



# Special Educational Needs Information Report

Our vision is to enable all to flourish.

Status and review cycle:

Statutory

Responsible group:

Whiteshill Primary School

Next Review Date:

September 2026

# SEN information report

This report is the result of consultation with staff, parents of children with Special Educational Needs (SEN) and governors of Whiteshill Primary School and will be published annually on the school's website. The report will be updated annually to reflect the changes and plans within the school

## 1. The type of SEN provision

1.1 The SEN provision that the school caters for is:

Our aim at Whiteshill Primary School is to create an inclusive school in which every child, member of staff and parent feels properly supported when faced with a learning difficulty or special need. Together with high expectations, this will help us to overcome barriers in children's learning and to close achievement gaps with others. In this way, all our children can participate fully in the life of the school, feel equally valued and be helped to reach their full potential.

We seek to achieve this aim by:

- Acknowledging that all children have different ways and rates of learning and that all may experience a difficulty or special need at some point in their primary school life.
- Planning to meet the full range of learning needs and styles within the curriculum by ensuring all lessons provide suitable learning challenges for all members of the class or group, by adaptation of the curriculum whenever appropriate.
- Tracking all pupils' attainment and progress to ensure effective and early intervention and continuously reviewing and evaluating the support arrangements that are in place.
- Designating a qualified teacher to oversee the SEN provision and to support class teachers to meet the needs of children with SEND.
- Providing a team of support staff who work with groups and individuals throughout the school under the guidance of the SENCo and teaching staff.
- Using a graduated approach to provide the correct level of support, as outlined in the [Gloucestershire Guidance Booklet](#).
- Listening to and valuing the views of parents or carers, involving them as much as possible in setting and reviewing their children's targets for improvement and acknowledging that progress is most likely to be made when action taken at school is backed up by home support.
- Listening to and valuing the views of pupils, involving them as much as possible in considering how they learn and how their needs can be met.
- Creating an ethos that fosters a growth mind-set and that celebrates achievement at all levels and in all aspects to build confidence in all our children.
- Value and encourage the contribution of all children to the life of the school.

- Work with the school's Governing Body to enable them to fulfil their statutory monitoring role regarding the Policy Statement for SEND.
- Where appropriate, work closely with external support agencies to support the needs of individual pupils and/or their families.

1.2 The school's Accessibility Plan can be found on the school's [website](#):

The school has prepared an Accessibility Plan which is available, on request, to all parents and staff. The accessibility plan includes consideration of how the school proposes to:

- increase the extent to which disabled pupils can participate in the school's curriculum.
- improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils can take advantage of education and benefits, facilities or services provided or offered by the school.
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. The plan will be reviewed on a regular basis, and as a minimum every three years, to ensure that the plan is up to date and covers all aspects of school life.

## 2 The school's policies

2.1. The school's policy for identifying and assessing people with SEN is:

[Whiteshill SEND Intervention Policy](#)

[Whiteshill SEND Identification Flow Chart](#)

[Whiteshill SEND Waves of Intervention Chart](#)

**SENCo and Pupil Premium Lead:** Jackie Colman ([sendco@whiteshill.dgat.org.uk](mailto:sendco@whiteshill.dgat.org.uk))

2.2. The school's approach to evaluating the effectiveness of the provision for pupils with SEN.

SEN provision is reviewed regularly throughout the year. During each of these review cycles:

- EYFS – All children are baselined using the Government Reception Baseline Assessment.
- KS1/KS2 - All children are baseline assessed for reading, writing and maths at the start of each academic year using published assessment schemes. This enables staff to identify which children may require additional support (either identified as SEN or a 'Closing the Gap' (CTG) learner). These assessments are then completed at the end of the year for impact.
- All children are then assessed against Early Years Foundation Stage and National Curriculum objective statements 3 times yearly to identify children that may need further support in particular areas.

- The SEN register is updated 3 times yearly – children that no longer require SEN support are removed and children that require SEN support are placed on the register.
- The SENCO completes 3 monitoring weeks per year where specific SEN provision will be observed, monitored and reviewed for progress/impact. This then informs future SEN development within school and formulates action plans.
- School Improvement Leads from our academy trust regularly visit school for SEND monitoring and to assess impact, supporting the school to move SEND provision forward.

