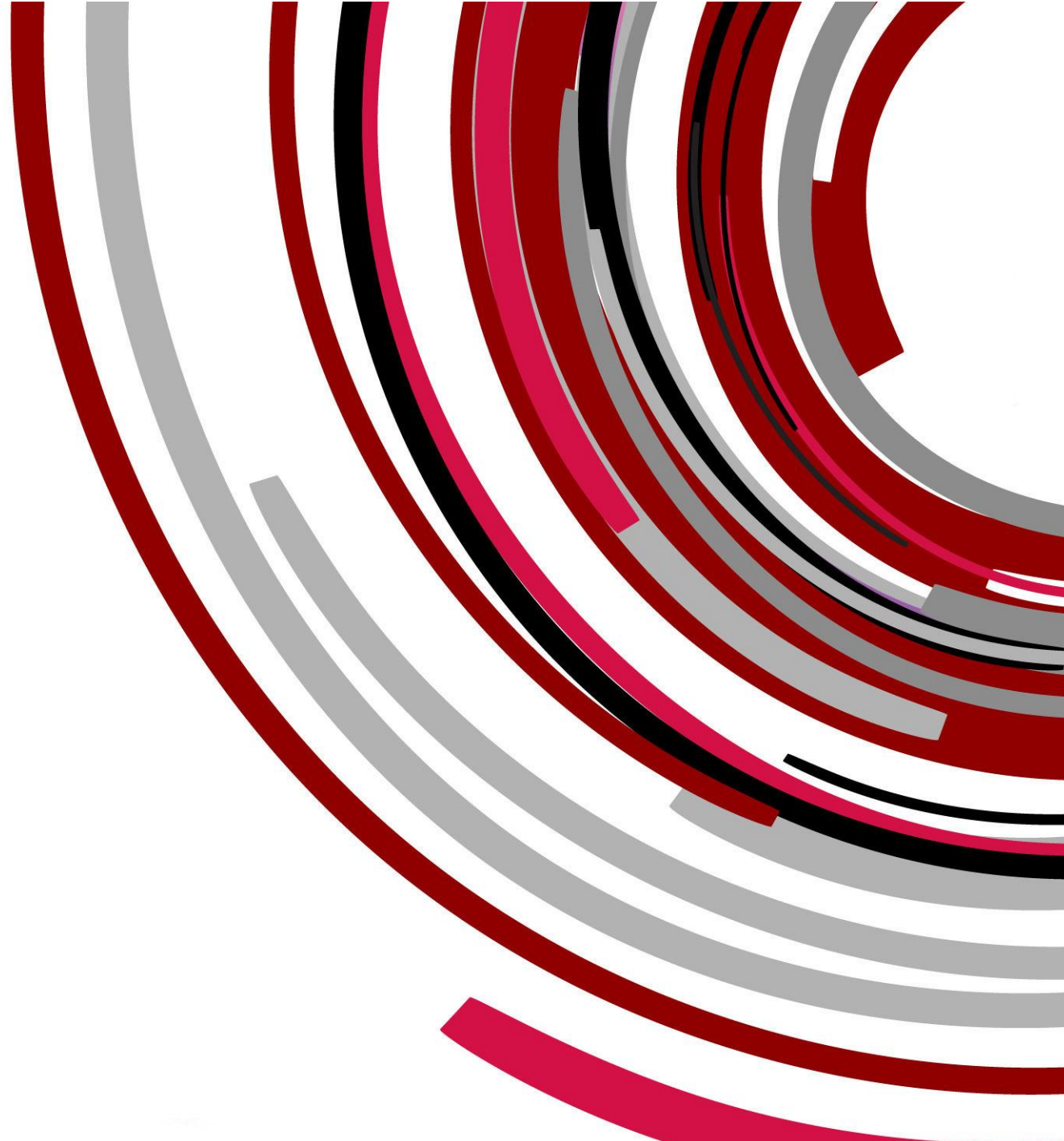




SEN and Disability

Local Offer:

Goosnargh Whitechapel Primary School

06050

School/Academy Name and Address	Goosnargh Whitechapel Primary		Telephone Number	01995 640364
			Website Address	http://www.whitechapel.lancsngfl.ac.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details: N/A	
	X			
What age range of pupils does the school cater for?	4-11 years			
Name and contact details of your school's SENCO	Miss Rebecca Paul rebecca.paul@whitechapel.lancs.sch.uk 01995 640364			
Link to Lancashire's Local Offer	www.lancashire.gov.uk/SEND			

Accessibility and Inclusion

- The Whitechapel school building is accessible via a ramp leading up to the main entrance. It is a single storey building with floors on a single level. There is also disabled access to the Village Hall. However, there is a flight of stairs leading down to the Village Hall for lunchtime and PE lessons.
- A disabled toilet is available both in the school building and the Village Hall.
- Information is available on the school website and a community noticeboard in the playground in addition to weekly newsletters.
- Currently there isn't a need for us to communicate with parents and families in other languages, however we have links with the Lancashire education additional language service and we are aware of how to make appropriate referrals to the Ethnic Minority service if we need to request any further support and advice.
- Other communications include newsletters, Social Events via PTFA, Cluster Activities, Prospectus, Church News, Class Dojo and Notice Boards.
- Through early identification of parents who may need additional support we are readily available to discuss any information in detail and we ensure that we approach these families with information that we feel may be of importance to them. If necessary, we will begin an Early Help Assessment to support the family.
- The furniture within school is modern and of a suitable height appropriate to the age group of children being taught in that classroom.
- We have specialised equipment for individual children as requested by the occupational therapist.
- Classrooms have an inclusive philosophy where reasonable adaptations are a part of everyday life for example the use of visual timetables, concentration aids, therabands, privacy screens and sensory walks.

