



Whitesheet  
CE Primary Academy



## SEND INFORMATION REPORT

*Autumn Term 2021*

## Welcome to Whitesheet CE Primary Academy's Inclusion Department

Welcome to our SEND information report which is part of the Wiltshire Local Offer for learners with Special Educational Needs and Disability. All Governing Bodies of maintained schools have a legal duty to publish information on their website about the implementation of the Governing Body's policy for pupils with SEND. The information published must be updated annually.

At Whitesheet CE Primary Academy we are committed to working together with all members of our school community. This local offer has been produced with pupils, parents/carers, governors, and members of staff.

We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

**Vanessa Higgins:** SENDCO & Head Teacher

**Nina Thomas:** ELSA and Intervention Support

**Jackie Naylor:** Early Years and Phonics Intervention Support

**Marian Paxton:** Maths and Speech and Language Intervention Support

**Elizabeth Haimes:** SEND Governor

**Vicky Standing:** Chair of Governors

If your child has, or you think your child may have, special educational needs or a disability (SEND) that the school is not already aware of please speak to either:

- Your child's class teacher
- Mrs Higgins - SENDCO

Please make contact with your child's class teacher / Mrs Higgins by:

- Calling the school office to make an appointment - **01747 840394**
- E-mailing Mrs Higgins – [head@whitesheet.dsat.org.uk](mailto:head@whitesheet.dsat.org.uk)
- E-mailing the school office – [office@whitesheet.dsat.org.uk](mailto:office@whitesheet.dsat.org.uk)



## Core Offer Statement

At Whitesheet CE Primary Academy we are committed to the equal inclusion of all pupils in all areas of primary school life. Every child deserves a broad and balanced education. We have an inclusive culture in our school and we are responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

**We value high quality teaching for all learners and carefully monitor both teaching and learning across the school.**

Our **Academy Improvement Plan** is about improving learning for all. This involves continuing professional development for all our staff, including CPD opportunities available with other local schools and schools within DSAT. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners and we continually assess to ensure that learning is taking place. Our whole school system for monitoring progress includes regular discussions about pupil progress amongst staff and governors and other professionals.



### School Context

Whitesheet CE Primary Academy is a small rural village school, providing a fully inclusive education for all children from 4 to 11 years. At Whitesheet CE Primary Academy we are all committed to supporting **every** child, regardless of what their special educational need or disability might be.

The Government define a child as having Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made or has a significantly greater difficulty in learning than the majority of others the same age.

Pupils at Whitesheet CE Primary Academy with SEND make good progress, matching and in some cases exceeding progress made by non-SEND pupils; however the percentage of pupils reaching age related expectations generally falls below the percentage of non-SEND pupils reaching expected levels. Due to the accelerated progress made by most pupils with SEND at Whitesheet CE Primary Academy, many pupils with SEND will close the gap over time and reach their age related expectations. In order to address the low attainment of some pupils entering school there is a developing programme of support concentrated on early years and foundation stages. Progress and attainment of pupils within these groups is closely tracked to support the early identification of pupils at risk of falling behind. These pupils will be a priority for early intervention.

## What kinds of Special Educational Needs and Disabilities (SEND) does the school cater for?

Whitesheet CE Primary Academy is a mainstream primary school and welcomes children and young people with SEND in one or more of the following areas:

- **Communication and Interaction** e.g. speech, language and communication needs (SLCN) Autism Spectrum Disorder (ASD), Asperger's Syndrome
- **Cognition and Learning** e.g. Specific learning difficulties (SpLD), moderate learning difficulties (MLD), global developmental delay, dyslexia, dyscalculia and dyspraxia
- **Social, emotional and mental health difficulties** (SEMH) e.g. attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorder
- **Sensory and/or physical needs** e.g. vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) or Cerebral Palsy (CP) epilepsy
- **Medical needs:** Where pupils have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their healthcare plan if they have one. We will also follow the statutory guidance on supporting pupils at school with medical condition



### SEND 2021-22

**At the start of the Autumn Term 2021; 19 out of 41 pupils were on the SEND register this is 46 % of the whole school including EYFS. In September 2021: 3 pupils with SEND entered Reception.**

Of the 19 pupils currently on the SEND Register 2 pupils (11%) have an EHCP – this is 5% of the whole school community. In addition to this there are a further 3 pupils who are currently in the process of beginning an Education Health Care Needs Assessment request.