2.3. The arrangements for assessing and reviewing the progress of children and young people with SEN:

- Provision Maps will be reviewed to meet the changing needs of each SEN child. Class teachers will review current targets, input exit data from interventions and create new targets. This is done at least 3 times a year, but provision maps are classed as ‘working documents’.
- Plans (My Plan, My Plan+, EHCP My Plan) will be reviewed and created from the provision map to meet the changing needs of each SEN child. (3 times yearly).
- Interventions are planned and delivered over a 12-week period and reviewed at the end of each half term for effectiveness. These interventions inform pupil plan (My Plan, My Plan+, EHCP My Plan) outcomes and the class provision map.
- Children with higher needs, supported on a My Plan+ or EHCP will have a Pupil Passport which will be reviewed twice a year.
- Children on a My Plan will have My Profile’s created and reviewed twice a year.
- Parents will be involved in all stages of the graduated pathway.
  - At My Plan level, teachers will have an informal conversation with parents where required. Parents will meet with SENCo to discuss previous reviewed plans and the SENCo will share new plan, amending where necessary on the feedback from parents.
  - At My Plan+ level, the SENCo will meet with parents to discuss impact of previous reviewed plan and share new plan, including external professional advice.
  - At EHCP level, the SENCo will meet with parents to discuss impact of previous reviewed plan and share new plan, including external professional advice. These outcomes will link to EHCP outcomes set by the Local Authority.
  - EHCPs will be reviewed annually (earlier if required) by the SENCO and Class Teacher and/or Learning Support Assistant.

### 3 School's approach to teaching

The school's approach to teaching pupils with SEN (including pupils who do and do not have an EHCP plan).

3.1 by adapting the curriculum, equipment and learning environment is:

For examples, please see **SEND Waves of Intervention Chart**

3.2 with additional support for learning is:

For examples, please see **SEND Waves of Intervention Chart**

3.3 through activities available to pupils with SEND in addition to those available through the curriculum is:

For examples, please see **SEND Waves of Intervention Chart**

3.4 through improving the emotional, mental and social development of pupils with SEN is:

At our school staff are trained in supporting children emotionally by using Zones of Regulation as a curriculum for emotional literacy and self-regulation. We have a Teaching Assistant who are trained Emotional Literacy Support Assistant (ELSA). We recognise the importance of good mental health, as underpinning your child's learning. We therefore offer a graduated response for your child's wellbeing needs.

### 4 The School's facilities

4.1 The school's facilities to include pupils with SEN and how new or specialist equipment and facilities is obtained.

### 5 The School's training

5.1 The school's arrangements for training staff in relation to pupils with SEN is:

At present, staff in school have attended the following training in relation to children with special educational needs and disabilities:

- Autism awareness
- ELS phonics intervention
- Emotional Literacy Support Assistant
- Anaphylaxis, asthma and epilepsy school nurse training
- The National Award for Special Educational Needs Co-ordination – NASENCO
- DGAT SENCo training
- GLOW maths – mastery for maths for teachers and TAs
- Early Help peer support and network events
- Neurodiversity conference

- Team Teach
- Made for Dyslexia (Level 1, 2 and 3)

Staff have worked with external agencies to support children with SEND in the school, including the following:

- Occupational therapist
- Speech and Language therapist
- Educational Psychologist
- Play therapist
- CAMHS
- Young Carers
- Advisory Teaching Service
- School nurse

Referrals are made to outside agencies by the SENCo following discussion with parents after a need has been identified which is not being met by internal intervention (see above).

Other bodies, including health and social services bodies, local authority support services and voluntary organisations are involved in meeting the needs of pupils with special educational needs and in supporting the families of such pupils through our [Offer of Early Help](#).

5.2 Specialist expertise is obtained by the school by:

Training delivered by the Advisory Teaching Service, Educational Psychology service and other local organisations. Our Academies Trust also deliver and provide training based on Trust Wide priorities and needs.

Our SENCO has been in post for 7 years and has completed the NASENCO qualification.

