



# White Cliffs

Primary School

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## SEN Information Report

White Cliffs Primary School SEN Information Report	
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## SEN information report

The Special Educational Needs and Disability Regulations 2014 require schools to publish certain information about their policy for supporting pupils with SEND, which must be updated annually. Information reports need to be accessible for all pupils and parents, and should be presented in clear, plain language. It's important that schools have due regard to the statutory information they need to publish and the need to make the information easy to digest. The SEN Information Report must be published on the school website.

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### Appendix 1: Personalised Intervention Programme (PIP)

## Our school's approach to supporting pupils with SEND

White Cliffs Primary School, like all schools in the Dover Federation for the Arts Multi Academy Trust, is committed to providing an appropriate and high-quality education to all children. We believe that all children, including those identified as having special educational needs and/or a disability, have an entitlement to a broad and balanced curriculum, which is accessible to them, and to be fully included in all aspects of school life.

Our expectation is that children and young people with SEND will receive an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training

We will use our best endeavours to make sure that a pupil with SEN and/or D gets the support they need. This means doing everything we can to meet the pupil's special educational needs. We will strive to eliminate prejudice and discrimination, and develop an environment where children can flourish.

This information report answers some of the most frequently asked questions about the school and special educational needs. The format and information in this report has been developed through ongoing feedback from parents and carers, school staff and Trust Board Members at White Cliffs Primary School.

We will review and update this report regularly to reflect changes and feedback. This report is reviewed annually.

If you need any more information, please see our SEND Policy or contact the school Special Educational Needs Coordinator (SENCO) on 01304 206174.

## Catering for different kinds of SEND

**Definition of SEN – what is a Special Educational Need (SEN)?** A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

They have a learning difficulty or disability if they have:

- (a) A significantly greater difficulty in learning than the majority of others of the same age, or
- (b) A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

**Definition of disability – what is meant by a disability?** Many children and young people who have SEND may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ SEND Code of Practice (2014, p5)

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

White Cliffs Primary School is a mainstream primary school and welcomes children with SEND in one or more of the following areas:

### **Cognition and learning**

Cognition and learning can cover a range of needs including:

#### **Attention Deficit Hyperactivity Disorder (ADHD)**

ADHD is a condition that can affect a child's concentration behaviour and learning. Children who have ADHD may show signs of hyperactivity, or have difficulty with controlling behaviour which means that they may be more likely to act on impulse.

Because of the main symptoms of ADHD, some children with ADHD can become distracted easily, and find it difficult to sit still and pay attention in lessons, which can have an impact on their learning. Equally, the quality of the work that children with ADHD produce may not necessarily be an accurate portrayal of their actual ability.

#### **Moderate Learning Difficulty (MLD)**

Children with an MLD may have a greater difficulty in basic literacy and numeracy. They may also have speech and language issues. Needs of children with an MLD may not necessarily be met by the National Curriculum.

For this reason schools tend to only class children as having an MLD if additional educational provisions are being made to support them in accessing the curriculum.

The effects of having an MLD can also lead to children having lower self-esteem, lower levels of concentration and under-developed social skills, so it is important that adults watch out for the well-being of pupils as well as their academic achievements.

#### **Profound and Multiple Learning Difficulty (PMLD)**

Children with Profound and Multiple Learning Difficulties have more than one disability, the most significant of which is a profound learning disability.

People with PMLD may have trouble communicating, have additional sensory or physical needs, and may also have complex health or mental health needs.

Children with PMLD may need significant support with learning and physical needs.

#### **Dyscalculia:**

Pupils with dyscalculia have difficulty in acquiring maths-based skills. This can be especially clear if a pupil performs well in all other subjects. Children with dyscalculia can struggle spotting patterns and making estimates.

**Dysgraphia:**

Dysgraphia is a specific learning difficulty that can affect a child's ability to express themselves through writing. Dysgraphia affects fine motor skills. This means that it is often the case that children with dysgraphia can express themselves orally fluently but struggle when writing.

**Dyslexia:**

Dyslexia is a specific learning difficulty that affects that way that someone processes information. This makes skills like spelling and reading difficult. This can lead to pupils having poor reading comprehension, handwriting and comprehension skills.