It has been agreed that, in line with the SEN Code of Practice (2014) that a pupil would be placed on the SEND register under the following criteria:

In spite of support and intervention:

- The pupil has an already agreed EHCP or Statement
- The pupil is working **at least 2 years behind** their age related expectation or progress has slowed and the academic gap is widening
- The pupil has direct involvement with an outside agency for support and provision

If a pupil remains between 1-2 years behind their age related expectation (ARE) in spite of high quality inclusive teaching in class and 2 terms of Wave 2 intervention they will then have an assessment by the most appropriate specialist service and may then be placed on the SEND register.

## WHAT HAPPEN'S WHEN PUPILS ARE FALLING BEHIND OR MAKING INADEQUATE PROGRESS GIVEN THEIR AGE AND STARTING POINT?

At Whitesheet CE Primary Academy we work to ensure that we are consistently providing good to outstanding teaching for all children. The quality and appropriateness of the overall provision is kept under regular review by Senior Leadership Team and Governors and its impact on the number of children identified with SEND is regularly monitored. The Governing Body and Senior Leadership Team fully support SEND provision and provide additional funds to the SEND budget to support pupils.

**High quality teaching, differentiated for individual children**, is the first step in responding to children who have or may have learning needs. We regularly review the quality of teaching for all children, especially those at risk of underachievement.

**The early identification of SEND** is built into the overall approach to monitoring the progress and development of all pupils. Class and subject teachers, supported by the Leadership Team, make regular assessments of progress for all pupils.



***The SEN Code of Practice (2014) describes adequate progress as, progress which:***

- *Is similar to that of children of the same age who had the same starting point*
- *Matches or improves on the pupil's previous rate of progress*
- *Which allows the attainment gap to close between the pupil and children of the*

At Whitesheet CE Primary Academy we use a **Graduated Response** – for identification and assessment of children with SEND, once high quality teaching and differentiation within class is having little impact on a child's progress; this means working through support one step at a time, evaluating progress and impact as we go.

**Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (Code of Practice 2014.)** All class teachers have the support of at least 1 Teaching Assistant to support in the progress and attainment of all their pupils. Pupils with more complex needs or pupils who have an Education Health Care Plan may have access to working with a designated key adult.

## WAVE ONE PROVISION

Prior to a child being placed on the SEND Register, the class teacher and/or the parents will already have raised causes for concern and the school will have begun the process of gathering information, completing a **Record of Concern**.

**At this stage the teacher will:**

- Identify specific concerns and collect relevant evidence to support these
- Discuss their concern with the SENDCO and review strategies already being used to address barriers to learning.
- Consult the child's parents and the child for further information
- **Refer to a Wave 1 provision map**, which will clearly show the interventions that need to be used which are additional to, or different from, those provided in the differentiated classroom setting
- Closely track progress
- Review the child's progress with parents, at Parent Consultation Meetings

**If a pupil makes progress and is back on track:**

- Parents/carers are informed and information is logged on the school data tracking system

**If a pupil continues to make inadequate progress, despite high-quality teaching targeted at their areas of weakness:**

- An **Initial Planning Meeting (IPM)** is arranged with parents/carers, class teacher, SENDCO and the pupil
- Wave 2 provision is initiated following the: Assess – Plan – Do – Review process as identified in the SEND Code of Practice: 0 to 25 (July 2014) sections 6.45 to 6.56.



The **Assess – Plan – Do – Review** principle is firmly embedded in working closely with parents / carers and children to agree then action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.



