



Whiteheath Junior School

SEND Information Report

Written by:	Updated on:	To be reviewed:
Mrs L Manfredi (SENDCo)	March 2026	March 2027

1. Identification of Special Educational Needs and Disabilities (SEND)

1.1 How does the school identify children/young people with special educational needs and disabilities?

At Whiteheath Junior School we identify children with special educational needs and disabilities by:

- Teacher assessment
- Formal and informal testing
- Classroom observations
- Monitoring
- External agencies

If concerns have been raised by teachers, parents/carers or there is a lack of progress initially the class teacher will:

- provide adapted or personalised work
- in class support
- gather information about the child's needs
- make an initial assessment using the SENDCo (Special Needs Coordinator) if necessary
- inform the parents of the concerns and action taken
- monitor and review progress, keeping the SENDCo informed

1.2 What should I do if I think my child has SEND?

If you have concerns, first contact your child's class teacher who will be happy to discuss your concerns with you. If you have further concerns contact Mrs Manfredi, the school's SENDCo.

2. Support for children with special educational needs

2.1 If my child is identified as having SEND, who will oversee and plan their education programme? How often?

- Your child's class teacher will continue to provide your child with adapted work and, with support from the SENDCo, will oversee and plan their education programme.

- Your child may also access a short-term specific intervention that targets their needs; for example, 1:1 reading support, phonics, spelling, mental maths and times tables. The interventions are generally facilitated by teaching assistants under the guidance of the class teacher. The duration and frequency will be according to the need and will be reviewed regularly.
- Interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.
- The planning will be on a lesson by lesson, daily or weekly basis as appropriate to meet the individual child's need.
- Formal pupil progress meetings are held twice per year with informal meetings taking place regularly. The formal meeting is when the year group leaders meet with the Head Teacher and/or Deputy Head teacher to discuss the progress of pupils in their year group. This shared discussion may highlight any potential problems in order for further support to be planned.
- The SENDCo will also track children's progress throughout the year.
- Occasionally a pupil may need more expert support from an outside agency; For example, a Speech and Language Therapist, a Language Advisory specialist, an Occupational Therapist or Educational Psychologist. If this support is appropriate the referral forms will be completed in conjunction with the parents/carers, class teachers and SENDCo.
- A child who has a special educational need, will be placed on the Special Educational Needs register when their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Placing a child on the Special Educational Needs register will happen in conjunction with parents and with parental consent.

2.2 How will I be informed/consulted about the ways in which my child is being supported?

Parents/carers are encouraged to contribute and support the work of the school at home.

- If your child has been identified with SEND you will be informed of the implications and the support provided. However, you are welcome to discuss your child's support at other times with the class teacher initially and following this with the SENDCo.
- The SENDCo holds regular information meetings about SEND Practice at Whiteheath Junior School.
- Each year you will be sent a questionnaire for you to share your views about your child's provision and your experiences as a parent/carer of a child with special educational needs.

2.3 How will the school balance my child's needs for support with developing their independence?

We believe it is paramount for all children to develop independence in their learning. Therefore, we actively encourage adult support to listen to the children, to develop their ideas by careful questioning, to support their working memory by use of 'jottings' and to use strategies that further develop their confidence and independence.

2.4 How will school match/differentiate the curriculum for my child's needs?

The class teacher will adapt the task and/or support as appropriate to provide challenge and enable success. This may involve your child participating in a small group or a smaller set with a higher ratio of adult support.

2.5 What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?

We use Quality First Teaching to meet all of our individual pupil's needs:

- All classrooms have a visual timetable displayed.
- If appropriate, pupils will have their own end of day organisation chart.
- If appropriate, pupils will have a Reward Chart to support their individual needs.
- When we have pupils that are hearing impaired, they are supported by the Teachers for the Hearing-Impaired Team visit who visit them at least once a year and we follow their advice to support individual needs.
- When we have pupils that are visually impaired, they are supported by the Teachers for the Visually Impaired Team visit who visit them at least once a year and we follow their advice to support individual needs.
- The Occupational Therapy Service support identified children in school and provide training, support and advice to enable us to continue to meet the individual needs of pupils.
- The Speech and Language Service support identified children in school and provide training, support and advice to enable us to continue to meet the individual needs of pupils.
- The Physiotherapy Therapy Service support identified children in school and provide training, support and advice to enable us to continue to meet the individual needs of pupils.
- The local authority's SEND Advisory Service, when consulted, support identified children in school and provide training, support and advice to enable us to continue to meet the individual needs of pupils.

