



Special Educational Needs Information

At Whitley Abbey Primary School we strive to support **all** children to enable them to achieve at both home and school. We have high aspirations for our pupils and we work hard to support children appropriately in order to make social and academic progress.

In order to do this many steps are taken to support them through their learning journey. High quality teaching is at the heart of everything that we plan; however, for some children there are occasions throughout their time in school that further additional support may be needed to help them achieve personalised outcomes and make progress.

The Special Educational Needs Co-Ordinator

The Special Needs Co-Ordinator (SENCo for short) at Whitley Abbey Primary School is Mrs Rebecca Nero.

Roles and responsibilities of the SENCo

- Our SENCo is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with a special educational need or disability (SEND).
- The SENCo liaises with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected.
- The SENCo regularly has contact with a wide range of external agencies that are able to give more specialised advice.
- If you have any concerns regarding SEND matters do not hesitate to contact the school.

Parent/carer questions	Whitley Abbey responses
<p>Do you have children with SEND at Whitley Abbey Primary school?</p> <p>What kinds of needs do those children have?</p>	<p>Yes, we do have children with SEN at Whitley Abbey Primary. The children at our school have a range of needs including learning needs. This might be where a child is not making academic progress at the rate expected for their age in reading, writing or maths. Some children have needs regarding their friendships, feelings or emotions. Some children have speech and language needs and we also have some children who have autism or who are on the pathway to an Autism diagnosis. Some of our pupils have visual needs or other health needs that require specialist support. If you feel that your child has a particular need that we need to be aware of, please don't hesitate to contact your child's class teacher or Mrs Nero, the SENCo.</p>
<p>How do you know if a pupil has SEN?</p> <p>How will I know if my child is receiving SEND support?</p>	<p>We work closely with parents and carers to identify a child's specific needs. We will also look at a child's progress and attainment to assess if your child is making academic progress at the same rate as their classmates and to also review what individual progress they are making in regards to any personal targets they may have.</p> <p>If as a parent and school, we feel your child has a Special Educational Need, we would have a conversation with you to enable us to understand your thoughts and feelings and what we plan to do to best support your child. Where a child does require additional support we may feel it necessary to add them onto our Special Educational Needs register, in order for us to carefully monitor the support in place and the progress they make.</p> <p>If this is the case, you will be informed and an acknowledgement letter will be sent to you stating that they will be added to our SEN register, detailing the reasons why.</p> <p>You will always know if your child is receiving SEN support as your child's class teacher would meet with you to discuss their needs face-to-face. Mrs Nero, in her role of SENCo, will also contact you regarding this support. She may speak with you face-to-face or make a phone call to arrange a meeting. She will put this in writing to you for your own and her own records.</p>
<p>Where can I find information about the school SEND policy?</p>	<p>This can be found on the school website or you can ask at the school office.</p>
<p>How do you make sure that the SEND support is helping pupils make better progress?</p> <p>How will I know if my child is making progress?</p>	<p>The support that your child receives will be reviewed each term with you as parents and carers to ensure that it is appropriate and to assess what impact it has made on your child's learning.</p> <p>You will know if your child is making progress as your child's class teacher will meet with you at different points during the school year. In the current climate, this will be via a phone call.</p>