**Dyspraxia:**

Dyspraxia is also known as developmental coordination disorder (DCD). For children with dyspraxia fine and gross motor skills can be difficult to learn. This means that they can show signs of clumsiness and struggle with organisation skills.

Pupils with dyspraxia may also have poor balance and coordination and try and avoid certain actions like running, skipping and hopping. As well as that they may have poor spatial awareness.

**Communication and interaction**

Communication and Interaction can encompass a lot of needs and issues that a child may have, including **Autistic Spectrum Disorder (ASD)**.

Some communication and interaction issues that can present themselves in children with ASD include:

- Difficulties understanding and using verbal and non-verbal communication.
- Understanding social behaviours and expectations, which can impact on a child's ability to interact with other children and adults around them.
- A reliance on structure and routine in their life.

As well as ASD, Communication and Interaction can also include **Speech, Language and Communication Needs (SLCN)**.

Children and young people can experience a range of difficulties that are linked with speech and language. Some of these may resolve as a child develops, but others may with the student as they grow up.

Speech, Language and Communication Needs can present themselves in a variety of ways, including:

- The production of speech.
- Struggles with finding the right word, or not being able to join words together in a meaningful way.
- Problems communicating through speech, for example struggling to find the correct language to express thoughts and ideas that they are having.
- Difficulties and delays in understanding or responding to verbal cues from others.



- Understanding and using appropriate language in specific social situations.

If a child speaks English as an additional language, this does not count as Speech, Language and Communication Need.

### Social, emotional and mental health

Children with Social, Emotional and Mental Emotional Health can display signs in a variety of different ways, some may be withdrawn and prefer to be alone, whilst others may be hyperactive and struggle when concentrating on tasks.

For some children, their emotional needs may interfere with their ability to learn. For example, they may have trouble adjusting to the expectations of a school setting, which can have obvious impacts on effective learning.

One example of something that can affect a child's social and emotional needs are anxiety disorders. Children with anxiety disorders are more likely to experience anxiety attacks. Anxiety can present itself in emotional and physical ways. Physical symptoms can include headaches and stomach aches. Emotional responses to anxiety are things like crying or laughing at times when it may not seem appropriate.

Attachment Disorder

### Sensory and/or physical needs

**Sensory issues** occur when a child has a difficult time receiving and responding to information from their **senses**. Children who have **sensory issues** may have an aversion to anything that triggers their **senses**, such as light, sound, touch, taste, or smell.

Some examples of sensory and physical needs include:

Hearing Impairments: In educational settings, pupils are typically considered to have a Hearing Impairment if they require hearing aids or adaptations to their learning environment in order to access the National Curriculum.

Visual Impairment: In general, a Visual Impairment is defined as an eyesight problem that cannot be corrected with glasses, contact lenses or surgery.

### Medical needs

Where pupils have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way in accordance with their healthcare plan, if they have one. We will also follow the statutory guidance on supporting pupils at school with medical conditions.

## ➤ Key staff and expertise

### SEND Training & Expertise

Details of Training/ Expertise	
Emergency First Aid Training	Service level agreement with the Educational Psychologist Service
First Aid at Work	Membership of LIFT (Local Inclusion Forum Team) for access to the specialist teaching and learning service.
Paediatric First Aid Training	Access to the local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupils with requirement for direct therapy or advice
Attachment Training	Engagement in the Early Help and Intervention process
Team Teach Training	Membership of local and national professional networks
Speech and Language IEP training	New SEND Code of Practice
'Sounds-Write' Training	SLT 'Language Link' Training
'Language through Colour' Training	Maths Interventions
Online 'Language Link' training	Play Therapist

Autism Spectrum Training	County Lines
Winston's Wish Bereavement Training	Clever Hands
Understanding Childhood development	Fizzy
Safeguarding	Sensory Circuits

Our staff also access training and materials provided through outreach services offered to mainstream schools by each of Kent's special schools. SEND training and expertise will be sought when the needs of individual children require it, for example when there is a need to prepare for a child coming to the school.

