external agencies and in-school support – as recognised by the School development Plan. • Whole Academy training days to provide professional development opportunities for all staff to ensure they are up to date on current issues. • Weekly meetings for all teaching staff. • Regular meeting for all support staff. <p>Different members of staff have received training related to SEND. These have included sessions on:</p> <ul style="list-style-type: none"> • How to support pupils on the autistic spectrum. • How to support pupils with social and emotional needs. • How to support pupils with speech and language difficulties. • How to support pupils with physical and co-ordination needs. • All staff are trained in 'Keeping Children Safe in Education' and their role in safeguarding our pupils and their families. All staff are trained in PREVENT • All class staff on permanent contracts are trained in Team Teach behaviour management programme, • Staff receive refresher training in both, every two years. • Other training is organised to support curriculum development, such as 'Read, Write, Inc' phonics training, and Numicon training. • Training to meet the needs of specific groups of children is important. Staff have recently received 'Intensive Interaction' training, • Teacher training is written and planned in line with the school development plan and where possible support staff are also invited to attend additional training days.
<p>How do we raise awareness of special educational needs for parents and the wider community?</p>	<ul style="list-style-type: none"> • Weekly effort assembly celebration where all children's achievements can be celebrated. • Termly Pupil Learning Plan reviews. • Staff available to discuss issues and concerns by appointment. • We hold drop-in sessions for parents of children
<p>Which specialist services do we access beyond the Academy?</p>	<p>We have regular contact with the following services who give us support and advice:</p> <ul style="list-style-type: none"> • Specialist inclusion Service, including ASD and Hearing Impairment Team • Educational Psychologists • Speech and Language Therapy • Occupational Therapy • Physiotherapy • CAMHS • EWO • School Nursing Team • Young Carers • Virtual School for Vulnerable pupils

<p>How do we evaluate and review the support provided?</p>	<p><i>How will we measure the progress of your child in the Academy?</i></p> <ul style="list-style-type: none"> • Your child's progress is continually monitored by his/her class teacher. • His/her progress is reviewed formally every term and a National Curriculum level given in reading, writing, numeracy and science. • If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'. • At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally. • Children at SEN Support Wave 3 will have a PLP which will be reviewed with your involvement, every term and the plan for the next term made. • The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. • The Head of Inclusion will also check that your child is making good progress within any individual work and in any group that they take part in.
<p>How do we deal with complaints regarding our provision for children and young people with SEN?</p>	<p><i>How can I let the Academy know I am concerned about my child's progress in school?</i></p> <ul style="list-style-type: none"> • If you have concerns about your child's progress you should speak to your child's class teacher initially. • If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Head of Inclusion. • If you are still not happy you can speak to the Headteacher or school SEND Governor. <p><i>How will the Academy let me know if they have any concerns about my child's learning in school?</i></p> <p>If your child is then identified as not making progress the Academy will set up a meeting to discuss this with you in more detail and to:</p> <ul style="list-style-type: none"> • Listen to any concerns you may have too. • Plan any additional support your child may receive • Discuss with you any referrals to outside professionals to support your child's learning.
<p>Do we have admission arrangements for pupils with SEN or</p>	<p>The Governing Body as a whole is responsible for making provision for pupils with SEN. The Governing Body has agreed with the LEA admissions criteria in accordance with the Disability Discrimination Act which do not discriminate against pupils with SEN or disabilities. Whitehill Community Academy's admissions policy has due regard for the guidance in the</p>

disabilities?	Code of Practise. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the Academy well in advance so that consultations can take place.
Contact details of support services for parents of pupils with SEN	<p>IAS - The SEND (Special Educational Needs and Disabilities) Information, Advice and Support Service (formerly Parent Partnership Service) provides legally based, impartial, confidential and accessible information, advice and support for parents of children and young people with Special Educational Needs or Disabilities about education, health and social care. Contact details: Contact: 01422 266141</p> <p>Calderdale Parents and Carers (CPC) – Meeting other parents with a disabled child can be a huge source of support for families. Many families find it helpful to meet or chat with other families who are in a similar situation to them. Contact 01422 343030</p> <p>Independent Support – both the above organisations have also been commissioned by the Department of Education to deliver Independent Support in Calderdale. These will provide advice and support for parents of children with SEN, and young people with SEN, through the statutory assessment and Education, Health and Care Plan (EHCP) processes.</p> <p>Independent Supporters will help to build resilience in families by offering a range of time-limited support such as liaison across different agencies and advice on personal budgets. The level and nature of that support will be tailored to the particular needs of individual families. Support via Independent Supporters will be available until March 2016.</p> <p>For full details of the entire support provided for parents please follow the link to Calderdale's Local Offer: www.calderdale.gov.uk/localoffer</p>

Below is a link to Calderdale's Local Offer where further information can be found: www.calderdale.gov.uk/localoffer