2.6 What additional staffing does the school provide from its own budget for children with SEND?

The school provides the following from its own budget:

- Teaching assistants to support teaching and learning in every year group.
- Resources to provide a personalised curriculum, where appropriate (eg to meet KS1 or early years outcomes)
- Play equipment for the small area of the playground at lunch time.
- Educational Psychology Service for children that have considerable difficulties and may even meet the threshold for requesting an Educational, Health & Care Plan.
- Safeguarding and Pastoral Lead, Louise Ventin, who provides pastoral support to our children and families.
- Quality leadership time for the SENDCo.

2.7 What specific intervention programmes does the school offer children with SEND and are these delivered on a one to one basis or in small groups?

All interventions are provided according to the individual needs of the children at any one time.

2.8 What resources and equipment does the school provide for children with SEND?

The school will provide appropriate equipment, for example:

- Play equipment for the small area of the playground at lunch time.
- Board games
- Books
- Writing slopes
- Concentration cushions
- Ear defenders
- Pencil grips
- Coloured overlays
- Thera bands
- Talking Tins/ Clipboards

2.9 What special arrangements can be made for my child when taking examinations?

For children that meet the criteria of the Standard & Testing Agency Access Arrangements KS2 in Year 6, which may change every year, for tests we will apply for permission to apply special arrangements. This may be 25% additional time or a reader or scribe provided. Written responses can be transcribed for children with physical and sensory difficulties.

For mid-year and end of year assessments the same conditions will be applied to ensure consistency.

3. My child's progress

3.1 How will the school monitor my child's progress and how will I be involved in this?

Your child's class/set teachers monitor your child's progress throughout the year.

Your child will be assessed using optional tests in the Autumn, Spring and Summer Term and school will monitor their progress. Any concerns raised will be discussed with you. Baseline are carried out in Year 6 in the Autumn Term, along with annual assessments to give reading and spelling ages.

3.2 When my child's progress is being reviewed, how will new targets be set and how will I be involved?

Your child's class/set teacher will set new Learning Plan Targets to enable all children to develop in areas of need. Learning Plan Targets will be shared with you at least termly using Edukey software.

3.3 In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?

You are able to contact the class/set teacher to request a meeting by Home/School Link Book, class email, SENDCO email or by telephoning the office.

3.4 What arrangements does the school have for regular home school contact?

The school has a Home/School Link Book, class email, SENDCO email, parent mail and the school website.

3.5 How can I help support my child's learning?

You can help support your child's learning, for example, by encouraging them to:

- read to you or another adult daily

- during this time take the opportunity to ask them questions about what they have read.
- practice times tables, number bonds and quick-fire mental maths questions/facts.
- give your child the opportunity to use money when they go shopping with you.
- encourage them to read the time from both analogue and digital clocks.
- discuss at what time a journey starts, how long it takes so what will the time be when you get there or what time a television programme starts and ends.
- Finally, and most importantly of all, please encourage your child's speaking and listening skills by talking to them about everyday things.

3.6 Does the school offer any help for parents/carers to enable them to support their child's learning, e.g. training or learning events?

Your child's class teacher may suggest ways of supporting your child's learning through meet the teacher sessions, year group newsletter and at Parents' Evenings. The class teacher and SENDCo may meet with you to discuss strategies to use if there are problems with a child's behaviour/emotional needs. If outside agencies or the Educational Psychologist have been involved with your child, they would have provided you with strategies to use at home. We also organise curriculum events as appropriate.

3.7 How will my child's views be sought about the help they are getting and the progress they are making?

If your child has an Education, Care and Health Plan their views are sought as part of the Annual Review process and recorded on Learning Plans.

