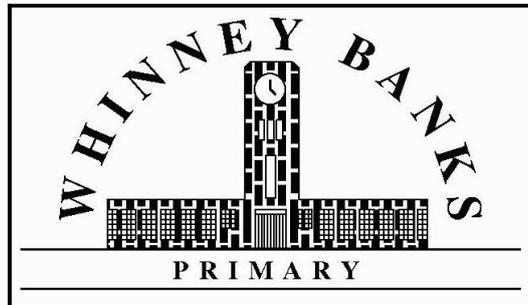


SEND Information Report

2025 / 2026



Review Date	Type of Review	Comments
September 2023	Updated	
Autumn Term 2024	Updated	
Autumn Term 2025	Updated	

1. Admissions

At Whinney Banks Primary School, we welcome applications from all pupils, including those with disabilities, and make reasonable adjustments to ensure their inclusion during the admissions process. The school adheres to its legal obligations to ensure that no pupil is discriminated against on the basis of disability. We actively encourage families of children with disabilities to visit the school, meet with the Special Educational Needs and Disabilities Coordinator (SENDCO), and discuss any specific needs or adjustments required prior to their child's enrolment.

2. Identification of Needs

2a. How does the school identify children with Special Educational Needs?

At Whinney Banks Primary School, we have clear systems for identifying Special Educational Needs.

- The class teacher closely monitors the children's progress across the year and is usually the first person to identify a child whose progress has stalled. The key test of the need for action is evidence that the rate of progress is inadequate.
- Where progress is deemed not adequate, it will be necessary to take some additional or different action to enable the pupil to learn more effectively before the child is defined as having a special need.
- If the teacher has concerns about the progress of a particular child, they will:
 - Observe and monitor the child more closely
 - Review assessment information, including formative and summative assessments, to identify specific gaps in learning, barriers to progress or emerging areas of need and next steps
 - Adapt teaching and learning through high-quality, inclusive classroom practice
 - Implement and review short-term, targeted support within the classroom, monitoring impact and progress over time
 - Talk to parents and try adaptations to overcome the child's difficulties
 - Maintain high expectations for the child's learning, progress and inclusion, recognising that slower progress does not, in itself, indicate the presence of SEND
 - Seek advice and guidance from the SENDCo and/or senior leaders
- Where progress continues to be a concern despite high-quality teaching and targeted support, the teacher will work with the SENDCo to consider whether the child may require SEND Support and/or involvement from external agencies.
- When a child is identified as having a special need, parents/carers will be consulted and an agreement will be reached to register the child on the Special Educational Needs and Disability (SEND) register. The SEND registration form will be completed.
- Those children, who are placed on the SEND register, will have an individual SEND Support Plan which details their targets for learning for that term. The child's targets are assessed

and reviewed each term. Parents attend meetings to review their child's progress and they are fully informed of their child's new targets.

- Termly meetings are held with class teachers and a member of the SEND Team, in order to review and monitor the children's progress.
- The progress of identified children is explored with class teachers and extra provision is agreed as needed. If required, the SENDCO will involve external professionals to further assess and provide recommendations for appropriate provision.
- The Senior Leadership Team (SLT) analyse data collected at strategic points across the year and identify children who may require additional support.

Please see *Whinney Banks Primary School's SEND/Inclusion Policy for further details.*

2b. How do we involve parents in planning for those needs?

At Whinney Banks Primary School, we value parental support and we aim to fully involve parents at each stage of their child's education.

- Parents are invited into school to attend a Parents' Evening early in the Autumn Term and an end of year Parents' Evening in the Summer Term.
- Parents may contact their child's class teacher, or the SENDCO to discuss their child's needs.
- Specific or additional needs are discussed during these meetings and appropriate provision is discussed and agreed.
- SEND Support Plans which detail the child's needs and personal targets, are reviewed and discussed during termly meetings with parents.
- Annual reviews are held for children with Educational Health Care Plans.
- Additional meetings are held as required.
- When children are provided with extra support from outside agencies, additional meetings will be arranged to gather and share information, target set, explore additional support in school and at home, as well as review progress.

Further information in the parental involvement section found within Question 5.

