Mrs E Mason
Headteacher

Miss J. Stott
Deputy Headteacher

Every Street, Nelson, Lancashire, BB9 7HF
Website: www.whitefield-inf.lancs.sch.uk
E-mail:

Name of the Special Educational Needs/Disabilities Coordinator:

EYFS SENDCo – Miss S. Whittaker
KS1 SENDCo – Mrs N. Graham

Contact details:

senco@whitefield-inf.lancs.sch.uk

Alternatively, an appointment to see Miss Whittaker or Mrs Graham can be made via the school office and via telephone on **01282 612807**.

The kinds of SEND we provide for.

Whitefield Infant School and Nursery is a mainstream infant school. We believe that every teacher is a teacher of every child, including those with Special Educational Needs and Disabilities (SEND). We are an inclusive school and are committed to ensuring that all children have access to a broad, balanced and ambitious curriculum. This includes the National Curriculum (2014), delivered in line with the SEND Code of Practice (2015).

We actively seek to include children with a wide range of special educational needs and disabilities and aim to ensure that all pupils, regardless of their individual needs, make the best possible progress within a mainstream setting wherever appropriate.

We are able to make provision for children across the four broad areas of need identified in the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

We work closely with specialist teachers, external agencies and other professionals to ensure that children receive the support they need to achieve their potential. Additional provision is identified through each child's SEND Profile and provision map and is regularly monitored and reviewed by the SENDCo.

Accessibility and Resources

Our learning environments are designed to be accessible and supportive of all learners. Classrooms are equipped with interactive whiteboards and a range of ICT resources to support teaching and learning. Where appropriate, children can access touchscreen technology, including iPads and other assistive technology.

Teaching approaches are adapted to meet individual needs and include a range of multi-sensory strategies. Additional resources and equipment are purchased where necessary to ensure children can access learning and participate fully in school life.

Working with Other Agencies

The school works in partnership with a range of specialist services and professionals to support children with specific needs and access requirements. These may include Bridge Speech Therapy, ADys, Corban Psychology and the SEND Traded Team, among others. Advice and recommendations from these services help inform provision and contribute to individual support arrangements, including SEND Profiles and, where appropriate, individual healthcare, care or access plans.

How we identify SEND:
The identification of SEND is built into the school's overall approach to monitoring the progress and development of all pupils. All children are assessed regularly, and their progress and wellbeing are carefully tracked and monitored.

We recognise that some children may require additional support to achieve their full potential. Concerns may be identified through ongoing assessment, observations, discussions with parents and carers, information from previous settings, or advice from external professionals. Children may be identified as having SEND if they experience difficulties in learning, communication and interaction, social, emotional and mental health, or sensory and/or physical development that require provision that is additional to or different from that normally available.

At Whitefield Infant School and Nursery, we follow the graduated approach outlined in the SEND Code of Practice (Assess, Plan, Do, Review) to identify, plan for and meet the needs of pupils with SEND. We support children with a wide range of needs and ensure that they have access to a broad, balanced and ambitious curriculum. These needs may fall within one or more of the four broad areas of need identified in the SEND Code of Practice (2015).

Communication and Interaction:

We have a number of pupils who experience speech, language and communication difficulties. To support these children, teachers and teaching assistants deliver targeted support through individual and small group interventions. This may include support for children who find it difficult to understand and use language, communicate with others, develop vocabulary, or form sounds, words and sentences.

We use a range of resources and evidence-based programmes to support speech, language and communication development and work closely with Bridge Speech Therapy to ensure that pupils receive appropriate support and intervention.

Cognition and Learning:

We are experienced in supporting children with cognition and learning needs through high-quality teaching and effective adaptation of the curriculum. We support children with a range of learning needs, including moderate learning difficulties, by providing tailored strategies and interventions to enable them to achieve their full potential.

Children may be supported through the use of carefully adapted teaching approaches, including breaking learning into smaller, manageable steps, providing appropriate resources, using technology and multi-sensory activities, and offering additional adult support where needed.

We also provide targeted interventions to support pupils' individual learning needs. Teachers create and regularly review a SEND Profile for pupils requiring additional support. The SEND Profile outlines the provision, strategies and targets that will support the child and is monitored by the EYFS SENDCo and KS1 SENDCo to ensure progress is being made.

Social, Emotional and Mental Health:

For some children, difficulties with their social, emotional and mental health may mean that they require additional or different provision. We support these children through weekly *Happy Minds* sessions and *Lego Therapy* interventions. All children have access to weekly *Feel Good Friday* sessions, where they explore emotional wellbeing and develop strategies to support their mental health and emotional development.

We identify children with social, emotional and mental health needs and provide targeted support through intervention groups, including *Happy Minds*, where appropriate.

Where necessary, we work in partnership with external agencies such as ELCAS (East Lancashire Child and Adolescent Service), Child Action North West (CANW) and CAMHS (Child and Adolescent Mental Health Services) to ensure that children receive the specialist support they need.