Parent/carer questions	Whitley Abbey responses
<p data-bbox="86 120 769 197">How does Whitley Abbey Primary check and review the progress made by pupils with SEND?</p> <p data-bbox="86 546 727 622">How will I be involved in those reviews? Who else will be there?</p>	<p data-bbox="809 120 1503 542">Your child's class teacher will check and review the progress made by your child on a half-termly basis by carrying out assessments in reading, writing and maths. These assessments will take place in the classroom and will be the main indicator for the class teacher to review the progress that your child has made. If your child has worked with additional adults who work in school, they will regularly feedback information to the class teacher about how your child is getting on. This information will be shared with you when you are invited to discuss this meet with your child's class teacher, currently via a telephone call.</p> <p data-bbox="809 542 1503 927">If your child has worked with additional adults who do not work in school (<i>we would always ask for your signed permission for this work to begin and explain the reasons clearly why we are for requesting this additional support</i>), part of this process will involve the professional writing a report based on the work they carried out with your child, detailing recommendations for next steps. The class teacher will also receive a copy of this report so they are fully aware of all these recommendations and so they are able to implement them in the classroom.</p> <p data-bbox="809 927 1503 1070">Reports from outside agencies will also be shared with other relevant adults in school who work with your child so that they are aware and can act on recommendations given within the report.</p>
<p data-bbox="86 1070 775 1187">How do teachers at Whitley Abbey Primary help pupils with learning difficulties or disabilities to learn, including what they learn?</p> <p data-bbox="86 1263 759 1339">How can I find out more about what my child is learning at the moment?</p>	<p data-bbox="809 1070 1503 1352">All learning activities in school are differentiated for all abilities of children, including SEN children, to ensure that they access the learning at an appropriate level. For SEN children in particular, the class teacher will help your child to learn by adapting the curriculum to meet their needs. Additional adults in school may be deployed to work with children on specific work as directed by the class teacher.</p> <p data-bbox="809 1388 1503 1527">You will be able to find up to date information regarding what your child is currently learning through the information on our school website on the homepage for each class.</p>
<p data-bbox="86 1527 785 1644">How have you made the school buildings and site safe and welcoming for pupils with SEN or disabilities?</p>	<p data-bbox="809 1527 1503 1736">Children with physical disabilities have access to a lift so they are able to access the hall and a class room in which they can work comfortably. We work with the health and safety advisor to conduct disability access audits. This might also be on a temporary basis if a child has an injury, for example.</p>

Parent/carers questions	Whitley Abbey responses
<p>How will I know if my child is getting extra support?</p>	<p>You will always know if your child is receiving SEN support as your child's class teacher would inform you at the start of each term. Your child's class teacher will arrange a time to meet with you at the start of each term to discuss this support and what specific targets your child is working towards. In the current climate of COVID-19, this communication will be via a telephone call or a Teams meeting. Mrs Nero, the SENCo, will also keep you fully informed as to whether additional support is necessary for your child or if we feel that your child no longer requires this. She would do this a written form either via email or in a written letter.</p> <p>Support documents in school take two different forms. The first is the in house 'cycle of provision' booklet which is will include targets and outcomes, your views and the views of the child. After any meeting (currently virtual or telephone call) a copy of the learning support booklet will be given to you for your records, a copy will be kept on file in the classroom and a copy will be taken by Mrs Nero for her records.</p> <p>If many external agencies are involved in supporting your child, a My Support Plan (MSP) will be implemented which will record in more detail the provision needed to support their needs and all the agencies involved. Again there will be space for your child and you to record your views on the support received.</p>
<p>Is there any extra support available to help pupils with SEND with their learning?</p>	<p>There is extra support available. This may be through group or individual support that we can provide in school. Some children also get extra support from outside services which school would ask to work with your child, if we felt this was necessary. We would always ask for your signed permission for this work to begin and clearly explain the reasons why we are requesting this additional support.</p>