Teaching and Learning

- All pre-school children are invited into school from the start of the summer term once their place at the school has been confirmed by the LCC. The children come into school for a number of afternoon session of activities with the children who are currently in the Reception Class. Any concerns or barriers to learning, be it anxiety about coming into school for the first time or any documented issues are brought to the attention of the SENCO by the class teacher. Every effort is made to ensure that the children are made to feel secure, welcome and included.
- All class teachers inform parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- Termly progress meeting enable the class teachers and senior leadership team to discuss any children who are making accelerated progress as well as those not making progress below expectations.
- The SENCO works closely with the child, parents and teachers to plan an appropriate programme of intervention and support.
- Children with SEN are assessed by outside agencies if necessary and with the parents' consent.
- Staff are regularly trained in paediatric First Aid and First Aid at work.

- Our Teaching Assistants have been trained in delivering a range of intervention programmes.
- All staff within the school have experience of working with other agencies such as speech and language therapists, educational psychologists and specialist teachers. All staff are prepared to further develop their own knowledge and understanding of individual needs and will deliver specific programmes to support individual needs where necessary.
- Once concerns are raised by either staff members or parents, discussions will take place between parents and relevant school staff and where appropriate the child themselves. If there is no current member of staff with the relevant expertise we will liaise with and/or refer to IDSS for extra support.
- When sitting examinations, children with SEN can be supported 1 to 1 (EHC plan), have timed breaks, be granted additional time, sit exams in a quiet setting in a small group to further aid their concentration.
- The SEN provision map records the type of intervention a pupil is receiving and the duration of this intervention. Pupils are assessed prior to undertaking intervention and when the intervention programme is complete, we can then record the progress made by individuals during these interventions.
- Intervention overviews are completed termly by the class teacher. These overviews show the whole year group and what intervention, support and wave 1 teaching has been put in place for each child. This information is passed to the SENCO, the head teacher and the next class teacher to ensure continuity in support.
- In school, children can be screened for dyslexia and dyscalculia using GL Assessment.
- Whitechapel pays for the Lexia Core Reader 5 platform to be used by pupils identified by class teachers and the SENCO as requiring further support. Families are actively encouraged to use this platform at home to further support children's learning.

Reviewing and Evaluating Outcomes

- Parents and children contribute to and take part in Annual Reviews and receive copies of all relevant paperwork concerning their child. Arrangements for these meetings are discussed with parents so that a suitable time can be arranged. IEPs (individual education plans) are produced termly and are regularly shared with parents and children.
- Children have a 'Pupil Voice' section on their IEP where they can voice their preferences, aspirations and areas they would like more support.
- The school operates an Open-Door policy with regards to any concerns a parent may have. We regularly review the progress that the children make by monitoring their IEPs, it is clear on these what the pupils are able to do as well as what they are working towards achieving. These are flexible, so if the targets have been achieved then new targets can be set.
- Intervention timetables are completed by the SENCO and intervention is delivered by TA's and specialist teachers with advice from the teachers, SENCO and any other programmes made available by other professionals.

- Pupil progress is monitored throughout the school and pupils with SEN are monitored on intervention overviews.
- All pupils are tracked on an intervention overview which allows the SENCO to see what, if any, intervention has taken place at Wave 1, Wave 2 and Wave 3 levels and what impact this has had on learning.

Keeping Children Safe

- The Head Teacher and SENCO carry out Risk Assessments where necessary and weekly health and safety concerns are on the staff meeting and governor agendas. In the school office we have a Health and Safety book, where all staff are encouraged to write any Health and Safety issues. The Site Supervisor looks at this daily and acts on any issues immediately.
- Outside equipment and gym equipment is reviewed annually and a building risk assessment is carried out once a year by the head teacher, the site supervisor and the governors. We have at least one fire drill practice each term.
- At the start of the day the playground is supervised by a member of staff, all children are handed over to the class teachers on the playground. The teacher/teaching assistant dismisses the children to their parents at the end of the day unless other arrangements have been made.
- Lunchtime welfare staff will supervise each lunch break and two members of staff supervise break times. Where necessary, additional 1:1 support will be readily available during break and lunchtimes.
- When on a class trip/outing, children with disabilities and special educational needs will have a ratio of one adult to one child to ensure their safety.
- Parents can ask for a copy of the anti-bullying policy or they can find it on our school website.

