



Whitefield
Schools

**Information
Report**

**Special Educational
Needs Information
Report for Whitefield
Special Schools
2019-2020
Category: Leadership**

Key Elements

This document provides information, as required by the DfE, about the implementation of Whitefield Schools' Special Educational Needs Policy during 2019/20

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Table of Contents

Special Educational Needs Information Report for Whitefield Special Schools 2019-2020	5
1. How does Whitefield Schools identify children and young people with SEN?	5
2. How does Whitefield Schools support my child?	6
3. How will the curriculum be matched to meet my child's needs?	6
4. How will I know how my child is doing?	6
5. How will you help me to support my child's learning?	7
6. What support will there be to support my child's overall wellbeing?	7
7. What specialist services or expertise are available at or accessed by the school?	8
8. What training have staff members supporting pupils with SEND had?	8
9. How will my child be included in activities outside of the classroom?	8
10. How accessible is the school environment?	9
11. How will the school support my child in starting school and moving on?	9
12. How are the school's resources allocated and matched to pupils' SEN?	10
13. How are decisions made about how much support my child will receive?	10
14. Who can parents/carers contact for further information?	10





Special Educational Needs Information Report for Whitefield Special Schools 2019-2020

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. (SEND Code of Practice 2014, DFE)

The following report is in compliance with the duty (Section 69 of the Children & Families Act 2014) placed on schools to publish a Special Educational Needs (SEN) Information Report.

1. How does Whitefield Schools identify children and young people with SEN?

- All children and young people at Whitefield Schools have special educational needs in one or more of the following areas: Autistic Spectrum Disorder, Speech Language and Communication, Severe Learning Difficulties, Profound and Multiple Learning Difficulties, Multisensory Impairment, Visual Impairment or Hearing Impairment. Children and young people with more than one area of difficulty may be described as having complex needs.
- The overwhelming majority of children and young people who enter Whitefield have already been assessed as having SEN and have been issued with an Education, Health and Care Plan (EHCP), which sets out their needs and the services which will be provided to meet those needs and help them to make progress.
- A few children and young people are referred to Whitefield for the purpose of a full assessment so that an Education, Health and Care Plan can be agreed.
- Some children and young people may develop additional needs during their time at the school. Alternatively, areas of need which are not identified as part of their Education, Health and Care Plan may become apparent as part of ongoing assessment by the school. If this is the case the school may seek additional advice from a professional with the relevant expertise, such as an Educational Psychologist or a Speech and Language Therapist, and as a result of this advice may ask the local authority to amend the Statement or Education, Health and Care Plan.
- Each year the school will call a Person Centred Review at which staff, parents and involved professionals will discuss progress during the year and review the Education, Health and Care Plan. The Review is structured so that the child's voice is heard and so that parents have every opportunity to be part of the discussion. If it is agreed that changes are needed to the EHCP the school will ask the local authority to make them.
- If a parent is concerned that their child has needs which have not been fully identified or are not being met the first thing to do is to speak to the class teacher and discuss their concerns. The Family Support Team or the Head of School will also be happy to meet parents who wish to talk about how their child's needs are being met.



2. How does Whitefield Schools support my child?

- Whitefield Schools provides highly personalised support for children and young people with SEN.
- Classes are small and all staff receive specialist training.
- Teachers work with their teams, with parents, and professionals, children and young people to agree individual learning objectives and strategies for learning.

3. How will the curriculum be matched to meet my child's needs?

- Whitefield Schools has developed its own curriculum, designed to meet the needs of the children and young people who attend the schools and to help them experience 'Enjoyment, Achievement and Wellbeing.' The school is currently working to renew and further strengthen its curriculum offer.
- The curriculum follows four 'pathways' 'Reaching Out, Stepping On, Climbing Up and Taking Off so that all children and young people can be supported to make progress from their individual starting point. They may learn through a sensory approach, through play and practical activities or through a more formal approach.
- The curriculum supports children and young people to develop effective communication, to improve their physical skills and their ability to explore the world around them, to learn the skills of reading, writing, mathematics, science and ICT when they are ready to do so and to make positive relationships, work alongside other people and play their part in society. The school aims to prepare young people for their adult lives whether in employment, supported living or social care.
- Young people who are able to do so take GCSEs, BTECs or Entry Level examinations. All young people follow accredited courses during secondary education.
- Children and young people may attend other special schools, mainstream schools or colleges for part of their timetable if this will help them to make progress academically or socially.

4. How will I know how my child is doing?

- Parents are invited to attend an initial review meeting after their child has been at Whitefield Schools for six to eight weeks.
- From then on parents attend two reviews each year to hear about their child's life in school, to discuss progress and achievement and to set learning goals for the future.
- Teachers generally keep in touch with families by writing in home-school books or homework diaries. If you would prefer, your child's teacher will make contact by telephone or email or you can make an appointment to come into school to talk to the teacher.



- The Family Support Team are always happy to speak to parents or to meet them if there are any questions about the school.
- Parents receive a written report every year and will also receive copies of Certificates and Special Mentions when children and young people have done particularly well.
- Parents are very welcome to come into school to observe their child (by arrangement) and will be invited to school events and celebrations.

5. How will you help me to support my child's learning?

- Parents are fully involved in agreeing learning goals and discussing their children's progress.
- The Family Support Team provide advice and support for individual families.
- There are regular parent groups and workshops covering teaching, learning and behaviour. We warmly welcome suggestions from parents about possible workshops.
- There are opportunities for parents to come into school to work with their children as part of organised days or more informally.