## WAVE 2 PROVISION

At the **Initial Planning Meeting (IPM)**, involved parties

- Share concerns; identify areas of need
- Discuss impact of interventions and support
- Discuss action plan; consider assessments, targeted interventions, specialist support
- Agree outcomes
- Establish SMART Target Action Plan – Wiltshire My Support Plan or School Target Tracker
- Agree review date

The **SMART Target Action Plan – Wiltshire My Support Plan** will identify:

- Short term SMART goals set for the child
- Teaching strategies and provision to be put in place
- Resources to be used, including staff
- Success criteria
- Agreed outcomes

Following the initial meeting the SENDCO will, in collaboration with the child:

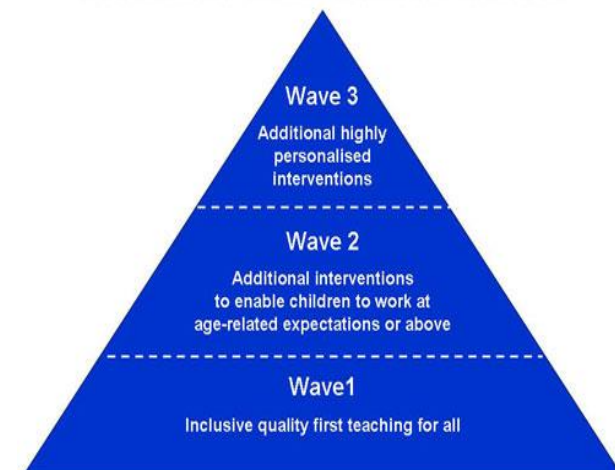
- Create child friendly **Small Steps Target Tracker**- as part of the My Support Plan (key staff will then work with the child to track their targets and record successes)
- Create a One-Page-Profile to provide shared understanding of the needs of the child and how best to support them

**In collaboration with key staff the SENDCO will:**

- Place the child on SEND register
- Share targets with all relevant staff
- Regularly track small steps progress
- Send small steps success footprints home as the targets are achieved
- Hold a termly Review Meeting to consider achievement of small steps targets and progress towards agreed outcomes



## Waves of Intervention Model



The SENDCO and class teacher will use the school's tracking system, the child's Small Steps Target Tracker and comparative national data and expectations to monitor:

- The impact of interventions
- The level and rate of progress for children identified with SEND.

A child will be removed from the SEND Register if it is deemed that they have made good progress over a period of time and they are able to access the curriculum successfully with a lower level of support typically accessed within the classroom through quality first teaching and differentiation.

**Good progress can be defined as progress which:**

- Closes the gap between the child and their peers
- Prevents the gap growing wider
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in social and personal skills
- Demonstrates improvements in behaviour
- Reflects improved emotional and mental well-being

For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

At review point, where a child is continuing to make less than expected progress, despite well-founded support that is matched to the child's area of need, a **Next Steps Planning Meeting** will be held to:

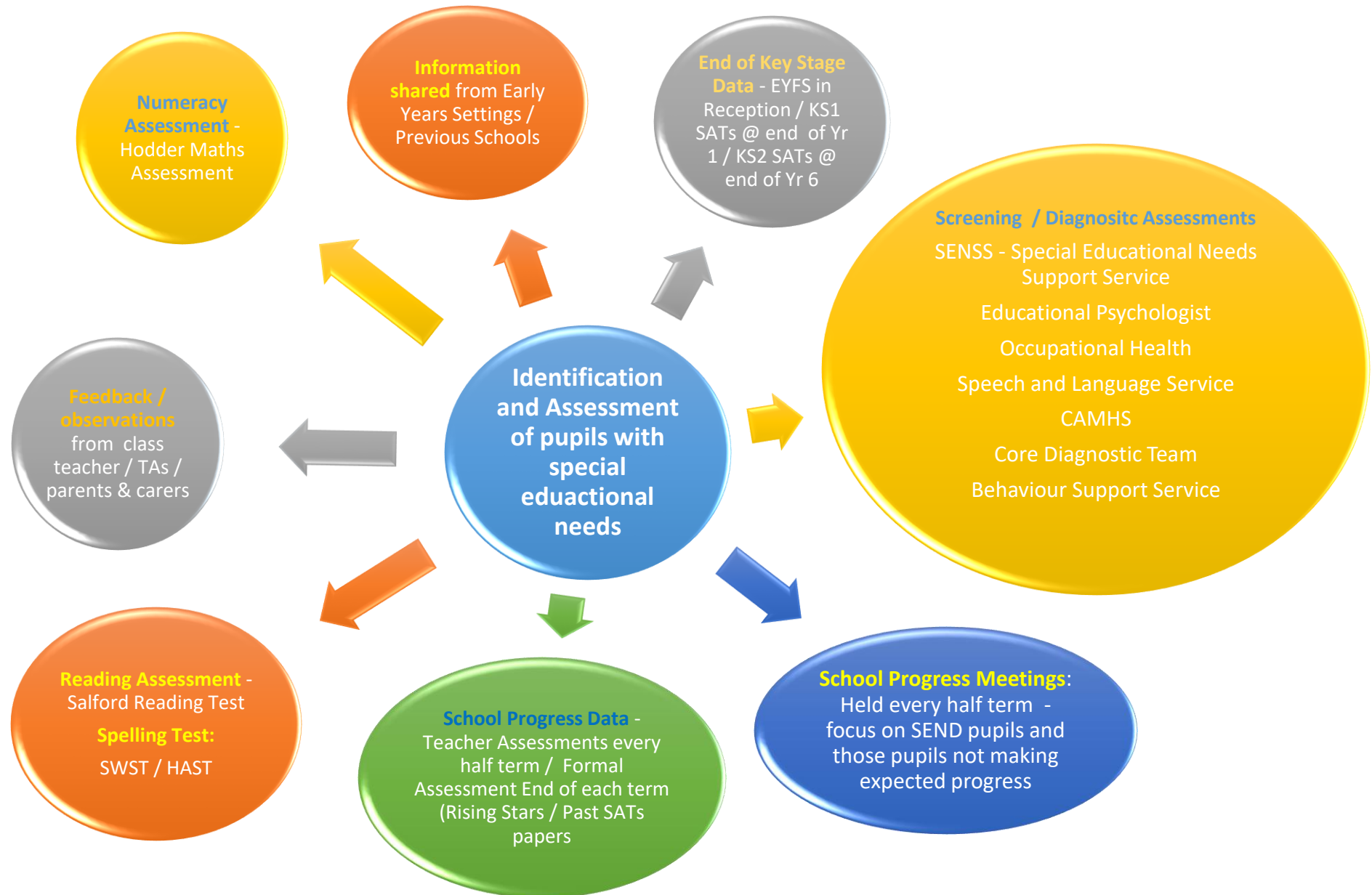
- **identify specialist support and assessments needed, including those from outside agencies**

The Assess – Plan – Do – Review cycle will continue with **enhanced Wave 3 provision**; a higher level, personalised intervention often directed or provided by specialist support services or specially trained support staff / teachers.

If Education Psychologist Services are involved, outcome and target setting will follow the **Joint Action Plan Framework**.



**Assessments / Information used to identify pupils who need additional support / intervention to achieve their goals and targets.**



Once a need has been identified, what support might be available to my child in school?

If a child has Communication and Interaction difficulties who would be involved in their support and what type of provision could be expected to meet their needs?

At Whitesheet CE Primary Academy we have a number of pupils who struggle with:

- speaking clearly
- understanding what others are asking them to do – remembering and following instructions ( Receptive Language)
- getting their ideas and thoughts across clearly ( Expressive Language )
- managing social interactions
- understanding the world around them



#### Speech and Language Difficulties:

At the beginning of Autumn Term 2021 there were 6 pupils with Speech and Language difficulties who receive assessments and programmes of support through the Speech and Language Therapy (SALT) service.

At Whitesheet CE Primary Academy we have the support of Virgin Care Speech and Language therapists. Their role is predominantly to assess, review progress and provide programmes.