2c. Specialist School Provision:

- Education, health and care plan via LA panel;
- LA funded provision

3. Support

All children are provided with the support and guidance that they require to unlock their true potential. Further interventions are put into place and additional support is provided

for children who have a special educational need or are simply finding aspects of their learning challenging.

3a. Who in school will support my child and how will this be monitored?

- With the support of the SENDCo, the teacher will identify children who require additional support or who may have a Special Educational Need.
- The SENDCo and class teacher decide on the action required based on previous assessment and make a joint decision concerning the most appropriate action, such as:
 - Different learning materials
 - TA deployment – group or individual support
 - Specific targets on the SEND Support Plan
 - Staff development and training
 - Access to support services for one-off assessment, advice, strategies and provision of staff training without the need for regular input.
 - Access to an intervention group or opportunity to take part in an intervention programme.

When providing in class provision, the class teacher will:

- Plan, deliver and organise a curriculum which takes into account the needs of all the children within the class.
- Work closely with children who require more guidance with their learning.
- Ensure that learning is appropriately matched to the individual need through, making adaptations and providing scaffolds, support and resources where appropriate.
- Arrange for teaching assistants to provide additional intervention work to target a specific area of need.
- Monitor and evaluate the effectiveness of the provision for all pupils and adjust the provision accordingly.
- Devise and review SEND Support Plans for the pupil which sets SMART targets and details strategies and support in place for progress to be made towards achieving them.

The SENDCo organises, oversees and monitors the deployment of additional support and interventions across school.

- Pupil progress is tracked and explored termly.
- At Whinney Banks we value early intervention.
- Reading interventions take place across school, including: 1:1, paired and group support depending on the needs of the child. These interventions are regularly reviewed.

- All year groups have at least one teaching assistant to support the day-to-day learning within the classroom. Classes in Foundation Stage and Key Stage One receive additional adult support in the form of additional teaching assistants to ensure that the required staff: child ratio is appropriate to the children's age and needs.
- When required, the SENDCo will seek additional support from external agencies.

Further information in the 'Specialist Services' section found below.

3b. How are decisions made about the type and amount of provision a young person will need?

- When a child is identified as having a special need, the class teacher will liaise with the SENDCo and Head Teacher and together they will identify the best form of provision required.
- Information is collected from class teachers, assessments and data in order to identify children who require additional intervention in school or involvement with outside agencies.
- All support is evaluated and adjusted regularly.

4. Curriculum

At Whinney Banks Primary School, we believe that all children are entitled to a high quality, broad and balanced curriculum. Where appropriate, adaptations are made in order to support the varying needs of all children.

- Children with a special educational need will be integrated as far as possible into mainstream class and will follow all aspects of the National Curriculum. There will be minimal withdrawal from mainstream classes.
- Where children require extra support, resources or extension materials this will be provided wherever possible.
- Provision will be provided by the class teacher through:
 - Careful planning of the curriculum which considers the needs of all the children
 - Targeted support with the teacher organising tasks for pupils who require more input or guidance/work. Learning is appropriately matched to the individual need and taught through an arrangement of different groups, tasks or resources.
 - Appropriate assessment and recording. These assessments will inform the planning for the next stage of learning and will be used during feedback to the child and parents/carers.
- Where this provision is not resulting in progress, as outlined in the Code of Practice, the SENDCO will be consulted for advice.
- If appropriate, teaching assistants will be deployed under the direction and supervision of the teacher to support access to core skills and the wider curriculum.

- Through appropriate adaptations and the establishment of SMART targets each pupil should make progress in their learning.

Further information can be found in the Teaching and Learning Policy.

5. Accessibility

With due regard to parental choice and the level of physical and financial support needed to ensure success, Whinney Banks Primary will seek to fully include children with Special Educational Needs and Disabilities (SEND).

The school's inclusive policy caters for individual needs wherever possible, in line with the Disability Discrimination Act.