Parent/carers questions	Whitley Abbey responses
<p>What social, after school and other activities are available for pupils with SEND?</p> <p>How can my child and I find out about these activities?</p>	<p>At Whitley Abbey Primary all children are offered after school clubs. For our Reception pupils this is from the Spring term onwards. If we feel that a particular club would help develop your child's needs or outcomes that they are working towards, we would recommend and offer this club to them.</p> <p>Your child will be able to find out about these activities through the letters that are sent out each term and information will also be available on the school website.</p>
<p>How does your school support pupils' emotional and social development?</p>	<p>At Whitley Abbey Primary School, we have introduced Thrive into our daily whole school practice. We believe this is fundamental in supporting our pupils to be ready to learn and support them to understand their feelings and emotions. The Thrive approach gives staff members the tools to understand the developmental interruptions that children may experience and that these interruptions make it difficult for children to learn and they can become easily dysregulated. The Thrive approach enables us to create more loving, caring environments to support development within the brain and to also challenge behaviour so they do not become engrained as part of a child's personality.</p> <p>There is always a whole school PSHE (Personal, Social and Emotional) theme which is delivered in assemblies and followed up in class throughout the week.</p> <p>As well as your child being able to approach their class teacher about any concerns they have, we also have a pastoral team who can offer additional emotional and support for children and their families. This currently looks a little different to what we can normally offer as we would usually invite parents into school. Instead, we can currently have a conversation on the phone or even meet with you for a walk outside to talk through your worries. For some children (where appropriate, and with parental permission) we might use external services to help an individual explore feelings and emotions that are often related to their personal experiences, which may be impacting upon their performance and happiness in school.</p> <p>As a school we also work with a private counsellor. You may be approached by the pastoral team or the Deputy Head teacher if they feel your child may benefit from this type of support. Again, your written permission is required for work to be undertaken with the counsellor. You will also have the opportunity to talk on the phone with the counsellor before and after work begins.</p>
<p>Who should I contact if I want to find out more about how the school supports pupils with SEND?</p>	<p>You should contact Mrs Nero, the school SENCo, or you could also contact Mrs Hall, the Head Teacher.</p> <p>Your child's class teacher will have a full understanding of your child's needs and will also be able to talk to you about the way they are supporting your child in class. The class teacher will inform Mrs Nero that you would like to discuss specific needs and then she will contact you either by phone, letter or email.</p>

Parent/carer questions	Whitley Abbey responses
How are the adults in school supported to work with children with an SEND and what training have they had?	All staff members have regular school-based and external training to keep their knowledge and understanding up-to-date. Teaching assistants who work with SEN children are supported by their class teacher. During the academic year 2020/2021, some staff members will engage in distance learning focused on specific learning needs. Also specialist services can come into school to offer support and training for either the whole staff or specific groups.
What happens if my child needs specialist equipment or other facilities?	School may buy equipment from the SEN budget and this equipment would then be loaned to your child for as long as they need.
How will I be involved with planning for and supporting my child's learning? Who will help me to support him/her at home?	<p>For children who are on the SEN register, you will be invited to meet with your child's class teacher each term so that you can share information about your child, as you know your child best. In the current climate this will be either virtually or via a telephone call.</p> <p>During the conversation with your child's class teacher, you will be able to discuss appropriate short term outcomes linked to your child's learning and wellbeing. Your child will also be involved in this, as we feel it is very important for your child's voice to be heard. These outcomes will be reviewed each term and then new ones will be set to work on for the next term. You will be invited to take part in a conversation to discuss these outcomes each term with your child's class teacher. These meetings provide a great opportunity for your child's class teacher to make suggestions for how you can best support them at home.</p> <p>If your child is not on the SEN register, suggestions for how to best support your child will be shared with you during parents' consultation evenings via a written report during the current climate and with a follow up call if you request one.</p>
How is my child involved in his /her own learning and decisions made about his /her education?	<p>We like children to remain in lessons with their peers as much as possible as we feel that this helps them to become well-rounded learners who experience a full and rich curriculum.</p> <p>If it is necessary for your child to work in small group or one-to-one with an adult in addition to their normal in-class lessons, the reasons for doing this will be shared with your child. Your child's personal outcomes are shared with them and they are given opportunities to share their opinions about their learning experiences, likes and dislikes to help shape their education experience.</p>
Who should I contact if I'm concerned with my child's learning and/or progress?	If you are concerned about your child's learning and/or progress, your first point of call will be your child's class teacher. If it is appropriate, your child's class teacher would ask Mrs Nero, the SENCo to get involved to make some further recommendations as to agencies or services which may be able to offer support. You can also contact Mrs Hall, the Headteacher, regarding any concerns regarding your child's progress.