For pupils with the most complex needs, the therapists will work to deliver blocks of 1:1 therapy with the pupil.

**Additional provision is delivered by a team of TAs under the guidance of:**

- SALT,
- SENDCO
- Class teacher.

Pupils' progress is regularly reviewed by SALT and children will be discharged once they have made good progress. Once a pupil is discharged from SALT they may continue to be supported at Wave 2 level within the school and can be re-referred if necessary



**Wave 2 & Wave 3 Provision and Intervention Available for pupils with Speech and language Difficulties**

Intervention / Provision	Target Group	Key Objectives	Frequency	Assessment	Group Size	Delivered By
Narrative Therapy Wave 2	Early Years and Foundation Stages	Language development programmes: To develop both comprehension and expression in spoken <b>language</b>	1 -2 x per week or daily of required	BPVS Score	1:1 or small groups	Trained TAs
Language Steps Wave 2	Early Years and Foundation Stages or children with complex language difficulties			Progress Booklets		
Derbyshire Language Scheme Wave 2				BPVS Score		
Black Sheep Press						
Language Groups Wave 2	Children in Reception to Year 6 who struggle with key functional language skills	To develop skills around understanding and using language. Areas worked on include: <ul style="list-style-type: none"><li>• Attention and listening</li><li>• Understanding and auditory memory</li><li>• Expressive language</li></ul>	1/2 x per week – or daily dependent on need	Speech and language checklist	Small group between 2 and 4 children	Specialist TA / Trained TA
Speech and Language Therapy Programme Wave 3	Children from Pre-School to Year 6 with complex speech and language difficulties	Programmes set by SALT delivered in school.	Dependent upon needs of the child	SALT programme targets	1:1	Specialist TA / S&L Therapist or class TA

Social communication and Interaction difficulties: Getting on with others and understanding the world around you.

Currently at Whitesheet CE Primary Academy we have 7 children with an autistic spectrum disorder diagnosis and a further 4 children who display a high number of traits and who need support in this area. If it is felt that a child has a social communication and interaction difficulty, in line with difficulties seen on the autistic spectrum parents, with the support of school or health service, can make a request for a Core Diagnostic Assessment – this is an assessment carried out by a team of professionals: Educational psychologist, Speech and Language Therapist and Paediatricians.



**This can be a long process - current waiting times for the whole process to complete is taking up to 2 years.**


At Whitesheet CE Primary Academy support for pupils with social communication and interaction difficulties is excellent.


There is a full range of Wave 1 provision that is offered in class: See Appendix 1.

All staff are fully supported in recognising, understanding and meeting the needs of pupils with these types of difficulties. .



Alongside Wave 1 provision, we have access to a number of excellent Wave 2 interventions to support communication and interaction.

Wave 2 & Wave 3 Provision and Intervention for pupils with Communication and Interaction Difficulties						
Intervention / Provision	Target Group	Key Objectives	Frequency	Assessment	Group Size	Delivered By
PEIC-D: Promoting early Interactive Conversations Wave 3	Early Years and Foundation Stages or children with complex language difficulties	A programme to help children develop non-verbal communication skills	Daily as required	PEIC-D Targets and Assessments	1:1	PEIC-D worker/ Key worker/parents
PECS: Picture Exchange Communication System Wave 3 	All children with limited verbal communication ability	Allows those who have little or no communication abilities, a means of communicating non-verbally	Daily	PECS Targets and Assessments	1:1	Key Worker / SALT/Portage Worker
Social communication/emotional skills group Wave 2	Year 1 - 6	To develop social communication skills that are essential for understanding social situations and communication with others. <ul style="list-style-type: none"> <li>Non-Verbal communication e.g. eye contact, body language, facial expression</li> </ul>	Weekly 20-30 minute sessions	Assessment of skills in this area before and after intervention	Small group	Trained TA