Accessibility Plan

We have prepared an Accessibility Plan to ensure we continually improve access to education for disabled pupils. The plan outlines how our school seeks to:

- **Increase the extent to which disabled pupils can participate in the curriculum:**
 - We adapt the curriculum to ensure all pupils can access it, using differentiated teaching, specialised resources, and where necessary, individual support plans. This includes making modifications to classroom activities, providing additional support, and using additional resources.
 - Staff are trained in inclusive teaching practices to meet the diverse learning needs of pupils, including those with sensory, cognitive, or physical disabilities.
- **Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services available:**
 - Our building is accessible to all pupils including those with physical needs.
 - There is access to disabled toilets for wheelchair users
 - The physical environment of the school is reviewed regularly to identify areas that may present barriers to disabled pupils.
 - Quiet or calm rooms for pupils with sensory processing needs.
 - Personalised support, such as assistance with mobility, communication aids, or specialised equipment, depending on the pupil's specific needs.
 - As part of our Accessibility Plan, we undertake improvements such as installing wider doorways, accessible signage, or adding specialist classroom furniture.
- **Improve the availability of accessible information to disabled pupils**

Additional plans and policies are available on request.

Preventing Unfavourable Treatment

- We take steps to ensure that disabled pupils are not treated less favourably than their peers. This includes making reasonable adjustments to policies, practices, and physical environments to remove or reduce disadvantages. Staff receive regular training on equality and inclusion to ensure that teaching methods and daily practices do not disadvantage disabled pupils. The school promotes an inclusive culture, where pupils are encouraged to support one another and celebrate diversity.

6. Parental Involvement

We value parental support and endeavour to involve parents/carers in their children's education each step of the way.

- Parents/carers will be welcomed into school to discuss their child's special needs and will be invited to a termly review. The school and parents/carers must work as partners to the benefit of the child.
- Parents/carers should send their children to school ready to learn and work in partnership with school to meet their child's special needs.
- If appropriate, there will be opportunities for active involvement in reading interventions.
- Parents/carers are fully informed about any assessment outcomes or programmes of support that are put in place. Strategies to support their child's need at home will also be shared and supported by school.
- In the autumn and summer terms, parents/carers are invited to a Parents' Consultation Evening.
- Daily home reading is encouraged and recommended.
- SEND Support Plans are reviewed regularly with parents.
- 'New Starters' meetings are held for parents/carers who have children in Foundation Stage.
- Parents/carers of children with an Education Health Care Plan (EHCP) are invited into school to review progress and they also attend an annual review.
- Parents are invited into school regularly to share the children's e.g.:
 - Dance Celebrations
 - Christmas Productions
 - Steel Pan Drumming Assemblies
 - End of Year Assemblies

7. Overall Well-being

Here at Whinney Banks, developing the overall well-being of the whole child is at the absolute heart of our school ethos and curriculum. One of our ultimate 'Whinney Banks' aims is to ensure that children leave our school as well-rounded individuals who are prepared for a journey of life-long learning.

- Throughout school, we have developed very effective systems and routines to ensure that a safe, calm and positive learning environment is created. We take great pride in ensuring the social and emotional well-being of all of our pupils.
- Personal, social, health and emotional education (PSHE) is specifically taught in each year group.
- Ongoing, day-to-day, pastoral care and support is provided by class teachers and other adults working within year group teams.
- Mrs Thorpe, Mrs Wales and Mrs Watson will ensure that children with Special Educational Needs are catered for in the best possible way.
- Behaviour Support is available from Mr Grimes and all members of the Senior Leadership Team.
- Attendance support is also available.
- Additional pupil and parental support is available from Pupil and Parent Wellbeing support.
- For children with specific emotional or social needs, targeted support can be discussed and arranged in conjunction with the class teachers or the SENDCo.
- Our school also has access to outside agencies which can provide specialist social and emotional support for both pupils and families.
- Our children have the opportunity to share their thoughts, ideas and recommendations of their learning within their classes.

For further information please see our anti-bullying, behaviour and child protection policies.

Medical

- For children with specific medical requirements a Health Care Plan will be written in conjunction with parents/carers to ensure that the specific needs of the pupil are met effectively. These plans are reviewed and amended as and when needed.
- Important (and in some cases) lifesaving information is displayed (in line with data protection and safeguarding policies) for staff to see in order to ensure the safeguarding of the children involved.
- Medical information is made available to relevant staff and any teachers who cover the class.
- When necessary and in agreement with parents/carers, a wide range of staff can administer medicines within school and careful monitoring systems are in place to do so effectively to safeguard both pupils and staff. Please see our Medicines Policy for further information.
- All medicines are kept in the school office. Additional epilepsy medication, inhalers and EpiPen are stored in the child's classroom along with health care plans if required.
- All teaching assistants and some other members of staff are first aid trained and this training is regularly updated.