#### The SENCO

Name of SENCO	Email address	Phone number
Mrs H Castle	Senco@wcliffs.dfamat.com	01304 206174

#### Securing and deploying expertise

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we seek advice and support from specialists from outside agencies such as:

- Educational psychologists
- Child and Young Person Mental Health Service (CYPMHS)
- Specialist teachers
- Therapists (including speech and language therapists, play therapists, occupational therapists and physiotherapists)
- Social workers
- Early Help workers

Staff will be deployed to support specific children when it becomes necessary. Staff who are specialists in certain interventions will be charged with delivering key interventions to a range of children, such as Speech Link and Language Link; Sensory Circuits.

### Equipment and facilities

White Cliffs Primary School is split over two buildings, half way up a hill, we have a slope access available to all pupils. There are 3 playgrounds that are all at the same level and step free and a further playing field and multi-use games area that require access via steps or from a bridge that is accessed from the first floor Upper Key Stage 2. The main school building consists of a single storey block. There is one disabled toilet within this school building. Reception and Upper Key Stage 2 are located in a two-storey building across from the main school. Reception is located on the ground floor and has a single disabled toilet. Upper Key Stage 2 is on first floor of the building and can be accessed via stairs or a lift. On this floor there is a disabled toilet and a medical room.

Equipment available in our school to all children at any time needed:

- Communication books (for home and school)
- Sensory equipment including radio aids
- Devices for additional recording e.g. cameras, iPads
- SEND software - Communication in Print to produce printed matter with visual prompts, specific maths and literacy computer programs.

The school will consider purchasing other equipment if there is an agreed identified need. We will normally consider this at the pupil's termly or annual review.

In the past we have worked with partners to purchase specialist equipment tailored for an individual including:

- Move and sit cushion
- Specialist handwriting equipment
- OT specified equipment i.e wheelchair ramp and specialised cutlery.

## Identifying and assessing pupils with SEND

All teachers at White Cliffs Primary School are responsible for identifying pupils with SEN, and in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. All of our staff recognise the importance of identifying SEND early and making effective provision quickly. The identification and assessment of SEND is built into the school's approach to monitoring the progress of all pupils.

At White Cliffs Primary College, we assess each pupil's skills and levels of attainment when they first come to the school. This builds on any information from the child's previous early years setting or school and provides us with information we need to monitor their progress. It also ensures that we discover any areas of difficulty early on.

Where children already have their SEND diagnosed or identified we will work closely with the family and our partners to make sure we know as much as possible about the child before they start at the school.

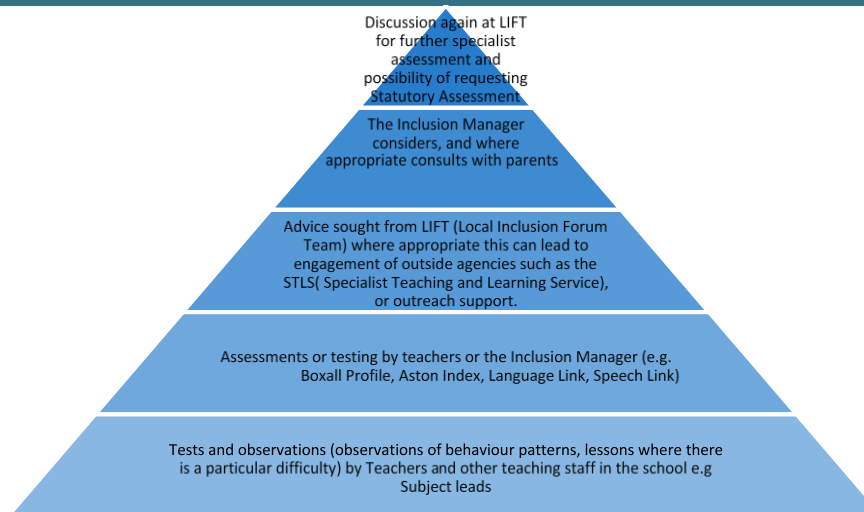
Across the school we monitor the progress of all pupils six times a year to review their academic progress. Teachers are supported by the Senior Leadership Team to regularly assess pupils' progress. This helps us to see any pupils whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better their previous rate of progress
- fails to close the attainment gap between them and their peers

Where assessments show that a child is not making adequate progress, our first response is to make sure there is high quality teaching in place. Making high quality teaching normally available to the whole class is likely to mean that fewer pupils will require additional support. If their progress continues to be slower than expected the teacher and Study Support Managers/Teaching Assistants will work with the family and the SENCO to carry out a clear analysis of the child's needs and identify if they need additional support.