Sensory or / and Physical Needs:

We work closely with external agencies to provide support for children who have sensory and/or physical needs. Where necessary, we make adaptations to the curriculum, learning environment and resources to ensure that lessons and learning opportunities are fully accessible.

At Whitefield Infant School and Nursery, we are committed to achieving maximum inclusion for all children whilst ensuring that their individual needs are met. Teachers adapt learning opportunities and provide appropriate materials, resources and support to meet children's individual needs, interests and abilities. This helps to ensure that all children can access the curriculum and participate fully in school life

All members of staff have a responsibility for maximising the achievement, progress and opportunities of all learners, including those with SEND. Staff understand their responsibilities towards all pupils and demonstrate a positive, inclusive and supportive approach at all times. Whitefield Infant School and Nursery provides a nurturing and inclusive environment where every child is valued, respected and encouraged to achieve their full potential.

Who should I speak to about my child's special needs?	
Class Teacher	Always discuss any initial concerns about your child with their class teacher. They are responsible for: • Monitoring your child's progress and identifying, planning and delivering any additional support they may need. This may include targeted interventions, adapted teaching approaches or additional adult support. The class teacher will involve the SENDCo where appropriate. • Creating, implementing and reviewing your child's SEND Profile, and sharing this with parents/carers at least once each term to discuss progress and agree next steps. • Adapting teaching and learning to meet your child's individual needs, as identified within their SEND Profile. • Ensuring that the school's SEND Policy is followed within the classroom and that all pupils with SEND receive the support they need to access learning and make progress.
SENDCo and Headteacher	Responsible for: • Developing and reviewing the school's SEND Policy. • Coordinating provision for children with Special Educational Needs and Disabilities (SEND). • Ensuring that parents/carers are involved in supporting their child's learning and are kept informed about the support their child receives. • Ensuring that parents/carers are involved in reviewing their child's progress and planning next steps. • Liaising with external agencies and professionals who may support a child's learning and development, such as Speech and Language Therapy, Educational Psychology and other specialist services. • Maintaining the school's SEND Register and ensuring that records relating to pupils' needs, provision and progress are accurate and up to date.

	• Providing advice, guidance and specialist support to teachers and support staff to help pupils with SEND make the best possible progress. • Monitoring the progress of pupils identified as having SEND and working with teachers to ensure that appropriate support and provision are in place. **Contact details** You can contact Miss Whittaker (EYFS SENDCo) and Mrs Graham (KS1 SENDCo) via the school office on: **01282 612807**
SEND Governor	Our SEND Governor is: Louise Cowell Responsible for: • Making sure that the necessary support is given for any child who attends the school, who has SEND. You can contact them via the school office on: **01282 612807**

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

At Whitefield Infant School and Nursery, children are identified as having Special Educational Needs and Disabilities (SEND) through a range of information gathered by the school, parents/carers and other professionals. This is usually through a combination of the following:

- Liaison with previous schools, nurseries or other educational settings.
- Ongoing teacher assessment and monitoring of progress and attainment.
- Concerns raised by parents/carers.
- Concerns raised by teachers regarding a child's progress, learning, behaviour, communication, social development or emotional wellbeing.
- Information and advice from external agencies, such as Speech and Language Therapy, Educational Psychology or health professionals.
- Standardised assessments and screening tools, where appropriate.
- Children with an Education, Health and Care Plan (EHCP) will already have many of their needs identified. Admission arrangements for children with an EHCP are made in consultation with parents/carers, the Local Authority and the school.

If you have concerns about your child's development, progress or wellbeing, you should initially discuss these with your child's class teacher. If you would like further advice or support, you can arrange to speak with one of the SENDCos. Appointments can be made through the school office, either in person, by telephone or by email.

At Whitefield Infant School and Nursery, the attainment, progress and wellbeing of all children are regularly monitored throughout the school year. Class teachers are responsible for assessing children's learning and identifying any barriers that may affect progress. This process is overseen by the Headteacher, Deputy Headteacher, Senior Leadership Team and SENDCos.

Monitoring may include classroom observations, review of children's work, assessment information and discussions between staff, parents/carers and, where appropriate, the child. This helps us to identify strengths, areas of need and the effectiveness of any support that is already in place.

Teachers continually assess and adapt their teaching to ensure that all children can access learning and make progress. Where concerns arise, teachers will discuss these with parents/carers and the SENDCos. The school follows the graduated approach outlined in the SEND Code of Practice: **Assess, Plan, Do, Review**. This enables support to be carefully planned, implemented, monitored and reviewed to ensure it is meeting the child's needs.

Children requiring additional support may have a SEND Profile, which outlines agreed targets, strategies and provision. SEND Profiles are reviewed termly with parents/carers to discuss progress and agree next steps.
Regular meetings take place between teachers, teaching assistants and the SENDCos to review the progress and provision of pupils with SEND and those causing concern. These discussions help to inform future support and ensure that provision remains appropriate and effective.

