

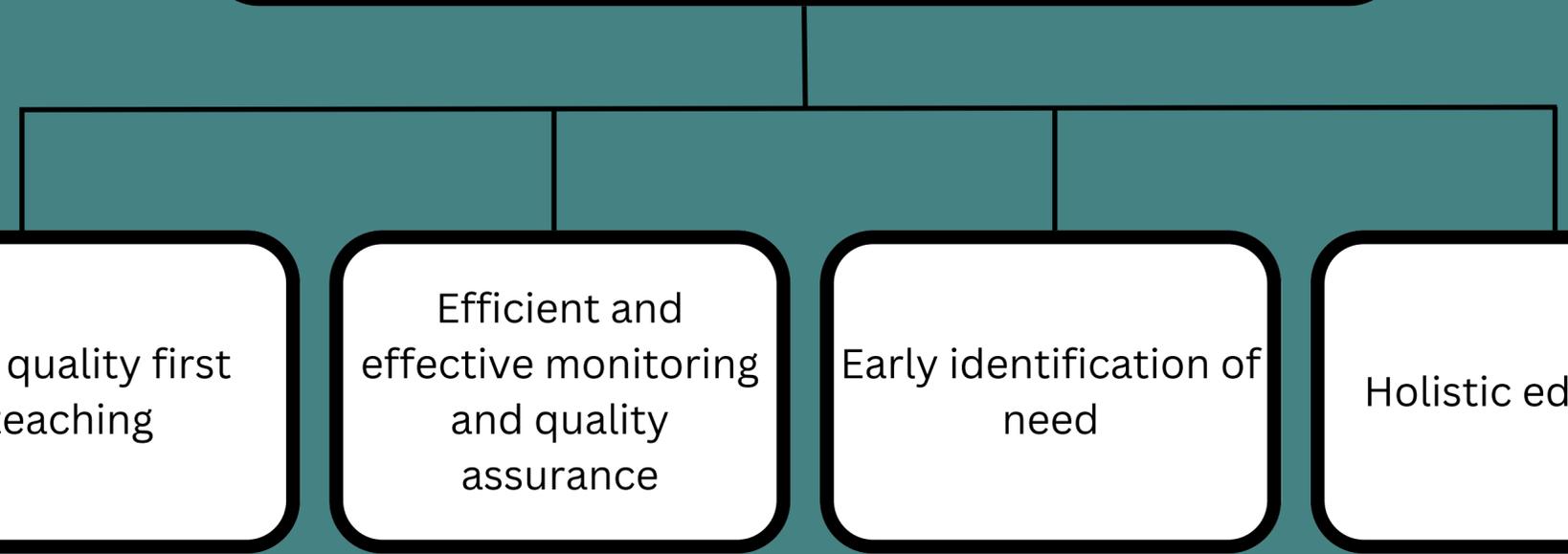


SEND PRINCIPLES & PRACTICE

'When I leave Whitehouse Primary School, I will be a confident, resilient and independent learner, prepared for the next stage of my education and ready to deal with any challenges ahead...'

This statement shapes all that we do at Whitehouse. We want all children to be the best they can be, including children with Special Educational Needs and Disabilities. Our SEND Practices are designed to support us in helping children realise this ambition.

Principles of SEND Practice



High quality first teaching.

At Whitehouse we work on the principal of 'what is essential for some, is useful for all' and work to adapt our practices to meet the need of all learners. We pride ourselves on offering all learners a strong offer with High Quality First Teaching adapted to meet the needs of all learners, regardless of their ability, needs or background. The principles of which are highlighted below. These are the tools our teachers use to deliver the curriculum to our children. This should be cross referenced with our Teaching and Learning Policy for more detailed information on these.



SEND Procedures @ Whitehouse

Early identification of needs

New arrivals

School try to 'Build a Picture' of the needs of a child to ensure a smooth start to their life at Whitehouse Primary School

- School 'on boarding' proforma used.
- Needs are identified during the application process.
- Home visits are conducted to see children in their home environment.
- SENCo/EYFS Lead/Class Teacher liaises with previous settings or schools to gather relevant information.
- Views from other professionals working with the family are sought.
- Pupil voice is sought (where appropriate).
- SENCo is present and available during open mornings/phased starts.
- Actions are followed up as part of SENCo Surgery - additional advice, support/actions/referrals can be offered.

Actions are recorded on the 'onboarding proforma' - these identify what adjustments (if any) may be needed to support a child settling into the provision. This is uploaded to CPOMs.