 <p><b>5</b> <u>I can't stand this and ready to explode.</u> I want to hit someone, something, or throw something. I need an adult to help me go to a safe place so I can calm down.</p> <p><b>4</b> <u>I am getting too angry.</u> My brain isn't working clearly. I might say or do something I will be sorry for later. I need to go to my safe place to calm down.</p> <p><b>3</b> <u>I am getting really irritated.</u> I need to walk away from a bad situation. I will tell my teacher that I need a break.</p> <p><b>2</b> <u>I am doing OK.</u> I'm not pleased, but I'm not upset. I can stay where I am and keep working. I can control my anger by myself.</p> <p><b>1</b> <u>I am doing great.</u> I feel good about myself and about what is going on around me.</p>		<ul style="list-style-type: none"> <li>• Basic Conversation skills e.g. listening, turn taking</li> <li>• Self-awareness e.g. emotions, friendship strategies, self esteem</li> <li>• Higher level language skills e.g. making inferences, predictions, problem solving</li> <li>• Practical skills e.g. following instructions, role playing practical situations</li> </ul>				
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**If a child has Cognition and Learning difficulties who would be involved in their support and what type of provision could be expected to meet their needs?**

Some children find it difficult to make progress with their reading, writing and maths - they struggle to learn in the same way as other children do. This can be very frustrating for the child and can make it hard for parents to know how to support them at home.

All class teachers will have a good understanding of the needs of the children in their class and will they will put things in place to help each child with their learning and to make progress.

If a child is not making enough progress additional interventions – Wave 2 interventions - are put in place to help.

If a child still struggles to make progress the SENDCO will ask specialist services to carry out an assessment and provide a programme of support – parents are informed and involved every step of the way.

**The key specialist services that provide advice and support for children with cognition and learning difficulties are:**

SENSS – Special educational Needs Support Service (Dyslexia / Dyscalculia)

EP Services– Educational Psychologist (Developmental Delay / General Understanding and Learning Difficulties)

At the beginning of the autumn term 2021 there were 9 children identified with cognition and learning difficulties; 2 of these pupils have had a full diagnostic SENSS assessment and a further 6 of these children require an initial SENSS assessment

- SENSS Reviews are carried out each year; once a child has reached above 85 on their Standardised Score, SENSS no longer review or provide input; support will then be coordinated through school.

**Educational Psychologist (EP) Support:**

At Whitesheet CE Primary Academy we are very lucky to work with Jean Carnochan (EP) to support our pupils with more complex needs, and their families, through assessments, advice and any direct involvement.

When or if, a child's special educational needs require significant levels of additional support over and above those available through the Dorset or Wiltshire Local Offer, or are at a level of complexity that requires an in-depth multi-agency plan, a statutory Educational Health and Care plan (EHC) Needs Assessment might be necessary. The EP plays a central role in guiding and supporting this statutory process. For a full description of the EHCP process please see the SEND Policy.





Wave 2 provision available for pupils with cognition and learning difficulties is of a high quality and evidence based.

Main Wave 2 & Wave 3 Provision and Intervention for pupils with Cognition and Learning Difficulties						
Intervention / Provision	Target Group	Key Objectives	Frequency	Assessment	Group Size	Delivered By
Project Code X	Project X CODE is <b>aimed mainly at children in Years 2-4 who have experienced a phonics programme but are falling behind in reading.</b> Due to the high interest levels of the book, children beyond age 9 can benefit from the programme.	Project X CODE is an innovative reading intervention programme which combines systematic synthetic phonics, comprehension development and motivational 3D design and exciting stories to accelerate struggling readers' progress so that children reach the expected literacy level as soon as possible.	Daily	Regular Progress Assessment Checks through the scheme	1:1	Trained TA or Teacher
Read Write Inc.	Years 1 and 2 predominantly – older pupils who have not made progress will continue with the course	A complete literacy programme, for 4 to 7 year-olds learning to read and write and for 7 and 8 year-olds needing to catch up quickly	Daily sessions 30 minutes to an hour dependent on age of pupils	Phonics sounds check Phonics Assessment Teacher assessment	Class/ Group or 1:1 depending on need	Teacher or trained TA