Parent/carer questions	Whitley Abbey responses
<p>Who else provides services in school for children with SEN or disabilities?</p> <p>How can my family get support from these services?</p>	<p>Some of the services that provide support for our school are SEMH&L, EPS, Complex Communication Team and Rise (<i>please see the glossary below for definitions of these services, explanations about what they do and a more detailed list of other services available in Coventry</i>).</p> <p>Your child would get support from these services if referred by the SENCo in school or sometimes through your family doctor or paediatrician, and always with your permission.</p> <p>As a school we also work with a private counselling service and also Talk Therapy speech therapy service who work with specific children each term.</p> <p>The Early Help Hub is available to support families. They offer advice and a range of services for those who require it. The nearest Hub to our school is Aspire Family Hub, Humber Road, Stoke CV1 2SF (phone: 02476788489) or Woodside Family Hub, Upper Ride, Willenhall Wood CV3 3GL (phone: 024 7697 8090). Further information on Early Help can be obtained from the pastoral team.</p>
<p>Who should I contact to find out about other support for parents and families of children with SEND?</p>	<p>To find out about support for parents and families of children with SEN or disabilities, then you can come into school to ask Mrs Nero, the SENCo, to point you in the right direction.</p> <p>You can also contact the SEND Information, Advice and Support Service (IASS)</p> <p>Website www.coventry.gov.uk/iass</p> <p>Email: IASS@coventry.gov.uk</p> <p>Telephone: 024 7669 4307</p>
<p>How will you help my child make successful move into the next class or secondary school or another transition?</p>	<p>Clear communication between your child's next class teacher or, if they are in Year 6, your child's next school will be established before the move begins. Children will have time to visit their new classroom to ensure they are comfortable with the move, in line with the individual school's policies. Photos and books are used for some children if necessary so they have a visual reminder of the move they are going to make. This is particularly useful for children and adults to refer to during the time before a move to a new class. Sometimes other services are involved in this transition as they can offer levels of expertise to advise us to ensure the transition runs smoothly.</p>
<p>Where can I find out about other services that might be available for our family and my child?</p>	<p>Please contact Mrs Nero, the school SENCo who will be able to support you in this.</p>

Please scroll below to see a glossary of terms and services.

There are many terms in education that are abbreviated, which can be confusing. Below is a glossary of the most used terms and services within SEN.

Abbreviation/service name	What this is
Attention Deficit Hyperactivity Disorder (ADHD)	This disorder is a group of behavioural symptoms that include lack of concentration, hyperactivity and impulsiveness.
Autistic Spectrum Disorder (ASD) This is sometimes referred to now as Autistic Spectrum Condition (ASC)	This is a condition that affects social interaction, communication, interests and behaviour. It includes Asperger syndrome and childhood autism.
The Complex Communication (CCT)	They work directly with children diagnosed with autism or who are on the pathway to an Autism diagnosis. The children who work with CCT very often have already been referred to the Neurodevelopment Team through school or the GP.
Special Educational Needs Code of Practice (CoP)	The legal guidelines we follow for working with children with a special need.
English as an Additional Language (EAL)	A child who does not speak English as their first language.
Education, Health and Care Plan (EHCP)	This is for children who have a special educational need and or disability and they have been assessed by the local authority for their learning, health or social care needs. It is available from birth to age 25. You can talk to us about your eligibility for an assessment.
My Support Plan (MSP)	This is a less formal document than an EHCP which is developed in school. A MSP is mainly used for children who have more than one external agency involved in their learning support and for children who have not had their needs assessed by the local authority yet.
Educational Psychologist (EP) Website: http://www.coventry.gov.uk/eps	They help children who are experiencing problems within school with the aim of enhancing their learning, which may include social or emotional problems or learning difficulties.
Educational Psychology Service (EPS)	They are a team of educational psychologists who work with schools and parents/carers to develop the educational, personal and social development of children.
First-Tier Tribunal, SEN and Disability (SENDIST)	This is the Special Educational Needs tribunal to deal with appeals against decisions by Local Authorities concerning children with SEN.
Free School Meals (FSM)	Your child may be able to get free school meals if you get income support or other means tested support.
Higher Level Teaching Assistant (HLTA)	An HLTA does all the things that regular teaching assistants do but the biggest difference is the increased level of responsibility. For example, HLTAs can teach classes on their own and cover planned absences.
Intervention	When your child is involved in a small group or individual work over a set number of weeks to help work on specific targets to fill gaps in their learning.
Looked After Child (LAC)	A child is deemed as looked after if their parents or the people with parental responsibilities are unable to care for him/her, have been neglecting them or if the child has committed an offence. The local authority act as the child's guardian.