There can be many reasons why a child doesn't make the progress expected of them – perhaps there has been a change in family circumstances, such as a new baby, a move of home, or the death of a relative. Or, perhaps, they have a special educational need. The school uses a range of different assessment tools and systems to help identify and assess pupils with SEND. The tools and assessments gradually draw upon more frequent reviews and more specialist expertise to understand SEND and match interventions to the SEND of pupils.

They are summarised in the diagram below:



When considering if a child needs SEND support the school takes into account:

- the pupil's previous progress and attainment
- the teacher's assessment and experience of the pupil
- the pupil's development in comparison to his/her peers and national data
- the views and experience of parents
- the pupil's own views
- advice from external support services, where appropriate



## Consulting with pupils and parents

### Parents

All parents are encouraged to contribute to their child's education through:

- discussions with the class teacher
- setting and reviewing targets
- Parent Partnership Meetings
- during discussions with the Director of Inclusion Mrs Helen Castle, and other professionals
- Commenting on and contributing to assessment, planning and reviews.

If your child has a SEND statement or an Education, Health and Care plan we will discuss their progress with you every term and have a formal review with you and your child at least annually.

Specific support to help you support your child at home will include:

- Meetings with teachers, team leaders or SEND staff to discuss progress and support including ideas for home
- Family Learning Programmes

If we think your child needs significant amounts of extra support, we will always discuss this with you and, where appropriate, a meeting with the parents and the people supporting your child can be arranged.

Where required we will arrange interpreters to enable parents to fully participate in formal meetings.

We have Trust Member who is linked to SEND and they would be happy to talk with prospective parents to share their experience and answer any questions you may have; if you would like to talk with one of them please contact the SENCO.

## Pupils

Engaging all pupils as active participants in their own education and in making a positive contribution to their school and local community is a priority for the school.

Where pupils have SEND, we will take extra care to involve them and make sure their voice is heard. Their involvement will be tailored to each child and take into account their preferred methods of communication. This may include:

- providing them with relevant information in accessible formats
- using clear ordinary language and images
- giving them time to prepare for discussions and meetings
- dedicating time in discussions and meetings to hear their views
- involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation
- supporting their access to an adult who can help them express their views where necessary (this could be a family member or a professional)
- ensuring staff are skilled in working with children, parents and young people to help them make informed decisions and have access to training so they can do this effectively

We ensure that pupils with SEND are included and represented in the groups and activities that we have set up to listen to the views of pupils and involve them in decision-making. These groups and activities include:

- The College Council
- Annual pupil survey
- Mentoring meetings

The views of the individual child and young person sit at the heart of the SEND assessment and planning process. We will make sure that assessments include the wishes and feelings of the child, their aspirations, the outcomes they wish to seek and the support they need to achieve them. Whenever possible we include pupils with SEND in planning how best to support them, and in reviewing their progress.

All pupils with SEND will have specific goals and outcomes and they will be part of the discussion to agree and review these. Where a personal budget is being used for those with an EHCP, the school will support the child's involvement in decisions about their support.



## Involving key stakeholders

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we seek advice and support from specialists from outside agencies such as:

- Educational psychologists
- Child and Young Person Mental Health Service (CYPMHS)
- Specialist teachers
- Therapists (including speech and language therapists, play therapists, occupational therapists and physiotherapists)
- Social workers
- Early Help workers

We always involve parents in any decision to involve specialists. Children are generally discussed at LIFT (Local Inclusion Forum Team) prior to outside agency involvement.