Precision Teaching	All years where pupils are struggling to make progress with other interventions	A method used to accelerate progress particularly in word reading and spelling skills although it is also used to increase children's proficiency in number facts.	3 times daily(min) for 5 minutes	Teacher assessments Key checklists	1:1	Class TA or specialist TA
Comprehension Boosters Wave 2	Year 2 - 6	Comprehension sessions to develop key comprehension skills.	1 -2 x per week 20 minutes	Teacher assessments	Group	Trained TAs
Write Away Together (WAT) programme Wave 2		Using the PRAISE, IMPROVE, PLAN model, the adult makes a positive response to the child's writing and through structured support the pupils 'up level' their work, planning and writing independently.	10 weeks of 20 minutes 2 x per week	Teacher writing assessments Key objectives achieved from WAT	1:1 or small group	Teacher or trained TA
SENSS Programme Wave 2 and 3	Years 2 - 6	Highly structured programme written by SENSS to develop Literacy and / or Numeracy targets.	5 x per week: 1 15 – 30 minute input session followed by 4 5-10 minute practise sessions	SENSS diagnostic tests	1:1	SENSS teacher and / or trained TAs

Writing Club Wave 2	Year 2 – 6	To develop writing in more able writers	1hr x per week	Teacher assessments	Small group	Teacher
Catching Up Maths Wave 2	Years 2 - 6	A structured one-to-one intervention for learners who find numeracy difficult. It enables learners who struggle with numeracy. The intervention addresses the key components of numeracy	2 x 20 minutes per week	Hodder Maths Test Teacher Assessments	1:1	Trained TAs
Tutoring Wave 2/3	Year 6 initially	To increase confidence and improve attainment in maths and/or literacy (reading and writing).	1 hour weekly for approx. 10 weeks	Teacher assessment End of Year SATS Tests	1:1 or small group	Third Space Learning
Maths Club Wave 2	Years 2 -6	Club to promote higher level thinking skills and mastery in mathematics for more able pupils	1 hour per week	Teacher assessments	Small Group	Maths Co-ordinator



# Intervention



If a child has Social Emotional and Mental Health difficulties who would be involved in their support and what type of provision could be expected to meet their needs?

Pupils with social emotional and mental health issues are fully supported to thrive and achieve and to meet their full potential both academically and emotionally. We have 1 trained ELSA ( Emotional Literacy Support Assistant) who runs our Nurture Groups, 1:1 ELSA sessions and 'responsive' counselling to all pupils who need this level of support.

At Whitesheet CE Primary Academy there is a high level of pupils with social, emotional and mental health difficulties so it is essential that we are able to provide 'wrap-around' support; all classroom environments and practice are designed to be fully inclusive to children with this area of need and works to ensure anxiety levels remain as low as possible.



At the beginning of the autumn term 2021 there were 16 children with social emotional and mental health difficulties – 84 % of the children on the SEND register and 39% of the school.

The level of support on offer can be seen in the Emotional Well-Being and Behaviour Support Web. The table below outlines the higher level interventions.



Forest School is an inspirational activity that offers ALL learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in our specially created Forest School Area. Mrs Edmed is our trained Forest School Teacher.

Main Wave 2 & Wave 3 Provision and Intervention for pupils with Social Emotional and Mental Health Difficulties						
Intervention / Provision	Target Group	Key Objectives	Frequency	Assessment	Group Size	Delivered By
ELSA (Emotional Literacy Teaching Assistant) support Wave 3	R – Y6	Referral Process One to one support from a trained teaching assistant which enables children to develop their emotional literacy by being able to recognise, understand, handle and appropriately express their own emotions and those expressed by others. The work of the ELSA covers the following areas: self-awareness, self-regulation, motivation, empathy and social skills.	Weekly 30 minute sessions 6 – 12 weeks	Strengths and Difficulties Questionnaire Emotional Literacy (assessment and Intervention) Ages 7 – 11 screening questionnaires	1:1	Trained ELSA
Play Therapy		Therapeutic Play sessions that provide a way for children them to express their experiences and feelings through a natural, self-guided, self-healing process.	1 hour per week for 12 weeks	Strengths and Difficulties Questionnaire	1:1	ELSA
Key Attachment Adult		To support children to make strong positive attachments and to feel safe, secure and settled in school.	At regular check-in times across the day	ELSA Assessments	1:1	Key adults within the school

