

# SEN Information Report

This SEN Information Report (Schedule 1 Regulation 51) contains the information required by the Children and Families Act (2014).

It incorporates the statutory guidance from the Code of Practice (2014) and the West Sussex Local Offer questions from parents which are highlighted in blue.

## White Meadows Primary Academy

White Meadows Primary Academy is a mainstream setting, providing for children aged between 4 and 11. We are committed to working in partnership with parents, carers and children to ensure that all children achieve their best, become confident individuals and make a successful transition to the next phase of their education and into adulthood no matter their starting points

In order to fulfil this vision, we are committed to:

- ✓ ensuring that all pupils have access to a broad and balanced curriculum.
- ✓ providing a differentiated curriculum appropriate to the individual's needs and abilities.
- ✓ ensuring the identification of all pupils requiring SEND provision as early as possible in their school career.
- ✓ ensuring that SEND pupils take as full a part as possible in all school activities.
- ✓ ensuring that parents of all pupils are involved in the co-production of planning and target setting using an Assess, Plan, Do, Review approach.
- ✓ ensuring that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.

At White Meadows Primary Academy we recognise the entitlement of all pupils to a balanced, broadly based curriculum. Our SEN Information Report reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEN.

White Meadows Primary Academy welcomes all children as full members of the school and values them for the contribution they make. All pupils actively belong to, are welcomed by, and participate in the school and community. Their diversity of interests, abilities and attainment are welcomed and are seen to enrich the life of the school.

## Identification, Assessment and Monitoring of Pupils with SEND

### Definition of Special Educational Needs:

*Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.*

Children have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age.
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for the children of the age in schools within the area of the local education authority.
- c) Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

Special educational provision means:

*for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area.*

White Meadows Primary Academy will have due regard for the Code of Practice (2014) when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

The decision to place a child on the SEND register takes place within an Assess, Plan, Do, Review cycle. We assess the child's needs using the assessments stated below, plan and conduct the necessary support and then review its effectiveness with parents and the child each term. Effectiveness is measured based upon progress towards short and long term targets. This then forms the basis of discussions involving the Inclusion Manager and other Senior Leadership Team members who review the provision map. The Governing Body are responsible for ensuring high quality provision is in place which meets the Children and Family Act (2014) and the Equality Act (2010).

Specific assessments and tracking processes include:

- ✓ Teacher Assessment of reading, writing and maths using progression grids linked to the Rainbow Curriculum
- ✓ Standardised tests including Salford reading, Neale Reading, Phonological Assessment Battery, Boxall Profile, NFER Non-Verbal Reasoning.

We are currently supporting children with: global learning difficulties, specific learning difficulties including dyslexia, dyspraxia, physical disabilities, sensory impairments, emotional, social and mental health difficulties, social communication difficulties including ASC, ADHD and Speech and Language difficulties.

**How does White Meadows Primary Academy know if children need extra help and what should I do if I think my child or young person may have special educational needs?**

We will know when the children need extra help when:

- ✓ concerns are raised by parents/carers, teachers, teaching partners or the pupil's previous school.
- ✓ there is lack of progress.
- ✓ there are poor test scores.
- ✓ there is a change in the pupil's behaviour.
- ✓ a pupil asks for help.

If a parent believes that their child is in need of specific support, they can speak to the child's class teacher before or after school and/or request a meeting with the school's Inclusion Manager.