The SENCO is the person who usually coordinates the contact and works with these outside agencies. We mainly use other agencies outside of the school to:

- help us train staff, e.g. diabetes, epi-pen, brittle asthma
- get more specialised advice, e.g. advice on hearing impairment
- carry out assessments, e.g. a social care assessment
- ask for a service to be delivered, e.g. speech therapy
- set programmes for implementation at home and in school
- review progress and plan provision, e.g. at annual reviews

## Progressing towards outcomes

All teachers are teachers of SEN and High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. This may include teachers adapting what they do and having different approaches to meet different learning styles, personalised learning arrangements for different pupils and a range of interventions normally provided by the school.

If a pupil is identified (through the assessment process above) as having SEND his/her teacher and the Director of Inclusion will consider everything we know about the pupil to determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

Where provision for SEND is needed, we work with pupils and their families to plan what to do. This usually includes writing a plan of action using one of the SEND planning tools we have available. The tools we use are summarised below.

**Provision Mapping:** A document that is used to capture targeted and specialist interventions that will be 'additional to' and 'different from' the usual differentiated curriculum. This could also be used to cater for the needs of a particular vulnerable group or children with English as an Additional Language (not solely SEND)

**SEND Provision Plan:** A document containing a 1-page profile and a detailed action plan listing the goals and provision to meet the SEND. This is the same action plan that can be used as part of the EHCP.

**Education Health and Care Plan (EHCP):** Where the school has done everything it can to identify, assess and meet the SEND of the child and he/she is still not making the expected progress, the school or parents may consider requesting an Education, Health and Care assessment. The process for requesting an EHCP assessment in Kent can be found on the Council's Local Offer website, <http://www.kent.gov.uk/educationand-children/special-educational-needs>

Education Health and Care Plans are issued by the Local Authority where necessary and are used by the school to plan SEND provision for children with severe and complex needs. The EHP includes:

- a detailed profile of the child, their strengths and aspirations for the future
- any education, health and care needs they have
- the goals or outcomes for the pupil agreed by the family and professionals for the next phase of their education

- any education, health and social care provision in place to meet their needs

The EHCP includes a detailed annual provision plan/action plan. This plan sets out the goals for the pupil for the next year, and the activities that everyone supporting the child will put in place to support them.

Outcomes for each child are regularly reviewed against the assess, plan, do, review process. SMART targets are produced that are achievable and shared with the child, and parents via the child's Personalised Intervention Programme (PIP).

## Transition support

All children and young people with SEND and their families may be particularly anxious about changing classes or 'moving on' from school to school. We work with families and our partner organisations to make sure changes are planned and well managed.

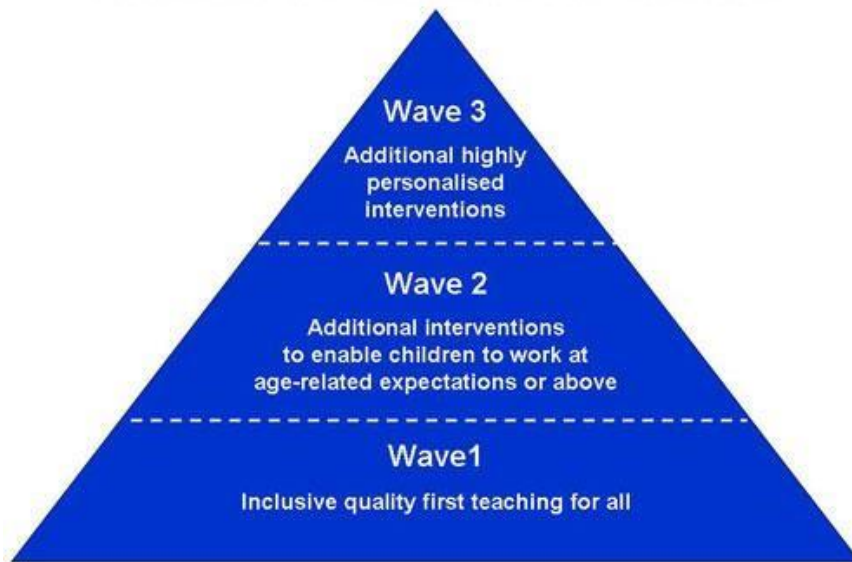
### Transition guide table:

	Additional arrangements for children with SEND (examples)
In to nursery / reception	<ul style="list-style-type: none"> <li>• Swift transfer of records</li> <li>• Home visit</li> <li>• Work with the local Specialist Teaching and Learning Service</li> <li>• Transition meeting with the previous setting</li> <li>• Transition plan drawn up with main carer and your child (could include managed visits, pictures or transition book or video, social stories about 'moving on')</li> </ul>

<p><b>When moving to another school</b></p>	<ul style="list-style-type: none"> <li>• We will contact the school Director of Inclusion and share information about the special arrangements and support that has been made to help your child achieve their learning goals.</li> <li>• Swift transfer of records</li> <li>• Transition meeting with the new setting</li> <li>• Transition plan (as above)</li> </ul>	
<p><b>When moving groups/ forms/ classes in school</b></p>	<ul style="list-style-type: none"> <li>• Transition meetings are held within school with the new class teacher.</li> <li>• Work with the child to prepare for the next class through: transition books, transition programme, visual supports and visits to the next setting. This will be shared with parents and transition books can be taken home over the holidays.</li> </ul>	
<p><b>Primary to secondary transition</b></p>	<ul style="list-style-type: none"> <li>• Swift transfer of records</li> <li>• Year 5 annual reviews planning meeting</li> <li>• During Year 6 the Director of Inclusion will attend the Secondary Transfer meetings to discuss the specific needs of your child, and the nature and level of support which has had the most impact, with the secondary school they will be transferring to</li> <li>• Additional multi-agency meetings will be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school for the children where these changes are more complex</li> </ul>	

## ➤ Teaching approach

### Waves of Intervention Model



The school organises the additional support for learning into 3 different levels (also called waves).

Wave 1 (Universal): describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2 (Targeted): describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.

Wave 3 (Specialist): describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions.

The provision available at each level is summarised in our Personalised Interventions Programmes (PIPs).

We provide additional support for pupils with SEND to be able to access exams when needed.

We are able to support the administration of medication if it is recommended by health professionals.

The school ensures that the quality of teaching is at least good in the school and that there are sufficient resources to deploy additional and differentiated teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is on our PIPs. In very few cases a very high level of resource is required. This process only applies for pupils with a high level of Special Educational Needs in mainstream schools.

Pupils requiring High Needs Funding (HNF) will be experiencing a combination of substantial or severe difficulties in the areas of communication, cognitive development, social emotional & mental health, physical difficulty and/or sensory impairment.

It is likely that the vast majority of pupils requiring HNF will have an Education, Health and Care Plan (EHCP). However, HNF may be required for those without an EHCP who require a high level of individualised intervention in school.

The new process requires schools to submit an online application for each high needs pupil whose provision exceeds £6,000 per annum. High Needs Funding is not a reimbursement of actual costs but an additional resource to support a school in meeting the pupil's high level of special educational needs.



## Adaptations to the curriculum and learning environment

We are committed to meeting the needs of all pupils, including those with SEND. We have a duty not to directly or indirectly discriminate against disabled children and young people. We make all reasonable adaptations to the curriculum and the learning environment to make sure that pupils with SEND are not at a substantial disadvantage compared with their peers.

We work closely with families and partners to work out what disabled children and young people may need before they start with us, and what adjustments we may need to be make. We discuss with families what we can do to adapt the curriculum and/or the building as necessary, and to get additional resources and support.

Teachers will be supported by the SENCO to assess, plan and differentiate the curriculum or make adaptations to meet the needs of pupils with SEND. This may also involve working with outside partners. For example, we may need to:

- rearrange the layout of the classroom

- provide staff with resources to help children with a hearing impairment
- create a quiet area in the classroom
- buy specialist ICT software
- plan a specific lunch-time menu with the school cook

In considering what adaptations we need to make the SENCO will work with the Headteacher and Trustees to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements. A link to the Equality Act 2010 can be found here: <http://www.legislation.gov.uk/ukpga/2010/15/contents>

## Inclusivity in activities

The school has a wide range of extra circular activities including:

- A breakfast club each morning between 7.45am – 8.45am
- After school clubs including sports, arts and music activities

We try to ensure that all pupils with SEND can engage in these activities of the school alongside pupils who do not have SEND. Where it is agreed that taking part in these activities will contribute significantly to meeting the agreed outcomes for a pupil with SEND the school will normally be able to pay for any training, resources or equipment that may be needed.