Abbreviation/service name	What this is
Multi-sensory Impairment	Pupils who have a combination of visual and hearing difficulties.
Occupational Therapy (OT)	Occupational therapy is the assessment and treatment of physical and psychiatric conditions. They use specific activities to prevent disability and promote independence in all aspects of daily life.
Parent Carer Forum (PCF) Coventry Organisation: One Voice Website: www.onevoicecoventry.co.uk	A parent carer forum is a group of parents and carers of disabled children who work with local authorities, schools, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families.
Personal, Social and Health Education (PSHE)	This is when children acquire knowledge, understanding and skills they need to manage their lives. It develops the qualities the children need to thrive as individuals, family members and part of society.
Rise Rise Navigation Hub Website: https://cwrise.com/home	All emotional well-being and mental health services for children and young people in Coventry and Warwickshire now come under the name 'Rise'. Referrals will be sent to the Rise Navigation Hub who will triage a referral and signpost the correct support available. Services that have now integrated to form Rise are: <ul style="list-style-type: none"> • Specialist Mental Health Services (formally known as CAMHS) • Eating Disorders (Coventry only) • CAMHS Looked After Children (LAC) (Coventry only) • Neurodevelopment (conditions such as Autistic Spectrum Disorder, Attention, Deficit Disorder) • Primary Mental Health • Reach (formerly delivered by CW Mind)
Social, Emotional, Mental Health & Learning Service (SEMH&L) Website: http://www.coventry.gov.uk/info/62/coventry_send_support_service/2319/semh_and_learning_team/1	They are a team of specialist teachers and teaching assistants who provide learning and behaviour support to schools for pupils who are experiencing difficulties. SEMHL will do a combination of observations in class or on the playground, 1-2-1 and group work to complete assessments or work around a particular target.
SEND Information, Advice and Support Service (IASS) http://www.coventry.gov.uk/iass	This service provides impartial and accurate Special Educational Needs and Disability information, advice and support for parents, children and young people up to the age of 25.
Sensory Support Service Website: http://www.coventry.gov.uk/info/62/special_educational_needs_and_disabilities_support_services/683/sensory_and_physical_support_service	The Sensory Team are specialist (hearing and vision) teachers and support staff providing highly specialist support for children with hearing or vision difficulties.
Social, Emotional and Mental Health Difficulties (SEMHD)	Children and young people with severe emotional and behavioural difficulties or complex mental health issues.
Special educational Needs Co-ordinator (SENCo)	A designated teacher who is responsible for co-ordinating SEN provision throughout the school.
Special Educational Needs and Disabilities (SEND)	This is when a child has differing needs to their peers and they require varied levels of support to help them make progress or access school.

Abbreviation/service name	What this is
Speech, Language and Communication Needs (SLCN)	This may involve a child whose speech is difficult to understand or a child who struggles to say words or sentences. This may also be a child who does not understand words that are being used, or the instructions they hear or they may have difficulties knowing how to talk and listen to others in a conversation.
Speech and Language Therapy or Therapist (SLT or SALT)	They assess and treat speech, language and communication problems in people of all ages to help them better communicate.
Specific Learning Difficulty (SpLD)	This refers to learning difficulties such as dyslexia, dyscalculia or dyspraxia, for example.
Teaching Assistant (TA)	They support teachers and help children with their educational and social development, both in and out of the classroom.
Visual impairment (VI)	When a person has sight loss that cannot be fully corrected using glasses or contact lenses.