

# Whitehouse Primary School SEN Information Report



## Our School Offer

Review Date: September 2018

# Special Educational Needs and Disabilities (SEND)

**Key Staff: Contact on 01642 678212**

- Miss Sam McLeod –SENCo

**SEND Governor:**

- Mrs Steph Wilson





# School Core Offer



## *My Child has Special Educational Needs/Disabilities: What do we offer at Whitehouse Primary School?*

At Whitehouse we embrace the fact that every child is a unique individual and therefore their needs will be different. What we offer will be different for every child and will depend on the nature of the special educational need/disability.

Class teachers are responsible for planning provision for and teaching children with SEND. Teaching assistants offer additional support both in the classroom and over lunch and break times.

All staff are trained to teach/support teaching and learning. Some individuals have specialist training in mentoring, supporting learning for children with reading/writing/spelling/number difficulties and in supporting learners with a range of different needs.



# What are Special Educational Needs?



- A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:
  - (a) have a significantly greater difficulty in learning than the majority of others of the same age; **or**
  - (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools;
- This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.
- The Code of Practice (2014) defines Special Educational Needs as falling into one or more of four broad categories.
  - Communication and interaction
  - Cognition and learning
  - Social, Emotional and Mental Health Difficulties
  - Sensory and /or physical needs

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.

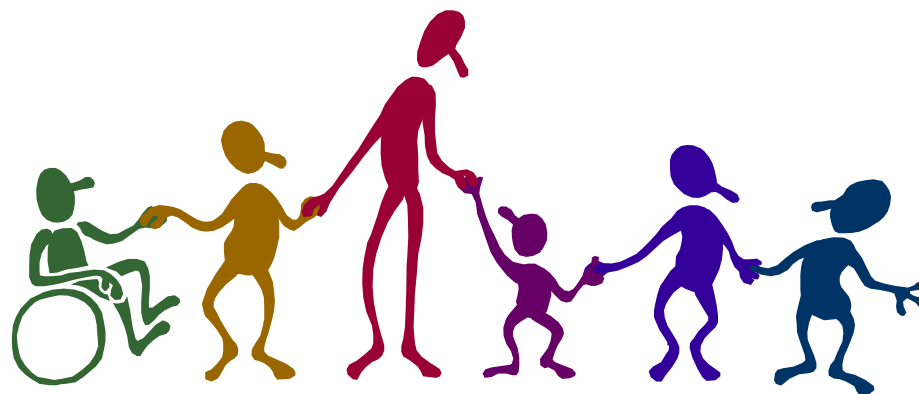
The Department for Education recommends a cycle of **Assess, Plan, Do and Review** in relation to meeting the needs of children with Special Educational Needs and Disabilities.



# Additionally Resourced Provision



Whitehouse is an additionally resourced education provision within a mainstream setting for pupils with physical and medical difficulties.





# Additionally Resourced Provision



## Overview

(LA ARP Guidance October 2015 )

This provision is for pupils with physical and medical needs as their primary need who with significant additional support, including e.g. integrated programmes access to specialist staff and the provision of physical resources to meet those needs, can be managed in a mainstream environment. Such pupils do not meet the threshold for a special school in Stockton on Tees.

This provision is not generally intended for short term or emergency placements.

The provision includes dedicated teaching space and appropriate facilities to meet physical and medical needs. The pupils will additionally access mainstream classes and/or alternative class provision; including during unstructured periods of the school day e.g. break times.



# Additionally Resourced Provision



Transport **may** be provided for pupils in line with Stockton on Tees Borough Council's Transport Policy.

## Entry Criteria

- \* The pupil's primary need is identified by health professionals as being physical and medical
- \* An Educational Psychologist has been involved with the pupil and has identified the need for this provision.
- \* The pupil requires provision to support those physical and medical needs which is over and above that normally available in a mainstream school and where it is not reasonable/possible for additional adjustments to be made
- \* The pupil is able to access a mainstream curriculum that is differentiated to meet his/her needs and enable him/her to make appropriate progress.



# Additionally Resourced Provision



Once a place has been confirmed in writing, the school will facilitate the transition of the pupil. A start date will be agreed which (depending on the availability of specialist equipment) is no later than 3 weeks after the date on which the place was confirmed.

Also relevant planning meetings with health professionals will ensure the availability of any specialist equipment. The transition will include visits from base staff to the sending school, and visits to the school for the pupil and their parents / carers.





# Additional Information



## Useful contacts

School Parent Support Adviser

Victoria Gibson

Tel: 01642 678212 (available Monday pm, Tuesday pm and Thursday pm)

SEND Information, Advice and Support Officers

(Formerly Parent Partnership Service)

Caroline Fell & Paula Marwood

Tel: 01642 527158