Where necessary, the SENDCos will liaise with external agencies and specialist services to seek further advice or assessment. Recommendations from these professionals help the school to identify appropriate support, implement targeted interventions and evaluate their impact on the child's progress.

Parents/carers are encouraged to raise concerns as early as possible. We value the knowledge and insights that families have about their children and believe that working in partnership is key to ensuring every child receives the support they need to thrive.

If you would like further information, please contact:
EYFS SENDCo: Miss S. Whittaker
KS1 SENDCo: Mrs N. Graham
The school's SEND Governor can also be contacted through the school office.

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

At Whitefield Infant School and Nursery, we believe that children should be actively involved in decisions about their learning and support. We ensure that pupils with SEND are given opportunities to share their views, contribute to target setting and review their progress as part of the graduated approach.

Children are involved in their education in a number of ways, including:

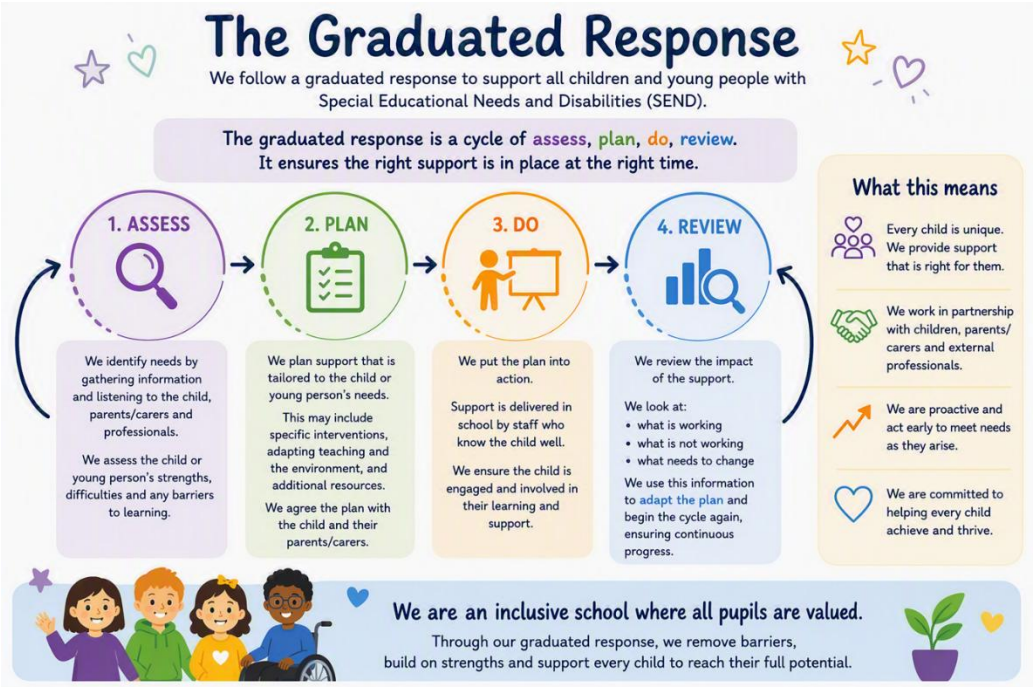
- Working with their teacher to understand and contribute to the targets identified within their SEND Profile.
- Discussing learning objectives and next steps during lessons and intervention sessions.
- Reviewing their progress and celebrating their achievements as part of the SEND Profile review process.
- Completing pupil questionnaires to share their views about the support they receive and their inclusion in school life. This information is used to help shape future provision and practice.
- Contributing their own comments and reflections to termly SEND Profile reviews where appropriate.
- Attending Annual Review meetings for their Education, Health and Care Plan (EHCP), where appropriate.
- Taking part in pupil interviews undertaken by members of the Senior Leadership Team and Subject Leaders. Children receiving SEND Support or who have an EHCP are included in this process.

Teachers, pupils and SENDCos review SEND Profiles termly and these are shared with parents/carers, who are invited to contribute their views and comments on their child's progress and provision.
Provision is carefully planned and monitored through SEND Profiles and class provision maps to ensure that support is effective, targeted and responsive to individual needs.

How will the curriculum be matched to my child/young person's needs?

If a child is identified as having SEND, we will provide support that is additional to or different from the high-quality, personalised teaching that is available to all pupils.

In line with the SEND Code of Practice (2015), the school follows a four-stage graduated approach: **Assess, Plan, Do, Review**.



Assess: How does the school decide if a child needs extra support?

The class teacher's knowledge and assessment of the child, alongside information about their progress and attainment, observations, discussions with parents/carers and, where appropriate, the views of the child, help to identify areas of need. Advice may also be sought from external agencies and specialist services.

Plan: What type of support will my child receive?

