

## **SEN Information Report at White Meadows**

**"Every child, every need, every chance to thrive."**

At White Meadows Academy, we are committed to fostering an inclusive learning environment where every child, regardless of their individual needs or abilities, is valued and supported. We believe that all students, including those with Special Educational Needs and Disabilities (SEND), have the right to access a high-quality education and to be fully included in all aspects of school life. Through personalised support, collaborative partnerships with families, and a culture of respect and understanding, we strive to ensure that every child can thrive, develop their potential, and feel a sense of belonging in our school community.

The SENDCo at White Meadows Primary Academy is Mrs Alison Ferrier. She can be contacted during school hours on [office@whitemeadowsacademy.org](mailto:office@whitemeadowsacademy.org) or 01903 731774.

However, we do ask that if you are concerned about your child that you speak to their class teacher in the first instance as they are best placed to any questions that you may have.



## What is a SEN Information Report?

This report answers questions that provide parents and carers with information about the provision provided and arrangements made at White Meadows Primary Academy in order to support children and young people with Special Educational Needs or Disabilities.

This information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN Coordinators (SENCOs) and the SEN information report in schedule 1 regulation 51

Every school is required to use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's SEN. (SEND 0-25 Code of Practice, 2015, p92)





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

- Teachers know the children in their class well
- Progress Meetings (round-table discussions on the needs of every child/group/class) are held termly; reviews are held more frequently when the child is in the early diagnosis stage and is being monitored (this can also be informal discussions too)
- The child may be identified in the tracking of assessments as making less than expected progress or working significantly below age related expectations.
- Parents raise concerns;
- Class teachers raise concerns;
- Conversations with previous schools and nurseries;
- Transition meetings at school entry if existing SEN has been identified;
- Twice yearly parents' consultations with class teachers;
- Talk to us if you have any concerns.
  
- Parents can make appointments through the school office to speak to the class teacher. Alternatively, Alison Ferrier is the school SENDCO. She can usually be contacted via the school office
- School Governors are involved in our monitoring of our school effectiveness and as part of this monitoring the effectiveness of impact can be assessed.

## **How will school staff support my child?**

- Every child will be supported based on their individual needs.
- The class teacher will adapt work to meet the individual needs of your child. This is known as adaptive teaching.
- If you or the class teacher raise concerns about your child, you will be invited into a meeting with the class teacher. The concerns will be discussed and if deemed appropriate, your child will be put on to a Cause of Concern Form, (see Appendix 1). This details measures to be put in place to support your child to meet their targets. It will be reviewed by the class teacher and the SENDCO.
- The class teacher and/or SENDCO may plan and explain to you a programme of special support, and this will be recorded on an Individual Support Plan; (see Appendix 2).
- Individual Support Plans are reviewed at least three times each academic year and are shared with parents and discussed with the SENDCO, if appropriate.



## **How will both you and I know how my child is doing and how will you help me to support my child's learning?**

- Parents are regularly invited into school formally to discuss the progress of their child (in the autumn and spring terms) as well as always being able to make an appointment.
- Our SENDCo, Mrs Ferrier, is available for meetings at the parents' evening in addition to meeting with the class teacher
- Intervention programmes and Individual Support Plans are regularly reviewed (at least once a term), by the class teacher and SENDCo, to see how the child is doing.
- Pupil Progress Meetings are held between the year group team and senior leaders. Individuals identified as having a SEN, or those for whom concerns have been raised are discussed and actions identified. This information is fed back to families, via the child's class teacher.
- Progress Catcher Meetings are held with the class teacher and SENDCo to discuss children with SEND in their class.
- Class teachers and the SENDCO are always willing to talk to parents, though it is advisable to make an appointment through the school office to ensure the correct time is given.
- Home-school books are used with some families; reading journals, annual reports, and homework tasks are all ways that we share ways of supporting your child.