## 6 The School's consultation

The school's arrangements to consult with and involve:

6.1. parents of pupils with SEN about the education of their child is:

If we think your child could possibly have learning differences, we will talk and listen to you and your child. We will assess your child and provide appropriate support which we will then monitor over a period of time. We will involve other professionals if needed, communicate regularly with you and be there to support you and your family.

At Whiteshill, we strive to ensure every child and their family are heard and listened to. As stated above we consult with parents when reviewing and writing new plans to support their child's SEND. Our SENCO is very approachable and

welcomes discussion with parents of any concerns, worries or share progress of children with SEND.

6.2. pupils about their education are:

Children are involved in creating their Pupil Profiles/Passports twice yearly. Children are involved in the monitoring cycles of SEND Provision carried out by the SENCO, Leadership Team and Academies Trust.

## 7 The School's Partnerships

7.1. The school's governing board / proprietor involves other bodies (including health and social care bodies, local authority support services, and voluntary sector organisations) to meet the needs of pupils with SEN and their families by:

Our SEN Governor is Mr Ian Greaves ([igreaves@whiteshill.dgat.org.uk](mailto:igreaves@whiteshill.dgat.org.uk)), he works closely with the SENCO to monitor and assess the impact of SEN provision. The SEN Governor reports back to the full governing board, and the SENCO has a duty to report annually to Governors on the impact of SEN Provision at Whiteshill.

7.2. The school's arrangements for supporting pupils who are looked after by the local authority and have SEN:

Our SENCO and Headteacher are also the Designated Teachers for Looked After Children therefore any Looked After child will be closely supported to ensure their needs are met with a Team Around the Child Approach.

7.3. The school's arrangements of pupils with SEN transferring between other education providers or preparing for adulthood and independent living is:

We work closely with other schools and feeder pre-schools to ensure a careful transition plan is arranged when your child moves schools.

Our SENCO will visit and observe pre-school children with additional needs, also attending their final review before they start reception and works closely with our local secondary schools to ensure secure transitions for our school leavers moving onto the next part of their school journey. For some children year to year transitions can be challenging therefore we also ensure transition plans are in place; these children also have pupil passports explaining their strengths and difficulties. We ensure parents are always involved in this process. Current and future class teachers always meet to hand over and share information regardless of need. We also use social stories to aid successful transition. We aim to prepare families and children for their next steps in education whether secondary school, home education, alternative provision or specialist provision. This is outlined in more detail in our [Transition Policy](#).

7.4. The school collaborates between the following education providers and other settings:

- Educational Psychologists
- Advisory Teaching Service
- Speech and Language Therapists
- Occupational Therapists

- Education Inclusion Team
- School Nursing Team
- Paediatricians
- Children and Adolescent Mental Health Service

We are also able to support and guide families who may be going through a difficult time and recognise the need to support the whole family to meet the child's needs. We can sign post children and families to additional services, organisations and charities if further support is required.

## 8 The School's key contacts

SEN co-ordinator: Jackie Colman, [sendco@whiteshill.dgat.org.uk](mailto:sendco@whiteshill.dgat.org.uk) 01453 762949, key contact for complaints from parents with pupils with SEN:

If a parent has worries, they must initially raise these with the class teacher who will discuss the concern and aim to find a suitable solution. Parents can email the class teacher, ([teachersname@whiteshill.dgat.org.uk](mailto:teachersname@whiteshill.dgat.org.uk)) or arrange an appropriate time to meet in person.

From this, if concerns surrounding the provision and school's ability to meet the needs of a child with SEN still exist, parents can contact the SENCO or Headteacher to discuss and aim to find in partnership with one another, an appropriate solution.

The school's complaints policy can be found on the school [website](#).

## 9 The School's Link to the Gloucestershire Local Offer

[Whiteshill Offer-of-Early-Help-23-24.pdf](#)

The [Gloucestershire Local Offer](#) provides information and advice on Special Education Needs and Disabilities and their families. If you wish to contact the Gloucestershire County Council about the Local Offer, please call Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) on Freephone: 0800 158 3603 or Direct Line: 01452 389344/5.

Next review date: September 2026

Signed

SENCO: Jackie Colman



Headteacher: Kelly Osborne-James