The information gathered through assessment is used to plan appropriate support and provision. This may include adaptations to teaching, the curriculum, learning environment or resources to meet a child's individual needs.

Class teachers work closely with the EYFS SENDCo and KS1 SENDCo to identify suitable strategies, interventions and support. Advice from external professionals, including Educational Psychologists, Speech and Language Therapists, Health Professionals and Behaviour Support Services, may also be used to inform planning.

Do: How will school staff support my child?

Support may be provided through high-quality adapted teaching, small group work, targeted interventions or individual support. This may take place within the classroom or, where appropriate, through short, focused intervention programmes.

Teachers may adapt learning by:

- Breaking tasks into smaller, achievable steps.
- Using visual prompts and adapted resources.
- Providing additional practical and multi-sensory activities.
- Using assistive technology where appropriate.
- Providing adult support to facilitate learning.

Children receiving SEND Support will have a SEND Profile that identifies their strengths, areas of need, targets, strategies and provision. SEND Profiles are reviewed termly, with children encouraged to contribute to discussions about their progress and next steps where appropriate. Parents/carers are also involved in reviewing and agreeing targets and are provided with information about how they can support their child at home.

We are committed to ensuring that all pupils receive the support they need to make progress. In some cases, where a child's needs cannot be fully met through the school's existing provision, a more

detailed assessment may be required. This may involve working with parents/carers and external professionals through the Early Help process or requesting advice from specialist services.

Review: How will school and I know how my child is doing?

The impact of support and interventions is reviewed regularly by class teachers, teaching assistants and the SENDCos through observations, assessments, pupil progress meetings and SEND Profile reviews.

Children with SEND are closely monitored throughout the year, and their progress is discussed during half termly pupil progress meetings involving the class teacher, SENDCos and senior leaders. This helps to ensure that support remains effective and is adapted where necessary.

While many children will have their needs met through SEND Support, some children with more complex needs may require an Education, Health and Care Needs Assessment (EHCNA). This assessment may lead to the development of an Education, Health and Care Plan (EHCP) where additional support is required from the Local Authority.

Resources, adaptations and additional support are reviewed regularly and provided according to individual needs to ensure that every child can access learning, make progress and achieve their full potential.

How accessible is the school environment?

Our school has an Accessibility Plan, which is available on the school website.

The school is fully wheelchair accessible. It has level access throughout the site and separate entrances for each classroom. There is a disabled toilet with changing facilities, and disabled parking is available on site. As the school building is modern, corridors are wide and spacious, allowing easy access to all areas of the school. Access to the upper floor, where the school office and main entrance are located, is available via a lift. Children using the lift are accompanied by an adult.

Members of staff supervise the playground from 8:40 a.m. each morning. At the end of the school day, all children are safely handed over to a named adult. Parents and carers provide collection details at the beginning of the academic year. If arrangements change, the school must be informed in advance.

Children with SEND are supported by appropriately trained staff during playtimes and lunchtimes where required.

Information for parents and carers is available through the school website, school app, newsletters and school noticeboards. Weekly newsletters are available electronically and can be provided in printed format on request.

Our classrooms are designed to support a wide range of learning needs. All classrooms are equipped with interactive whiteboards and access to a range of ICT resources. Touchscreen devices, including iPads, are available where appropriate. Teaching approaches are adapted to meet individual needs and include a variety of multi-sensory strategies. Additional resources, equipment and assistive technology are provided where necessary to support access to learning.

The school works closely with external agencies, including Occupational Therapy and the SEND Traded Team, to ensure that appropriate support, adaptations and specialist advice are available for children with specific access requirements.

If you have any questions or concerns regarding accessibility, please contact the school and we will be happy to discuss how we can support your child.

How are the school resources allocated and matched to children/young people's special educational needs and disabilities?
How is the decision made about the type and quantity of support my child/young person receives?

How is the decision made about the type and level of support my child receives?
At Whitefield Infant School and Nursery, we are committed to providing high-quality, inclusive teaching that meets the needs of all learners. Teaching is adapted to accommodate different learning styles, abilities and interests, ensuring that all children can access the curriculum and make progress.

Many children's needs can be met through high-quality teaching, classroom adaptations and targeted support within the classroom. Examples of support may include:

- Small-group work with a teacher or teaching assistant.
- Visual timetables, task ladders and other organisational aids.
- Adapted resources and teaching materials.
- Coloured overlays, coloured paper or coloured backgrounds on interactive whiteboards.
- Pencil grips, sloping desks and other specialist equipment.
- Assistive technology, including iPads and other ICT resources.
- Carefully planned seating arrangements and classroom organisation.

We continue to develop and expand our range of resources to meet the changing needs of pupils within the school.

Some children may benefit from additional targeted interventions delivered individually or in small groups for a specific period of time. These interventions are carefully planned, monitored and reviewed to ensure they have a positive impact on progress and wellbeing.