3.8 What accredited and non-accredited courses do you offer for young people with SEND?

Not applicable

3.9 How does the school assess the overall effectiveness of its SEND provision and how can parents/carers and young people take part in this evaluation?

Progress data informs the effectiveness of our SEND provision. The SENDCo sends out a SEND Questionnaire annually to all parent/carers of pupils with SEND as well as gathering a cross section of views from children on the SEND Register. The school sends out a questionnaire to all parents annually.

3.10 How will I know what progress my child should be making?

- Your class teacher will be able to inform you of expected progress.
- Your child's progress is included on their end of year report and termly report cards.

4. Support for my child's overall well being

4.1 What support is available to promote the emotional and social development of children with SEND?

Members of staff such as class/set teacher, teaching assistants, SENDCo and Senior Leaders are readily available to for pupils who wish to discuss issues and concerns. Where appropriate pupils are able to access a mentor for check ins and group or individual sessions.

Games and activities are arranged in the small playground at lunchtime to support development of social skills and friendships. The school accesses support from the Sensory Advisory Service (SAS Team) can support behavioural and emotional issues. We also provide support through our Safeguarding and Pastoral Lead is available for 1:1 or group mentoring.

4.2 What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?

The school has a very clear Therapeutic Behaviour Policy and this supports children to make the right choices. The school works very closely with parents/carers, their child and appropriate external agencies (eg SAS Team). We also have Young Leaders and Playground Pals to support our children during breaks.

4.3 What medical support is available in the school for children with SEND?

The school has a Welfare Assistant and other members of staff who are First Aid trained.

4.4 How does the school manage administration of medicine?

Prescribed medicine needs to be brought into school with a letter from the parent to give the Welfare Assistant permission to administer.

4.5 How does the school provide help with personal care where it is needed, e.g. help with toileting, eating etc?

The Welfare Assistant would support in this area.

5. Specialist services and expertise available at or accessed by the school

5.1 What SEN support services does the school use, e.g. Specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc?

The following expert services are accessed by the school; however, each service has its own access criteria:

- Educational Psychology Service
- Teachers for Hearing Impaired
- Teachers for the Visually Impaired
- Speech and Language Therapy Service
- Occupational Therapy Service
- SEND Advisory Service
- Child Development Centre
- Child and Adolescent Mental Health Service

5.2 What should I do if I think my child needs support from one of these services?

Discuss your concerns with your child's class teacher initially. They may feel that it is appropriate to discuss your concerns with the SENDCo.

5.3 How are speech and language therapy, occupational therapy and physiotherapy services provided?

If your child meets the criteria for Speech & Language Therapy and Occupational Therapy they will be seen in school by our allocated Therapists. Often, the Occupational Therapy Team and the Physiotherapy Team see pupils in clinic and they may come into school to introduce a programme to a teaching assistant who will then carry out the programme.

If your child has a school programme to follow from the Speech & Language therapist, Occupational therapist or physiotherapist this will be carried out by a teaching assistant.

5.4 What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?

If you think your child needs to be seen by any of the above therapists, first discuss it with your child's teacher. School can refer to the Speech & Language and Occupational Therapy Teams, however your G.P. will usually need to refer your child to the Physiotherapy Team. School will send a supporting letter if we are able to identify any difficulties in the appropriate area and follow each agency's referral policy.

5.5 What arrangements does the school have for liaison with Children's Social Care services?

The school will contact Children's Social Care services by telephone when necessary.

6. Training of school staff in SEND

6.1 What SEND training is provided for all school staff?

Staff receive training to update their knowledge about issues relating to SEND. Examples of training they have had in the past include:

- How to support pupils through emotional regulation
- Supporting Children with Behavioural, Emotional & Social Difficulties
- Supporting Children with Autism Spectrum
- Supporting Specific Language and Communication Needs
- Supporting Children with Dyslexia
- Graduated response and provision mapping to support SEND children
- Developing the use of SMART Targets
- Use of Ordinarily Available Provision

6.2 Do teachers have any specific qualifications in SEND?

Our SENDCO has completed the National SENDCO Award qualification.