The school also provides opportunities for pupils to go on school trips. If necessary, we involve parents of pupils with SEND in the planning of school and residential trips to assess the benefits and risks and identify how the needs of individual pupils can be best met.

## Supporting emotional and social development

The culture and structures within the school aim to encourage the emotional and social development of all pupils, including those with SEND.

We work hard to create a culture within the school that values all pupils, allows them to feel a sense of belonging and makes it possible to talk about problems in a non-stigmatising way. We have clear policies on behaviour and bullying that set out the responsibilities of everyone in the school. We have clear systems and processes so that staff can identify and respond to mental health difficulties.

For children with more complex problems, additional in-school interventions may include:

- advice and support for the pupil's teacher to help them manage the pupil's behaviour within the classroom, taking into account the needs of the whole class
- small group sessions - to promote positive behaviour, social development and self-esteem
- targeted work planned with our Study Support Managers/Teaching Assistants for individuals or small groups
- additional support for the pupil – to help them cope better within the classroom
- therapeutic work with the pupil, delivered by specialists (CAMHS/play therapists), which may take the form of cognitive behavioural therapy, behaviour modification or counselling approaches, family support and/or therapy by health professionals – to help the child and their family better understand and manage behaviour.

## Online safety

Following the Online Safety Policy, staff work with all children and provide extra support for those children with SEND to ensure they understand the importance of online safety. Social Stories are used to support this process and parents are provided with relevant materials to help them support their child at home.





## Evaluating effectiveness

The quality of teaching is the most important factor in ensuring all pupils make progress. We regularly review the quality of teaching in the school and ensure that teachers are able to identify how individual children learn best and what support they need.

We test the effectiveness of our SEND provision by checking pupil progress and to see if the agreed goals and outcomes for pupils are being met. Where professionals from health or social services are involved with the child, we will ask for their help to inform and review progress, to make sure that all those supporting the family are working together effectively.

The teachers work with the SENCO, the parents and the child to make sure any SEND support is adapted or replaced by another approach if it is not being effective. The SENCO and Headteacher report regularly to The Trust Board members on the quality of SEND provision and the progress towards outcomes being made by pupils with SEND.

Every pupil in the school has their progress reviewed six times a year and this information will be shared with parents three times a year and pupils every term. We provide an annual report to parents on their child's progress, normally at the end of the school year.

At White Cliffs Primary School, we follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Where a pupil is receiving SEND support, we provide feedback to parents more regularly. We sometimes use home school books to give daily feedback on how a child has been at school that day. We also contact parents by phone, Seesaw or email where we have specific feedback or need to discuss specific achievements, concerns or observations.

We have SEND Review Meetings, held in conjunction with Parent Partnership Meetings at least three times each year. Parents and carers receive a written record of the meeting and are provided with a copy of the Personalised Intervention Programme that lists the interventions their child is receiving. Some pupils with SEND may have more frequent reviews if they are required and these may involve a range of different professionals working with the child or family.

The SEND Reviews are held with the child's class teacher who has a good knowledge and understanding of the pupil's needs and attainment, and where possible SENCO.

Some reviews involve the pupil, the family and other professionals where this is appropriate. They are used to:

- discuss what is working well and not working well
- find out if the SEND provision has been delivered as planned
- review the pupil's progress towards their goals and longer term outcomes
- discuss and agree clear outcomes for the future
- discuss and agree the support needed
- share advice and information on the things that parents can do at home to reinforce or contribute to their child's progress
- identify the actions needed to meet the agreed outcomes, the responsibilities of the parent, the pupil, the school, the local authority and other partners.

A record of the outcomes, action and support agreed through the discussion is then shared with all the appropriate school staff and the pupil's parents. We use the Annual Review form recommended by Kent SEND department for children with an EHCP.



## Handling complaints

At White Cliffs Primary School, we are committed to providing excellent services to all our children and their parents and we believe the best way to do this is to listen to your views. We encourage parents to contact us about their concerns and not to wait for the next formal opportunity to meet. So, if you have something to tell us, please contact the class teacher or SENCO.