In year admits

School has a robust 'Induction' process to ensure a smooth start to life at Whitehouse Primary School

- School 'on boarding' proforma used - this happens for all children regardless if they have an already identified SEND need or not.
- SENCo (or Senior Leader) speaks to previous settings/schools.
- Parent and pupil voice is sought during the first 6 weeks in school.
- Screening activities are completed where appropriate (e.g. phonics screening, Multiplication Table Check, PixL assessments).
- Previous external assessment data is sought and used to inform planning.
- Actions are followed up as part of SENCo Surgery - additional advice, support/actions/referrals can be offered.

Actions are recorded on the 'onboarding proforma' - these identify what adjustments (if any) may be needed to support a child settling into the provision. This is uploaded to CPOMs.

High Quality First Teaching (Tier 0).

All children receive **High Quality First Teaching** in line with **Whitehouse Primary School Tiers of Need**. We create an inclusive environment for all children using the principles that reasonable adjustments and adaptations are made by teachers to support an inclusive environment - '**What is essential for some is useful for all**'. We are continuously evaluating, assessing and improving the quality of our teaching across school and strive to create a school environment which is inclusive for all pupils by design, regardless of their needs. **(Tier 0)**.

Raising a Concern - Added to SEN 'Watchlist'

Class Teacher will: (Tier 1 Quality First Teaching +)

If a teacher has a concern that a pupil is not making good academic progress or that they may need additional support, they should not waste time in voicing this.

Process:

- Complete a SEND referral form. This will add the child to the SEND 'Watchlist'
- Using the proforma, identify: -
 - The main area of need.
 - Description of the concerns.
 - Evidence of additional provision that is planned to be put in place to address the area of need. This should include completing a provision map.
 - The time scale for review of this provision (this should be a minimum of 6 weeks and a maximum of 12 weeks).
 - Liaise with parents where appropriate. **(Tier 1 Quality First Teaching +)**.

The SENCo will:

- Add the child to the SEND 'Watchlist'.
- Quality assure the referral form, the provision put in place and offer support and advice to try and better meet the needs of the pupil.
- Observe and support the child during a SENCo surgery slot during that half term (or sooner if needed - such as in the case of a new arrival where there is clearly a high level of need).
- Advise to make a 'Child Alert' to refer for EYFS inclusion funding/Early Years Outreach Team etc. to support the children in the EYFS setting where it is clear there are additional needs.
 - <https://my.northtyneside.gov.uk/form/early-years-child-alert>
- Review the provision at the end of the agreed timescale from the referral for and advise next steps.
- If the child has made significant progress, they will continue to be monitored internally as their intervention has been successful. If further concerns emerge, staff should follow the same process.
- If there is limited progress, staff should progress to the next step.

Limited Progress - Added to SEND Register

Class Teacher will:

(Tier 2 Quality First Teaching & Focussed support).

If after a period of support as identified during Tier 1, the child has not made sufficient progress during the allocated time frame (or sooner if appropriate), the class teacher will liaise with the SENDCo and discuss concerns.

The teacher will: -

- Complete a SEND support plan.
- Consider a 'One Page' profile - particularly if the child's primary need may be SEMH and other staff need to be aware of presentations.
- Seek views of children and parents where appropriate.
- Using the plan, identify: -
 - The primary area of need and any additional areas of need - staff should be aware to identify the main area of need as being the biggest barrier to learning (i.e. SEMH).
 - What support and intervention is going to be put in place and over which time period.
 - Provide detail of who this going to carry out this input.
 - Review this provision termly and RAG rate outcomes.
 - Share plans with parents ahead of any meetings.

The SENDCo will:

(Tier 2 Quality First Teaching & Focussed support).

- Meet with parents alongside the class teacher to gain consent to add the child to the SEND register - a consent form should be filled in and added to CPOMS signed by the parent/teacher/SENDCo.
- Quality Assure and SEND Support Plans prior to them being sent to parents.
- Support the class teacher in identifying any provision which may be able support the child.
- Quality assure the provision in class and intervention as part of her SENCo surgery and other monitoring and evaluation processes.
- Circulate all relevant information to all adults working with the child.

Limited Progress - Involvement of External Agencies

The Class Teacher will:

(Tier 3 Quality First Teaching & moderate support).

- Put any advice and guidance from external agencies into place.
- Liaise with external agencies where appropriate.
- Refer specifically to any advice and guidance given and make sure reasonable adjustments are made to ensure all children can access the curriculum.
- Deploy staff as appropriate to provide any intervention.
- Monitor and evaluate progress and attainment and report this to parents and SLT as required.

The SENDCo will:

(Tier 3 Quality First Teaching & moderate support).

- Work with parents to class teachers to understand what concerns remain.
- Complete relevant referrals to outside agencies depending on the needs of the child (for example CAMHs, Educational Psychologist, School Counsellor., School Nurse, Mental Health Connect, Behaviour Support Team, ACORNS, PROPS etc).
- Quality assure any provision put into place as part of monitoring and evaluation schedule.
- Support staff to put any recommendations put in place.
- Use SENDCo surgery time to offer, guidance and support.