For a small number of children with more complex needs, a highly personalised curriculum may be required. This may involve learning being broken down into smaller, manageable steps and adapted to meet individual needs. As part of our provision, we have developed a specialist SEND provision known as **The Meadow**, which supports some of our learners with the most complex needs.

The school has a wide range of ICT resources to support pupils with SEND, including interactive whiteboards in every classroom, iPads and desktop computers. Additional specialist equipment and resources are provided where appropriate.

Access arrangements for National Curriculum assessments are implemented in accordance with current guidance. These may include additional time, rest breaks, enlarged print, the use of a scribe, a reader for specific assessments or other approved arrangements where children meet the required criteria.

How is support organised?
Our inclusive approach means that most children have their needs met through high-quality adapted teaching within the classroom. This is often referred to as **Quality First Teaching**.

Class teachers are responsible for:

- Having high expectations for all pupils.

- Planning learning that meets the needs of individual learners.
- Adapting teaching, resources and the curriculum where necessary.
- Monitoring progress and identifying children who may require additional support.
- Ensuring all pupils can participate fully in lessons and school life.
- Celebrating achievement and promoting confidence and independence.
- Working with parents/carers and pupils to develop and review SEND Profile targets.
- Promoting equality and inclusion in line with the Equality Act 2010.

Additional support may be provided through:

- In-class support.
- Small-group interventions.
- Individual support programmes.
- Nurture provision.
- Specialist interventions recommended by external professionals.
-

Support may be delivered by teachers, teaching assistants, SENDCos or external specialists, depending on the needs of the child.

Role of support staff

Teaching assistants and other support staff work closely with class teachers to:

- Support children to access learning.
- Promote independence, confidence and resilience.
- Adapt resources and learning materials.
- Deliver targeted interventions.
- Monitor progress and provide feedback to teachers.
- Promote the inclusion of all children in all aspects of school life.
-

The type and level of support provided is always based on a child's individual needs and is regularly reviewed through the **Assess, Plan, Do, Review** process to ensure that provision remains effective and appropriate.

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

At Whitefield Infant School and Nursery, we believe that working in partnership with parents and carers is essential to ensuring the best outcomes for children with SEND. Parents and carers know their child best, and their contributions to identifying and supporting needs are highly valued.

If you have concerns about your child's progress, learning or wellbeing, you should speak to your child's class teacher in the first instance. We operate an open-door policy, and staff will always do their best to discuss concerns at a mutually convenient time. Appointments can also be arranged through the school office with the class teacher, SENDCo or another relevant member of staff.

We keep parents and carers informed in a variety of ways, including:

- A comprehensive school website, including a dedicated SEND section.
- Weekly newsletters.
- Three parents' evenings each year.
- An annual written report detailing your child's progress and attainment.
- Open days and curriculum events that celebrate children's learning.

- Parent questionnaires, which help us gather feedback and inform school improvement.

Children receiving SEND Support will have a SEND Profile. Parents and carers are invited to meet with the class teacher and/or SENDCo each term to review progress, discuss targets and agree future provision and next steps. These reviews provide an opportunity to celebrate success, identify any concerns and ensure that support remains appropriate to the child's needs.

Staff are happy to provide support with completing paperwork and forms where required. Information can be translated or explained for families who speak English as an additional language, and bilingual staff may be able to provide additional support where appropriate.

When children move into a new class, parents and carers are invited to attend a welcome meeting where they can meet school staff and find out more about the year ahead.

The school also offers a range of parent workshops and classes throughout the year. Details of upcoming events can be found on the school website.
For children with an Education, Health and Care Plan (EHCP), an Annual Review meeting will be held each year (or every six months for children under five years of age). Parents/carers, school staff and any professionals involved with the child are invited to attend. These meetings review progress towards outcomes, consider future provision and ensure that the child's needs continue to be met effectively.

Where a child is approaching transition to junior school, Annual Reviews will include discussion and planning to support a smooth transition. The receiving school and relevant professionals will be involved as appropriate to ensure that information is shared and suitable arrangements are in place. This process helps us to work together to ensure that every child receives the support they need to thrive, achieve their potential and enjoy their learning.

What training have the staff supporting children/young people with SEND had or may they have?

The EYFS SENDCo and KS1 SENDCo attend regular network and cluster meetings to ensure that they remain up to date with current SEND legislation, guidance and best practice. Relevant information and training are then shared with staff as appropriate.

Staff have received training to support children with a range of Special Educational Needs and Disabilities, including:

- Speech, Language and Communication Needs
- Autism
- Social, Emotional and Mental Health needs
- Behaviour support and positive behaviour management
- Specific learning difficulties
- Medical needs and inclusive practice

We recognise that, to effectively support children with SEND, staff need the skills, knowledge and understanding to meet a wide range of individual needs. Continuing Professional Development (CPD) is therefore provided for all staff. Training needs are regularly reviewed by the Senior Leadership

Team through the school's performance management process and in response to the needs of individual pupils.