### Social, Emotional, Mental Health Support Team at Whitesheet CE Primary Academy

**Miss Thomas – ELSA**

**Mrs Higgins - SENDCo / PP Champion**

### Specialist service support for pupils with social emotional and mental health difficulties can be through:

**CAMHS:** Child and Adolescent Mental Health Service

**EHBS:** Emotional Health and Behaviour Service

**EP:** Educational Psychologist

**Social Care and Health / Children's services**

At Whitesheet CE Primary Academy we place a high importance on supporting not only the child but the whole family. We work closely with support services to ensure that families who need support, help or advice have access to the most appropriate intervention.

Pupil voice is something we hold as a core philosophy in all that we do. All pupils contribute to reviews through questionnaires and discussions with their teacher about targets and progress.

Pupils are invited to attend annual reviews, Team around the Child meetings where appropriate and children's views are regularly sought through school and class council meetings.



### **If a child has Sensory and or Physical Needs would be involved in their support and what type of provision could be expected to meet their needs?**

At Whitesheet CE Primary Academy, we work closely with the support services below, where required, to deliver support and provision as detailed in individual programmes.

**OT: Occupational Therapy**

**HVSS: Hearing and Vision Support Service:**

**Physiotherapy**

**Paediatricians**

Necessary adjustments are made to the environment and teaching approaches in order to ensure that all pupils can access all learning opportunities.

We have a wide range of adaptive resources in school which children can access.

Move to Learn is used in school to assess and support children who are struggling with fine and gross motor development prior to a referral to Occupational Therapy.

Full use is made of ICT to support pupils with accessing the curriculum alongside their peers.

**Therapeutic programmes / resources / strategies for meeting a child's sensory regulation needs are used where needed and embedded into a child's every day timetable.**

We have a dedicated sensory space in school for children to access their sensory programmes / sensory breaks/ OT programmes – we use a range of sensory resources, many of which can be used within the classroom to support children's sensory regulation.



## Task Strip



Some children may use therapy-band work to build muscle / core muscle strength or to provide heavy muscle work for self-regulation. OT / SENSS and Behaviour Support can design, in collaboration with the child and families, a sensory 'diet' which can help children to achieve a 'just-right' state ready to access learning and social interactions.



## How will children with SEND be included in activities outside the setting including trips out?

All children are fully included in all aspects of school life. For school trips etc., we will discuss special adaptations and resources needed to enable individuals to access the visit. If required, a personalised risk assessment will be put in place to ensure that an individual child can access an activity or trip safely.

## How accessible is the setting environment?

In the Spring Term 2022, school will be putting in to place a dedicated disabled parking bay in our car park and we currently offer disabled access to the school building.

Disabled toilets

(For further details please see the *Accessibility Plan* on the School Website)

## How does the setting prepare and support children moving to the next stage of education/life?

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school. Whitesheet CE Primary Academy is committed to working in partnership with children, families and other providers to ensure positive transitions occur. Planning for transition is a part of our provision for all learners with SEND. If a child is moving class, this will be discussed with parents and their child at the summer term review meeting. Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation. Personalised support will be put in place as fits the needs of the child. Techniques such as pupil passports, working with their new 1:1 support; ELSA support groups; social skills groups; team building games can ease transition anxieties. We believe that putting such actions into place – as early as possible – aids a smoother and happier transition.

Liaison with Secondary School Partners - Strong links exist with our partner secondary school. Close liaison takes place to ensure accurate and efficient transfer of records and information to minimize the disruption of support levels for pupils transferring to the secondary sector. Separate transition arrangements and induction visits are set up for SEND pupils where required.