Limited Progress - Potential EHCP

The Class Teacher will:

(Tier 4 Quality First Teaching & significant level of support).

- As above.
- Support SENDCo with any information for statutory assessment.

The SENDCo will:

(Tier 4 Quality First Teaching & significant level of support).

- Complete a request for statutory assessment.
- Collate evidence to provide a robust catalogue of the school response to try and meet needs, including adjustments to provision and costings of any adjustments.
- Review bespoke provision as part monitoring and evaluation activities.
- Liaise with parents and advise if a change of provision may be needed (e.g. an ARP).

Limited Progress - It is expected that any children beyond Tier 4 will need an EHCP

Tier 5 -Bespoke individualised curriculum required

Tier 6 - potential input outside of mainstream environment

Tier 7 - Long term complex difficulties. A provision change is likely required to provide specialist support.

The Class Teacher will:

- As above.
- Be responsible for any provision as outlined within an EHCP and plan to meet the needs of the learner within their classroom.

The SENDCo will:

- Review EHCP at least annually or earlier if required.
- Designate a 'pathway' for the learner and support in teachers and staff in planning a holistic approach for learners who require a bespoke curriculum.

Tiers of Need

The diagram below explains our 'Tiers of Need' at Whitehouse. They align with our SEND Windscreen levels - a tool used to track and monitor vulnerable pupils across our trust. Children are given a 'Windscreen level' based on their needs and are discussed regularly at our weekly SPOC (Single Point of Contact Meeting) where Senior Leaders regularly discuss barriers pupils may have to learning and action responses to address them.

This also supports our teaching staff in understanding the approach and offer that all pupils should be offered.

	Tier 0	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5	
Provision	Quality First Teaching	Quality First Teaching +	Quality First Teaching & focussed support to access some aspects of NC.	Quality First Teaching & moderate level of support to access aspects of NC.	Potential EHCP Application	Significant level of additional support. Able to access some NC alongside peers with significant adaptations.	
	No additional need	Some additional support needed. Slow to meet developmental milestones.	(E.g. Targeted support, intervention, SATs boosters, Phonics intervention).	Support from outside agencies (CAMHS/Ed Psych)		Detailed SEND support plan. EHCP Application	Tier 6 As Level 5 - input outside of mainstream environment.
	Professional judgment used to allow a settling in period (E.g. personal circumstances, new to a formal setting, change of schools).	Language and communication difficulties. (EYFS/New admits) Targeted Support - Refer to Provision Map	Child added to SEND Register	No progress in learning.			Tier 7
	Universal offer	Child has obvious needs that will need additional support - EYFS-click here SEN Watchlist Start building evidence from here...	Consider a 'One Page Profile'	Internal Support and intervention offered		Potentially remain in Mainstream with blended EHCP support (e.g. ARP).	Long Term Complex difficulties. Potential Change of provision

Efficient and effective monitoring and quality assurance.

We follow the Assess, Plan, Do and Review model for children with SEND needs. This cycle usually takes place over one term, with targets and interventions assessed and reviewed by the class teacher in conjunction with the SENCo.

We use various assessments in school to track where pupils are and assess their next steps in learning. These include things like PixL assessments, phonics screenings, etc. but also additional advice from external agencies where appropriate.

In collaboration with the SENCo where appropriate, teachers plan their intervention of individual pupils based on any assessment data and external advice. These are tailored to the main barrier to learning for each individual pupil.

Intervention is then put into place and it made clear the outcome intention, who is delivering it and how often.

Targets are reviewed and progress measure at least termly (or more often if needed) and new targets are set.



Quality Assurance

Our termly Monitoring and Evaluation timetable has time built into it to quality assure the SEND provision on offer. This aims to:

1. Ensure that provision on SEND Support plans is taking place.
2. Ensure that the input is quality.
3. Ensure that children are making progress.
4. Allow the SENCo to offer support to class teachers.

The SENCo carries out a half termly SENCo Surgery in each class, which allows them to monitor the offer children get 'on the ground' and offer support where needed.

All SEND support plans are also Quality Assured before they go to parents.

Holistic Education

As with many schools, we are seeing an increasing number of pupils who present with significant challenges which would not normally be seen in a 'mainstream' educational environment. We are incredibly proud of the fact that we are an incredibly inclusive school and strive to meet the needs of all learners and create an environment that allows all to thrive.

We recognise that not all support should be directed primarily towards 'Cognition and Learning' as we recognise that one of the other four areas of need may prove a bigger challenge for children to access academic learning (particularly those with SEMH). We encourage teachers to put intervention in place and identify each child's primary area of need, as being that which provides the biggest barrier to learning. Support should be put in place to support children with this in the first instance and we support staff to do this, even though this may not necessarily be an academic target.