Where specialised expertise is required, additional training will be arranged to ensure staff are fully equipped to support particular children or groups of children. This may include advice and training from external professionals and specialist services.

All teaching assistants receive training for the interventions they deliver and work closely with class teachers and the SENDCos to monitor and review the impact of the support they provide.

Designated members of staff hold appropriate First Aid qualifications, including Emergency First Aid, First Aid at Work and Paediatric First Aid. Where required, staff receive additional medical training from health professionals to support children with specific medical needs. This may include training in the administration of medication, the use of EpiPens and the implementation of individual healthcare plans.
Our commitment to ongoing professional development ensures that staff are equipped to provide high-quality support and enable all children, including those with SEND, to achieve their full potential.

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

At Whitefield Infant School and Nursery, we aim to meet the needs of children with SEND through high-quality teaching, adapted provision and the expertise of our staff. Where additional advice or specialist support is required, we work closely with a range of external professionals and agencies.

If a child continues to experience difficulties despite appropriate support and intervention, the school may, with parental consent, seek advice from specialist services. These may include:

- Specialist teachers and advisers from the Local Authority SEND Specialist Teaching Service.
- ADYS specialist services.
- Educational Psychology Services.
- Speech and Language Therapy.
- Occupational Therapy.
- Physiotherapy.
- Child and Adolescent Mental Health Services (CAMHS).
- School Nursing Services.
- Paediatricians and other health professionals.

Advice received from external agencies is used to inform planning and provision within school. Recommendations and strategies are incorporated into the child's SEND Profile and delivered by school staff in partnership with the relevant professionals.

Where appropriate, specialist services may work directly with children in school, provide assessments, observe pupils within the classroom or offer advice and training for staff and parents/carers. Some children may require regular visits from specialist services, which are arranged during the school day.

The SENDCos coordinate referrals and liaise closely with external agencies, families and school staff to ensure that children receive the support they need. Parents/carers may also be advised to seek support through their GP or other relevant services where appropriate.

In some cases, despite a range of support and specialist involvement, a child may continue to experience significant difficulties. Where this occurs, the school may work with parents/carers and other professionals to explore additional support through the Early Help process or consider whether further assessment is required through the Education, Health and Care Needs Assessment (EHCNA) process.

We value the expertise of external professionals and believe that working collaboratively with families and specialist services helps us to achieve the best possible outcomes for all children.

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

We recognise that transitions can be particularly challenging for some children with SEND. At Whitefield Infant School and Nursery, we carefully plan and support all transitions to ensure that children feel safe, confident and ready for the next stage of their education.

Joining our school

We work closely with nurseries and pre-school settings to ensure a smooth transition into Reception. The EYFS Leader and EYFS SENDCo visit children in their nursery setting or, where appropriate, at home, and all children are offered opportunities to visit the school before starting.

For children with SEND, additional transition arrangements may be put in place. These may include meetings involving parents/carers, the SENDCo, class teacher, nursery staff and any other professionals involved with the child. This helps us to gain a thorough understanding of the child's strengths, needs and successful support strategies before they start school.

Additional support may include:

- Extra visits to the school.
- Photographs or transition booklets.
- Social stories.
- Home visits where appropriate.
- Individualised transition plans.
-

These arrangements help children become familiar with their new environment and support a positive start to school.

If a child with SEND joins the school at another point in their education, parents/carers will be invited to meet with the SENDCo and Headteacher. We will also liaise closely with the child's previous school or setting to ensure that appropriate information, support strategies and records are shared.

Moving to a new class

We have a structured transition programme to support children as they move between classes and year groups.

Teachers meet to share information about each child, including effective teaching approaches, successful support strategies and any additional needs. All children have the opportunity to spend time with their new teacher and visit their new classroom before the new academic year begins.

For children with SEND, additional transition support may be provided, including:

- Extra visits to the new classroom.
- Social stories and visual supports.
- Meetings involving parents/carers and relevant staff.
- Opportunities to meet key adults who will be supporting them.
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Where children have more complex needs or may find change particularly difficult, personalised transition arrangements will be put in place.

Transferring to a new school

Moving to junior school is an important milestone, and we work closely with receiving schools to ensure that transitions are carefully planned and well supported.

We have strong links with local junior schools and specialist settings. Information about a child's needs, SEND Profile, provision and successful strategies is shared with the receiving school to support continuity of provision.

Where appropriate, additional transition arrangements may include:

- Extra visits to the new school.
- Transition projects and activities.
- Meetings involving parents/carers, school staff and the receiving school.
- Enhanced transition support for children with SEND or those who may find change particularly challenging.
-

For children with an Education, Health and Care Plan (EHCP), transition planning forms part of the Annual Review process to ensure that appropriate support is in place before the move to the next setting.

Our aim is to ensure that every child experiences a positive, well-planned transition and feels confident as they move on to the next stage of their education.