If you have a complaint about SEND provision, please tell us promptly by contacting the following people in this order;

- the class teacher
- The SENCO – using the main school number or email address: [Senco@wcliffs.dfamat.com](mailto:Senco@wcliffs.dfamat.com)
- The Headteacher– using the main school number
- The Trust Board Member for SEND – Mrs C Boxall (a letter can be submitted through school office)

The Trust Board Member for SEND will then refer to the school's complaints procedure to try and address the issue.

If you need support to raise a concern or make a complaint you may want to contact Information, Advice and Support Kent an independent organisation that supports families of disabled children and children with Special Educational Needs. You can contact them on 03000 412 412, or by email [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

Further information on local support for families of pupils with SEND can be found in the Local Offer. See question 13 below.

## Local Offer

All local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled.

The Local Offer has two key purposes:

- to provide clear, comprehensive and accessible information about the available provision and how to access it
- to make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents, and service providers in its development and review

The school cooperates with the local authorities in the local area to:

- make families aware of the kind of support available to them and where to find the Local Offer
- help people access the Local Offer information, especially where there are barriers to them accessing it. This can include helping them to access the internet, printing off pages, explaining, interpreting
- consult children and young people and their families directly in preparing and reviewing the Local Offer
- keep the Local Offer information up to date and identify gaps in provision

To find out more about the range of services on offer locally go to:

Kent Local Offer: <http://www.kent.gov.uk/education-and-children/specialeducational-needs>

Information, Advice and Support Kent (IASK) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on:

email: [SENSouth@kent.gov.uk](mailto:SENSouth@kent.gov.uk)

call: 03000 420 889

address: Kroner Park, Eurogate Business Park, Ashford, Kent, TN24 8XU

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 **Named contacts**

Name of individual	Email address	Phone number
Mrs S Fotheringham (Headteacher & DSL)	admin@wcliffs.dfamat.com	01304 206174
Mrs H Castle (SENCO & DSL)	Senco@wcliffs.dfamat.com	01304 206174
Mrs H Kemp (Director of Pupil and Parent Support & DSL)	Helen.kemp@wcliffs.dfamat.com	01304 206174
Mrs C Boxall (Trustee linked to SEND)	admin@wcliffs.dfamat.com	

 **Additional support**

The list of support and interventions offered at White Cliffs Primary School are listed in the Personalised Intervention Programme in appendix 1

Appendix 1: Personalised Intervention Programme (PIP)

<b>Name of child:</b>			<b>Year/Class:</b>		<b>Term:</b>	
<b>Universal Provision (Accessed by all children)</b>						
High- quality, differentiated teaching Small group support for differentiated curriculum activities Differentiated Learning Ladders Differentiated Letters and Sounds/ Spelling/ HFW recognition support Handwriting practice Visual timetable/ Daily schedule Working Wall/ Classroom prompts/ Grammar Train Language Through Colour			Vocabulary walls and charts Combination of visual, auditory and kinaesthetic approaches Alternative methods of recording e.g. laptops, writing frames Structured school and class routines Whole school behaviour policy Whole school/class rules Class reward systems			
<b>Targeted Provision (Small group intervention groups)</b>						
Provision/Resource	Staff/pupil ratio	Frequency per week & timings	Staff involved	Target (needs to be SMART)	Mid Term Evaluation	Evaluation (including progress on Connecting Steps)
<b>Personalised Provision</b>						
Focus intervention for Reading/ Writing/ Maths 1:1 or small group support for English/ Maths 1:1 or small group support for Foundation subjects Speech Link Writing slopes/ pencil grips/ specialist pencils or pens Alternative methods of recording: scribe, use of laptop, writing frames Clever Hands/Fizzy Lego Therapy Coloured overlays			Precision teaching Language for learning support Language through colour resources Speech Link/Language Link Task management board/ organisational board 1:1 support during unstructured recreation times Sensory Circuits			
Provision/Resource	Staff/pupil ratio	Frequency per week & timings	Staff involved	Target (needs to be SMART)	Mid Term Evaluation	Evaluation (including progress on Connecting Steps)