6.3 Do teaching assistants have any specific qualifications in SEND?

No – however our teaching assistants have attended training sessions in SEND

7. Activities outside the classroom including school trips

7.1 How do you ensure children with SEND can be included in out of school activities and trips?

Through discussions with parents/carers and teachers to ensure their needs are supported.

7.2 How do you involve parents/carers in planning the support required for their child to access activities and trips?

Through discussions with parents/carers.

8. Accessibility of the school environment

8.1 How accessible is the building for children with mobility difficulties/ wheel chair users?

The school is accessible for children with mobility difficulties, although it does have 1 classroom, a library and ICT suite on the first floor which is served by a staircase.

8.2 Have adaptations/improvements been made to the auditory and visual environment?

No

8.3 Are there accessible changing and toilet facilities?

Children change for P.E. in their classrooms and the school does not have disabled toilet facilities.

8.4 How do you ensure that all the school's facilities can be accessed by children with SEND?

The school is a double storey building with the majority of the classrooms being on the ground floor. In addition, there are mobile classrooms in the playground which are normally occupied by Year 6. There are no other steps to negotiate around the school, which means the main areas (apart from those on the first floor) are readily accessible to children with disabilities.

As a school we are happy to discuss individual access requirements.

8.5 How does the school communicate with parents/carers who have a disability?

Through the home School Link Book, e-mail, face to face meetings with the teacher and where appropriate our Safeguarding and Pastoral Lead liaises with parents/carers that have a disability.

8.6 How does the school communicate with parents/carers whose language is not English?

The school communicates with parents/carers whose language is not English by using the language skills of our parent volunteers.

9. Preparing my child to join the school or to transfer to a new school or the next stage of education and life?

9.1 What preparation will there be for both the school and my child before he or she joins the school?

- Meetings and discussions between the schools involving the SENDCo and other staff as appropriate.
- Visits to the school.
- Transition evening in July for all parents of children joining Year 3.

- Transition meetings with SENDCo for parents of Year 3 children with SEND.
- Transition morning to spend with new class teacher.
- Information meetings.

9.2 How will my child be prepared to move on to the next stage within school, e.g. class or key stage?

They will spend a transition morning with their new teacher in their new classroom each year. Children spend time in their new Year 4 class groups before leaving Year 3.

9.3 How will my child be prepared to move on to his or her next school?

At the transition to the next Key Stage your child will experience a day in their new school. They may if appropriate participate in a transition group and may have additional visits if appropriate.

9.4 How will you support a new school to prepare for my child?

The SENDCo meets with the receiving schools SENDCo. All notes, reports and supporting paperwork will be passed on to the new school. Parents may also be supported in the application for a secondary place by the Safeguarding and Pastoral Lead.

9.5 What information will be provided to my child's new school?

All notes, reports and supporting paperwork collected by the SENDCo will be provided to the next school, along with your child's school file that contains their test results and copies of their previous reports.

9.6 How will the school prepare my child for the transition to further education or employment?

Not applicable

10. Who can I contact to discuss my child?

10.1 Who would be my first point of contact if I want to discuss something about my child or if I am worried?

Your child's class teacher is the first point of contact.

10.2 Does the school offer any specific support for parents/carers and families (such as family support workers)?

We offer the services of a Safeguarding and Pastoral Lead, Louise Ventin, who will support families with issues that affect their child's education by signposting or contacting external support as appropriate.

10.3 What arrangements does the school have for signposting parents/carers to external agencies which can offer support, such as voluntary agencies?

Louise Ventin, our Safeguarding and Pastoral Lead sign posts parents to external/voluntary agencies.

10.4 What arrangements does the school have for feedback from parents, including compliments or complaints?

We send out an annual questionnaire to all parents/carers in which we invite parental comments. The SENDCo sends out a questionnaire specifically about SEND issues. Parents can contact the school by email, letter or telephone at any time. The school also has a Complaints Procedure.