How will my child/young person be included in activities outside the classroom, including school trips?

At Whitefield Infant School and Nursery, we are committed to ensuring that all children, including those with SEND, have equal opportunities to participate in all aspects of school life. Children with SEND are actively encouraged and supported to take part in educational visits, after-school clubs, special events and enrichment activities.

Where appropriate, parents/carers will be involved in planning for visits and activities. Reasonable adjustments will be made to ensure that children with SEND can safely access and enjoy the opportunities available.

These adjustments may include:

- Additional adult support.
- Adaptations to activities or resources.
- Extra preparation and transition support.
- Accessible transport arrangements.
- Additional time or alternative arrangements where required.

All educational visits and activities are subject to thorough risk assessments. These are completed by the visit leader and reviewed by the school's Educational Visits Coordinator (EVC). Where necessary, individual risk assessments are carried out for specific children, taking account of their individual needs and advice from relevant professionals.

Children with SEND are encouraged to participate in the range of extra-curricular activities offered by the school. We aim to make clubs and enrichment opportunities accessible to all pupils and will work with families to identify and put in place any support that may be required.

Information about current after-school clubs and activities can be found on the school website.
We believe that participation in trips, clubs and wider school activities plays an important role in children's personal development, confidence, independence and wellbeing, and we are committed to ensuring that every child has the opportunity to be fully included.

What support will there be for my child/young person's overall well-being?

At Whitefield Infant School and Nursery, we are committed to providing a safe, caring and nurturing environment where all children feel valued, supported and able to achieve their full potential.
The wellbeing of all pupils is a priority, and we work closely with families and external agencies where appropriate to ensure children receive the support they need. We use CPOMS, a secure safeguarding and wellbeing recording system, to help monitor and support pupils effectively.

Where additional support is required, we may work with a range of professionals and services, including:

- School Nursing Services
- Speech and Language Therapy
- Occupational Therapy
- Paediatric Services
- Child and Adolescent Mental Health Services (CAMHS)
- East Lancashire Child and Adolescent Service (ELCAS)
- Other specialist services as appropriate

Some professionals may visit school to carry out assessments, provide advice or work directly with children, with parental consent.

Where a child or family would benefit from additional support, the school may work with parents/carers and other agencies through the **Early Help Assessment (EHA)** process. This helps professionals work together to identify strengths, needs and appropriate support for children and families.

Medical Support
The school has policies and procedures in place to support pupils with medical needs.

All medication is stored safely and administered in accordance with the school's medicines policy. Medication must be clearly labelled and accompanied by the appropriate parental consent forms.
Where children have specific medical needs, an Individual Healthcare Plan is developed in partnership with parents/carers, health professionals and school staff. Relevant staff receive appropriate training to support pupils with medical conditions, including the administration of medication and the use of specialist medical equipment where required.

Designated staff hold First Aid qualifications, including Paediatric First Aid, and additional training is provided when individual children's needs require it.

When a child's medical needs may affect their participation in educational visits or activities, appropriate planning and risk assessment arrangements are made in consultation with families and healthcare professionals.

Emotional and Social Wellbeing
Supporting children's emotional wellbeing is an important part of our inclusive approach.
Mrs Graham is the school's **Senior Mental Health Lead**, and Miss Whittaker is a **Mental Health First Aider**.

To support children's emotional health and wellbeing, we provide:

- Weekly *Feel Good Friday* sessions for all pupils.
- *Happy Minds* interventions for children who require additional emotional support.
- *Drawing and Talking* therapy delivered by trained staff where appropriate.
- Support from external agencies and specialist services when required.

We recognise the importance of early intervention and work closely with families to ensure children receive appropriate support at the earliest opportunity.

Bullying Prevention and Safeguarding
Children learn about friendships, kindness, respect, personal safety and anti-bullying through the curriculum, assemblies, Personal Development activities and British Values education.

Staff actively promote inclusion and support positive relationships throughout the school. Where required, additional support can be provided during playtimes and lunchtimes to promote children's wellbeing, confidence and social inclusion.

Online safety is taught in an age-appropriate manner throughout the school, helping children understand how to stay safe when using technology.

Any concerns relating to bullying are dealt with in accordance with the school's Behaviour and Anti-Bullying Policies.

The school has designated safeguarding leaders who oversee child protection and safeguarding procedures. All staff receive regular safeguarding and child protection training to ensure that the welfare and safety of pupils remains paramount.

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

At Whitefield Infant School and Nursery, we regularly monitor and evaluate the effectiveness of the support and provision provided for children with SEND. This helps us to ensure that provision is meeting individual needs and having a positive impact on children's progress, wellbeing and inclusion.

Children receiving SEND Support have a SEND Profile, while some children may also have an Education, Health and Care Plan (EHCP). Targets, provision and outcomes are reviewed regularly through the graduated approach of **Assess, Plan, Do, Review**. SEND Profiles are reviewed termly

in partnership with parents/carers and, where appropriate, the child. Annual Reviews are held for pupils with an EHCP (or every six months for children under five) in accordance with the SEND Code of Practice (2015).