6. What support will there be to support my child's overall wellbeing?

- Whitefield Schools is fully committed to ensuring that all children and young people are safe in school and enjoy learning.
- Classroom staff work hard to help the children and young people see that they are valued for themselves.
- The School celebrates progress and achievement, helping children and young people to develop self-confidence and feel good about themselves.
- The School follows 'Positive Behaviour Support' which improves the lives of children and young people by identifying any causes of behaviour of concern and helping children and young people to respond calmly. Teachers write Positive Proactive Support Plans to record the ways children and young people are supported.
- All staff act as advocates for their pupils so that their voices are heard and they are supported to make choices and exercise control.
- The School is developing expertise in mental health and emotional wellbeing in order to further support individual needs.



7. What specialist services or expertise are available at or accessed by the school?

- Teachers and support assistants specialise in sensory impairment, learning difficulties or autism.
- The Family Support Team provides advice and support for families at all points in their lives and particularly when young people are moving on at the end of their time in school.
- The Schools employ music therapists, a Speech and Language Therapist and an Occupational Therapist.
- The local healthcare trust provides Speech and Language Therapy, physiotherapy and occupational therapy to meet individual needs where these are spelt out on Education, Health and Care Plans.
- The school is able to refer to services within the London Borough of Waltham Forest, such as the Educational Psychology Service, Specialist Children's Services, Early Help Team, Adolescent Mental Health Services and appropriate local charities such as the Limes and Resources for Autism.

8. What training have staff members supporting pupils with SEND had?

- All members of the Leadership Team have specialist qualifications in SEN at master's level and above.
- All teachers gain a specialist qualification in SEN at post-graduate level within the first few years of working at Whitefield and may go on to gain masters degrees or leadership qualifications.
- All members of the support staff follow Whitefield's Progression Scheme through which they develop their expertise in SEN.
- All staff are trained in Safeguarding and Positive Behaviour Support.
- All classroom staff are trained in behaviour support, safe moving and handling, communication including the use of sign language and safeguarding. Where appropriate they are trained in Team Teach.
- Classroom staff who work with children and young people with medical needs receive appropriate training.
- There is a school-based programme of in-service training for teachers and teaching assistants.

9. How will my child be included in activities outside of the classroom?

- Activities outside the classroom are part of Whitefield's curriculum.



- Specialist facilities on site include sports halls, an Adventure Playground and soft play area, sensory rooms, a therapy pool and a MUGA (multi use games area). Children and young people work on the allotment near to School or in the School gardens.
- All pupils join in school-wide activities including expressive arts, celebrations and physical activities. Some represent the School at sport or join arts projects with local agencies.
- Children and young people use the local community for learning, visiting local shops, playgrounds and other leisure facilities.
- Children and young people benefit from educational visits to places of interest around the local area.
- Some children are able to take part in short residential experiences.

10. How accessible is the school environment?

- Whitefield is built on a sloping site which does present some challenges. Building programmes over the years have ensured that all parts of the school building are accessible to children and young people who use wheelchairs.
- The school has invested in electronic doors and high quality moving and handling equipment to give all children and young people access to activities.

11. How will the school support my child in starting school and moving on?

- Parents are invited to visit the school with their child before a place is agreed. During this initial visit the school will gather key information to discuss how to meet the child's needs.
- At least one further visit will be offered once the place has been agreed and during this visit parents are asked to complete a 'pre-entry profile' to help with the teacher's planning.
- Whitefield works in partnership with parents to identify the next steps for young people as they leave school.
- All reviews include discussion of future plans with reviews from the age of 14 looking at options beyond school and the school will make every effort to adapt the curriculum in order to prepare young people for the next steps in their lives.
- The Family Support Team will support parents in their discussions with the local authority, social services and possible future placements so that all can be confident that the right decisions have been made and that the young people are as well prepared as possible.



12. How are the school's resources allocated and matched to pupils' SEN?

- Education, Health and Care Plans set out the level of support which children and young people need and the funding which will be made available.
- The Senior Leadership Team plan classes so that children and young people are in an appropriate group with the right levels of support in line with their Statement or Education, Health and Care Plan.
- Senior Leaders also ensure that services such as Speech and Language Therapy and physiotherapy are allocated fairly across all pupils who need them.
- Specialist facilities within the school are allocated in line with pupils' needs; for example, the science lab is used most often by pupils accessing GCSE and Entry Levels and the therapy pool is used most often by pupils with significant physical needs.

13. How are decisions made about how much support my child will receive?

- Through the Education, Health and Care Plan process, at Person Centred Reviews
- Through Person Centred Reviews.
- Following assessment by Speech and Language Therapists, physio therapists, music therapists and occupational therapists.

14. Who can parents/carers contact for further information?

- Further information is available in the Whitefield Academy Trust SEN policy.
- Parents who wish to find out more about the admissions process should contact Ursula Austin via the school phone or email.
- For parents of current pupils, in the first instance the best contact is with the class teacher, after that the Family Support Team or the Head of School will be happy to help.
- The school office number is 020 8531 3426 and the school email address is sen@whitefield.waltham.sch.uk.

Further information within Waltham Forest:

- Please refer to the London Borough of Waltham Forest 'Local Offer' of support which can be found on the Waltham Forest Council web site at:
<http://walthamforest.childrensservicedirectory.org.uk/kb5/walthamforest/fsd/localoffer.page>.



- The Waltham Forest Special Educational Needs Disability Information Advice and Support Service (WFSENDIASS) can be contacted by any parent/carer for impartial information, advice and support – their number is 020 8496 5230 or Freephone 0800 587 2521.



**Shared via the school website:
www.whitefield.org.uk**