## **What support will there be for my child's overall wellbeing?**

- Your child's class teacher and teaching assistant are the first port of call in supporting your child.
- We have a specialist Learning Mentors, who supports children and families with well-being difficulties;
- Miss McFarlane is our Designated Safeguarding Lead who leads and supports our families with social care and well-being needs.
- As part of Early Help support, we also work with Family Support Workers who can provide a holistic approach to some of the difficulties that families face beyond school.
- Well-being is also promoted through our PSHCE curriculum.



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

In addition to the above services, the SENDCO can signpost you to appropriate services, agencies and charities that can offer specialist advice. These services include:

➤ **Speech & Language Therapy Service**

*This service offers a range of advice and activities for children and families for those with speech and language difficulties.*

➤ **Educational Psychologist Service**

*The aim of the Educational Psychologist Service is to promote the development and learning of all children through the application of psychology.*

➤ **Child Development Centre (based at Worthing Hospital)**

*This centre provides a multi-disciplinary assessment and therapy for children with special needs. This service is referred to when paediatrician involvement is required.*

➤ **Physiotherapy Service**

*This is a team of physiotherapists working with children, young people and their families. They see children with a range of physical conditions causing pain or discomfort, loss of mobility or function which impact upon the child's quality of life. Their physiotherapists offer treatment and advice to children at home, in nursery or school, at respite care homes and at the Child Development Centre.*

➤ **Occupational Therapy Service**

*This service helps people with a physical impairment to live more independently. They can often support by providing exercises to support the development of fine and gross motor skills.*

➤ **Learning Inclusion Advisory Team/Social Communication Advisory Team**

*The team is made up of Advisory Teachers who have a range of specialist skills and experience in behaviour and learning. Within the team, there are also teachers who specialize in working with children with social communication difficulties.*

➤ **Child and Adolescent Mental Health Services (CAMHS)**

*CAMHS staff operate a consultation line and will offer advice as to whether a child should be referred for specialist support. Their work is focused towards highly vulnerable children and young people.*

➤ **Integrated Prevention and Earliest Help (IPEH) – Arun Hub**

*This team supports schools in supporting families that are in difficulties and wherever possible preventing crisis being reached. They also support families through referring to Think Family. Support is coordinated through an Early Help Plan and regular Team Around the Family meetings are held to support joined up agency working along with the family's needs and wishes.*

➤ **School Nursing Service (NHS)**

*School Nursing is a universal ill health prevention and health promotion service offered to all children and their families from school entry. It is delivered in schools, community settings and occasionally within the home.*

➤ **The Wickbourne Children & Family Centre**

*Our local Children & Family Centre, provides a wealth of activities and support that can be used by local families. Many of our families have access support through drop-in sessions and self-referred support.*

➤ **Children's Social Care**

*Social care services for children and young people include family support, short-term breaks, fostering, adoption, residential and leaving care services. Children's safeguarding and support for young carers are also led by this service.*

➤ **The West Sussex Virtual School**

*Children who are in care with West Sussex County Council are also members of the Virtual School, who coordinates strategic and educational services for their pupils. They also offer advice for Children Looked After by other Local Authorities.*





### **What training are the staff supporting children with SEND had or are they currently having?**

We regularly review the quality of teaching for all pupils, including those at risk of underachievement. This includes identifying particular patterns of need within the school, reviewing and if necessary, improving teachers' understanding of the strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Where interventions are required, we ensure staff have sufficient knowledge and skills to deliver the intervention effectively. We seek support from our trust (REAch2), West Sussex and other agencies/professionals if needed, too.

### **How will my child be included in activities outside the classroom, including school trips?**

- Preparing the children for the trip using resources such as visual timetables and social stories
- All off-site visits would be considered on the basis of the facilities being accessible to the children attending.
- Resourcing additional adult support as necessary.
- Risk assessments and pre-visits to ensure safety.
- Children with additional needs are actively encouraged to participate in extra-curricular activities, which are usually free to attend, or occasionally funded by the school.
- Discussion with families to ensure the child's needs are fully catered for.