The SENDCos collect and analyse information relating to the attainment, progress and wellbeing of pupils with SEND.

This information is gathered from a variety of sources, including:

- Assessment and progress data.
- SEND Profile reviews.
- Classroom observations and learning walks.
- Discussions with pupils, parents/carers and staff.
- Pupil voice activities and questionnaires.
- Advice from external professionals.

The effectiveness of provision is evaluated by considering the progress children make towards their individual targets and outcomes, alongside their attainment, wellbeing, engagement and participation in school life. Where provision is not having the intended impact, changes are made to ensure that support remains appropriate and effective.

The SENDCos meet regularly with senior leaders and the school's SEND Governor to review the quality and effectiveness of SEND provision. SEND is also included within the School Development Plan, and priorities for improvement are identified through an annual SEND action plan, which is reviewed throughout the year.

Additional provision and interventions are carefully planned, monitored and reviewed. The school tracks the impact of support provided and considers both the outcomes achieved and the effective use of resources. This helps to ensure that provision is targeted appropriately and that children with SEND receive the support they need to make progress and achieve their full potential.

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

At Whitefield Infant School and Nursery, we recognise the importance of working in partnership with families and other professionals to ensure that children with SEND receive the support they need to achieve their full potential.

We have a culture of collaboration and regularly share expertise amongst staff to ensure that children receive high-quality support within school. Our learning environment is adapted to meet individual needs and may include strategies and resources such as visual timetables, individual workstations, sensory supports and adapted learning materials where appropriate.

Where additional specialist support is required, we work closely with a range of external agencies and professionals. This may include:

- Health services, including GPs, School Nursing Services, Paediatricians, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Clinical Psychologists and Child and Adolescent Mental Health Services (CAMHS).

- Local Authority services, including Educational Psychologists, Specialist Teachers and the SEND Specialist Teaching Service.
- Children's Services, including Early Help teams and Social Care professionals where appropriate.
- Voluntary and community organisations that can provide additional support, advice or services for children and families.

These professionals may provide assessments, advice, training, direct support for children, recommendations for provision, or support for families. Their involvement helps us to develop a deeper understanding of a child's needs and ensures that appropriate support is put in place both at home and at school.

The SENDCos work closely with parents/carers and external agencies to coordinate support and ensure that recommendations are implemented effectively. Where appropriate, professionals may attend review meetings, Annual Reviews for children with EHCPs, or multi-agency meetings to support planning and decision-making.
By working in partnership with external agencies and families, we aim to ensure that children with SEND receive coordinated, effective support that promotes their learning, wellbeing and inclusion in all aspects of school life.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

At Whitefield Infant School and Nursery, we are committed to working closely with parents/carers and aim to resolve any concerns as quickly and positively as possible.

If you have a concern about the provision made for your child, we encourage you to follow the steps below:

Step 1:
Discuss your concerns with your child's class teacher. In many cases, issues can be resolved quickly through discussion and collaboration.

Step 2:
If you feel that your concerns have not been fully addressed, please contact the SENDCo or Headteacher through the school office.

Step 3:
If you remain dissatisfied, you may wish to refer to the school's Complaints Policy, which outlines the formal complaints procedure. A copy of this policy is available on the school website or from the school office.

We are committed to listening to the views of children, parents and carers and will always seek to resolve concerns at the earliest opportunity. Complaints will be managed in accordance with the school's Complaints Policy and within the timescales outlined in that policy.

Where can I find the contact details of support services for the parents of children/young people with SEND?

There are a number of organisations that can provide independent advice, information and support to parents/carers of children with Special Educational Needs and Disabilities (SEND).

Lancashire Information, Advice and Support (IAS) Service provides free, confidential and impartial information, advice and support for children and young people with SEND and their parents/carers.
Telephone: 0300 123 6706
Website: Lancashire Information, Advice and Support Service

IPSEA (Independent Provider of Special Education Advice) offers free and independent advice to parents and carers of children with SEND, including information about SEND law, Education, Health and Care Plans (EHCPs) and parental rights.
Website: IPSEA
Parents/carers are also encouraged to contact the school's SENDCos, who will be happy to provide advice, signpost families to appropriate services and discuss any concerns regarding their child's needs or provision.

Where can I find information on where the local authority's local offer is published?

Lancashire County Council's Local Offer provides information about the services, support, activities and resources available for children and young people with Special Educational Needs and Disabilities (SEND) and their families. It includes guidance on education, health and social care services, as well as details of local support groups and organisations.

The Local Offer can be accessed on the Lancashire County Council website:
Lancashire SEND Local Offer:
www.lancashire.gov.uk/send

If you do not have access to the internet, please contact the school office and we will be happy to help you access the information.