Health (including Emotional Health and Wellbeing)

- Parents must give written consent for their child's medication to be administered at school. The medication needs to be clearly labelled with the child's name. Medication is administered and recorded with a witness. The class teacher keeps medicines such as an inhaler within the classroom and these are given to the child as needed.
- No medication is given to a child unless needed for a life-threatening illness or previously agreed with the parent. Health Care plans are completed with the parents and staff at the school and are signed by the parents. These are then passed onto the relevant class teacher and shared with kitchen staff where appropriate. A master copy is kept by the head teacher, copies are displayed in the kitchen area and the staff room.
- All support and teaching staff are kept regularly up to date with Paediatric First Aid training and first aid at work training to ensure staff are familiar with what action to take in the event of an emergency. When necessary we seek other professional training to meet the needs of individual children. In the case of a medical emergency the member of staff would follow the procedure agreed on the child's health care plan.
- We have access to counselling services and occupational therapists have completed visits to the school. We have regular links with the school nurse. We are happy to allow therapy services to access the school premises and we will work with them to support the needs of an individual child.

- Mrs Nicola Noblett (head teacher) is training in Mental Health First Aid. She is also the Mental Health Leader in school.
- All staff have received training in social, emotional and mental health needs (SEMH).
- The intervention TA in school has space in her timetable for children who need support with SEMH needs.
- In the summer term of 2026, a TA was asked to work an additional afternoon to offer support to children with SEMH difficulties.
- Children who are identified as requiring support for SEMH needs, are given time with the intervention TA and regular One Page Profiles are completed to ensure the pupil's voice is heard.

Communication with Parents

- The school website contains details of all staff currently employed by the school and the school prospectus also provides this information. Every morning a member of staff is on the school yard prior to the school day where parents have the opportunity to share any concerns.
- We hold two parent evenings a year to provide opportunities to discuss the progress of their child.
- An individual report is completed and shared within the summer term, there is an opportunity for parents to provide feedback on the child's report.
- We hold regular review meetings as well as initial meetings when concerns are raised about a child's learning and development.
- An induction meeting for Reception parents is held in the Summer Term in preparation for the children starting in September.
- Parent questionnaires are provided annually for parents to record their views.
- Parents have access to communication with class teachers via class dojo and school email.
- Parents of children on an IEP meet with the class teacher at least termly to review progress. The SENCO may also be involved at this stage if deemed necessary.
- Where necessary, an Early Help Assessment (EHA) will be opened by either the head teacher or the SENCO.

Working Together

- There is a school council for pupils to contribute their own views and ideas, one child is nominated from each year from Year 2 through to Year 6.
- Parents can have their say about their child in Parents' Evenings, Annual Reviews, IEP reviews and at the beginning and end of a school day – if they wish to do so.
- Elections to the Governing Body are held in the event a vacancy arises. There is a nominated SEN Governor and the SENCO updates the Governing body termly through a written report and a meeting with the SEND Governor.
- There is a home school agreement that is reviewed annually. This informs parents of our commitment to them and shows how we are an inclusive school and it also shows the parents commitment to supporting the school.

What help and support is available for the family?

- If a parent needs help and support in filling in a form the class teacher, SENCO or head teacher would help with this. As we have strong relationships with our parents, we would also offer our support where we see fit.
- There is a community notice board which contains additional information of upcoming events or general useful information.
- All staff are able to provide additional support where needed for an individual child.
- Information evenings are also held to support parents understanding of the curriculum, there is an opportunity for parents to ask for further support and advice during these sessions.
- The SEN section of the school website offers advice in the format of written and video with links to external agencies where p[parents can seek further advice and support.

Transition to Secondary School

- The year 6 teacher has built a good relationship with local high schools and transition information is shared with Year 7 pastoral teams.
- Vulnerable children including those with SEN are discussed with the high school SENCO and plans are put in place to support their transition over a longer period of time. Some children may benefit from additional visits or are recommended to attend the Summer school to ease transition.
- The SENCO may set up meetings between ourselves, parents and the high school to aid the transition process.
- PSHE lessons in school during the final half term ensure children are ready for High School.

Extra-Curricular Activities

- The WOOSC operates a paid Before and After School club in the Village Hall. Their hours are 8:00am until 5:30pm term time only. All children are able to book a place at this club. If a child's needs are extreme and an additional adult is needed to support this place, school will support as needed.
- Lunchtime and after school activities run by the school vary on a termly basis. Children are encouraged to sign up for the clubs of their choice and the places are allocated on a basis which ensures children are given a wide range of experiences and where possible school tries to meet any additional learning or social needs. AGT children are targeted to attend relevant clubs.
- Children are taught a range of strategies to support friendships. These include providing a 'family meal' environment at lunchtime where children sit in mixed aged groups and are supported by the Year 5/6 children. MUGA pals, school councillors and play leaders are all trained to support and engage with the younger members of the school.
- Class council/ Circle time meetings enable children to discuss issues and concerns relating to friendships and wider issues.

Feedback

- Feedback can be emailed to rebecca.paul@whitechapel.lancs.sch.uk
- Feedback can be given by phone 01995 640364
- All feedback will be passed on to the SENCO and headteacher who will open communication.