### **How will the school prepare and support my child to join the school and transfer to a new one?**

- No child will be refused admission to our school based on their special educational need, provided the school can meet the child's needs having made all reasonable adaptations. We operate within the West Sussex County Council Admissions Policy. Details are available on [www.westsussex.gov.uk](http://www.westsussex.gov.uk)
- For most children with special educational needs or disabilities applications are made in the usual way via West Sussex County Council. However, if an Education Health and Care plan is held, the Special Education Needs Assessment Team will be responsible for making placements.
- Children joining our school at the beginning of their reception year are, wherever possible, visited in their previous setting, offered a home visit and they are invited to visit us, so we are able to ensure a positive start in school.
- We work closely with our local secondary school providers, this often includes additional transfer visits and inviting staff to visit your child in school. Additional visits can be arranged for your child to make their transition positive. Learning



Mentor time is also allocated to our Year 6 pupils before their transition. This is in addition to the activities and opportunities provided by the class teacher.

- Information regarding SEN pupils is also shared by our school SENDCO with the SENDCO of the receiving school.

### **How is the decision made about what type and how much support my child will receive?**

- Discussion between parents and school to decide what the child's needs are and how best to support them.
- External agency support will be sought as appropriate.
- Termly meetings with parents and staff to discuss Individual Support Plan targets and next steps.
- Intervention impact will be regularly monitored to support effective decision making.
- Annual reviews are undertaken for children with an EHCP. Parents/carers and professionals are invited to a meeting to discuss the child's previous targets and to set new targets.

### **How are parents involved in the school? How can I be involved?**

We always welcome and appreciate parental support and engagement. Here are some suggested ways that you can engage with the school.

- Parent consultations
- Parent questionnaires
- SEND Coffee Mornings
- Early Help Support Meetings
- Thought-Full Parent Workshops
- We have parental representation on our Governing Body.
- FOWM – Friends of White Meadows – Parent Association Group
- We also request parental involvement on all Individual Support Plans for our SEN pupils



### **How accessible is White Meadows Primary Academy?**

- The school Accessibility Policy is available on the school website
- White Meadows is all on ground level. Access to the outdoor area involves small steps in some areas of the school. Access to the main reception lobby is via an automated push-button door. Thereafter, having passed through the electronically fob-operated main doors into the school, there is free access around the ground floor of the school. Some areas of the school have ramps also.
- We have a swimming pool on-site with steps into it. We have a hoist in the pool also. The sides are able to be removed to support other access, if needed.
- There is three purpose-built disabled WC with grab rails. All have sinks in and one has use of a shower. We also have a First Aid Room including a sink.
- Should a child require a wheelchair or walking aid, a separate specific Risk Assessment and Personal Emergency Evacuation Plan will be completed and reviewed regularly.
- The school has good links with professionals from a range of external services, and their advice and support are accepted and recognised. Any appropriate equipment or modifications necessary are provided.

### **What are the arrangements made by the governing body relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the school?**

- The same arrangements for the treatment of complaints at White Meadows are used for complaints about provision made for special educational needs and disabilities. We encourage parents/carers to discuss their concerns with:
  - Class teacher (in the first instance)
  - SENDCo
  - Headteacher

To resolve the issue before making the complaint formal to the Chair of the Governing Body (see complaints policy [https://whitemeadowsacademy.org/wp-content/uploads/2025/02/complaints\\_2022.pdf](https://whitemeadowsacademy.org/wp-content/uploads/2025/02/complaints_2022.pdf))



### Who can I contact for further information?

- Your child's class teacher is usually the first person to contact
- Mrs Alison Ferrier (AHT/SENDCo)
- Miss Tina McFarlane (DSL and Inclusion Lead)
- SEN Independent Advice and Support Service (03302 228 555)
- Information regarding the West Sussex County Council Local Offer can be found at <https://westsussex.local-offer.org/>



**Date: September 2025**

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