For example, our ARP provision - for children with Moderate Learning Difficulties - provides as a very solid grounding in basic academic skills that the children will need to move onto the next stage of their education and thrive in their lives. Therefore we believe that individual learning for pupils within this setting, should be tailored to support children with real 'life skills' so that they are able to live in the modern world. It is not uncommon to see children within the ARP setting being introduced to Age Appropriate PHSE sessions, or working on targets such as navigating public transport, budgeting money or buying things in shops etc. as we recognise that some of our learners may be vulnerable and it is our duty to prepare them for the world. This also applies to other learners.

It is clear however, that many of our learners with EHCPs - and those who it is clear will eventually need one - need to thrive while at our school. To make sure they do, we have devised pathways for these learners which support them in attaining the skills they need to be successful. These are built into individual support plans to ensure our provision is right for each child and children who need a bespoke, receive one.

Pathways

Expected Provision



I am still exploring the world and understanding it. I am at the early stage of communication and may not have lots of language yet. I am learning to make my wants and needs known and I am learning how to interact with my surroundings. I may not be able to cooperate with other children yet and do things like share or play with children. My learning and provision should all be focussed on developing my communication skills and supporting me to have positive experiences while in school.



I have developed my communication skills and I can make my wants and needs known to my friends and the adults that work with me. I am on my journey to acquire the building the blocks of learning and starting to pick up my basic skills in the key areas such as reading, writing and maths. Now that I have progressed to this area, I am continuing to build on positive experiences in school and understanding what it means to be an engaged learner with a good attitude towards school. All of my provision should be focussed on securing these fundamental skills needed to support me through the rest of my journey in school.



I have acquired my basic skills in reading writing and maths and I am continuing to build on these through the quality learning experiences I get from the adults who support me in school. These might not be in line with my peers, but I receive intensive, personalised support to make sure I have the fundamental skills to be able to learn here and wherever I go when I leave. My personalised provision supports me to navigate my way through the world and keep myself safe. I may need some support in areas such as understanding positive relationships, or help to stop me being vulnerable but my provision may also support me in gaining practical life skills such as using money, understanding how to use public transport independently.

Social, Emotional and Mental Health (SEMH)

In Whitehouse, like many other schools across the country, we recognise that the amount of children who experience SEMH issues has increased dramatically. This has been particularly more prevalent since the COVID-19 pandemic. Often, the way that SEMH presents, can present as an individual child's biggest barrier to their education and, without supporting children to regulate their emotions and responses to them, their capacity to learn productively is dramatically reduced. This also leaves children at risk of suspension and exclusion if the presenting SEMH issues are not managed appropriately. At Whitehouse, we have a separate pathway for children with SEMH needs and this runs parallel to other pathways as all children have the potential to be affected. Our provision should be tailored to recognise - where appropriate - that SEMH may well be the child's primary area of need despite the fact the child may have other SEND needs. Where a child is already known to the school to have SEND needs - including SEMH - the school follows procedures as already detailed. Where an SEMH need appears suddenly, the following protocol should be used, particularly if the child presents as a risk to themselves, others or is at risk of suspension or exclusion.

SEMH Pathway

Expected Provision



I may present with challenging emotions and struggle to manage my feelings. I may find certain things, lessons, subjects or times of day difficult. I may experience challenges outside of school that may affect me. I may be at a stage where I cannot articulate my feelings or know why I am feeling this way - my frustration may present itself as big emotions, or occasionally outbursts outside the school rules. Triggers may or may not relate to my academic ability. My provision should be tailored to me - staff know and understand me well and put things in place to help me manage my emotions, regulate myself and be the best I can be; this is the biggest challenge to me being a successful learner.

Sudden increase in presentation of SEMH behaviours

Do I have a SEND support plan and/or a One Page Profile?

Update these with any changes needed in conjunction with SENCo. Recognise SEMH as primary area of need. Share with all stakeholders.

Yes

No

Complete one in conjunction with SENCo and share with all adults working with the child to ensure consistency of approach and knowledge of triggers.

Class Teacher Will:

- Put into place any provision as agreed with the SENCo and ensure that strategies are followed in line with One Page Profile.
- Refer the issues to the Pastoral Lead for the child to be discussed at SPOC meeting.
- Follow any actions and guidance as agreed in SPOC.

SENCo Will:

- Refer to original support plan. Ensure that provision is being followed and adjust to put in place new provision if needed.
- If appropriate, arrange pastoral support with Pastoral Lead.
- If appropriate, refer to Trust counsellor.
- If appropriate, refer to any external agencies inline with WINDSCREEN document to ensure that any external support is available to the child.
- Initiate an EHA is appropriate.
- Request a child centre meeting with all professionals involved with the children and put any support into place.
- Monitor via normal process, adjust provision and based on findings.