- The 0-19 Health Child Service is available to offer advice and support to both staff and parents/carers.
- Annual training such as epilepsy, asthma awareness and EpiPen use is delivered by an appropriate professional as and when required. Agreed systems and policies are shared with all staff.
- High quality medical training is undertaken by all relevant staff to ensure that children with specific needs are safeguarded.

8. Specialist Services

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

When required, the SENDCo will liaise with other professionals (in and out of school) and outside agencies including:

- In school behaviour support
- In school attendance support
- In school Pupil and Parent Wellbeing Support
- The Special Educational Needs Team – Local Authority
- Learning and Language Support
- Educational Psychologist
- Specialist teachers
- Speech and Language
- Occupational Therapist
- Visually Impaired Service
- Hearing Impaired Service
- Early Help
- Daisy Chain
- Bungalow Project
- Medical Professionals
- Physiotherapists
- Child and Adolescent Mental Health Service (CAMHS)
- Neurodevelopmental Team
- The Cleveland Unit
- Beverley School
- Holmwood School
- School Nurse Service /Health Visitor
- Attendance and Welfare service
- Inside Out
- Forget Me Not
- The Young Carers
- Community Campus

- REACH
- Harbour
- Smiles (NSPCC)

9. Staff Training

As a school, we fully embrace and recognise the importance of continued professional development. We continually strive for excellence in order to raise standards and provide the children we teach with the very best start in a journey of lifelong learning.

- The SENDCo attends regular Special Educational Needs training and network meetings within the local authority.
- All teaching staff have Qualified Teacher Status.
- All Early Years staff have the appropriate government approved Early Years qualification.
- All teaching assistants have NVQs or equivalent qualifications.
- We have an ongoing personalised programme for professional development for all members of staff.
- New members of staff are supported by an induction mentor, the team leader and the Senior Leadership Team.
- Teaching assistants have an up-to-date first aid qualification.
- Additional training for specific areas is provided as required. The leadership team will organise relevant training for staff members in order to support them in their individual roles across school. Staff may also request additional training.
- Medical training e.g. use of EpiPen, administration of epilepsy medication etc. is updated annually for relevant staff members.
- Safeguarding and Child protection training is reviewed annually.
- Weekly staff meetings are dedicated to professional development which promotes outstanding teaching and learning as well as supporting the school development plan and Whinney Banks values.
- Staff are provided with opportunities to share and observe good practice.

10. Activities outside of school

Our school curriculum is enriched with a multitude of extra-curricular activities and opportunities. We recognise that although some children may find certain aspects of their academic learning difficult, they have the potential to shine in other areas. We are keen to find every child's strength by providing them with a wide range of opportunities in different areas of learning.

- The specific needs of any child will be discussed with parents/carers to ensure their full access and enjoyment of any extracurricular activity, after school club or educational visit.
- We have a range of afterschool clubs which vary from term to term.
- The curriculum is enriched with visits to theatres, art galleries and other places of interest.
- Each year group carefully plans educational visits to places which support the curriculum.
- In upper Key Stage 2, children have the opportunity to take part in residential educational visits e.g. Y6 visit London which involves visiting art galleries, museums and a visit to the theatre to see a show.
- The safety of pupils and staff is paramount and will be considered prior to any educational visit or extra-curricular activity.
- Staff carry out risk assessments and where possible make a preliminary visit to the place prior to any visit. Risk assessments are checked by the Head Teacher before the visit takes place.

Please see our charging and remissions policy for details linked to costing.

11. Transition

How is Transition planned and managed by the school?

Here at Whinney Banks, we recognise and understand the importance of ensuring that there are smooth transitions at each stage of a child's education. Careful consideration is taken when planning transitions to ensure that are effective.

Entry to Early Years Foundation Stage (EYFS)

- Before the children start Nursery, parents are invited to a welcome meeting with the Nursery staff in order to discuss systems, routines and answer any questions that parents/carers may have.
- Before the children start in Reception, parents/carers are invited into school for a group 'New Starters' meeting. Parents/carers are informed about the school systems, routines and any other key information (see school handbook for further details). There is an opportunity for parents/carers to ask any questions.
- During the Reception year, parents/carers are invited into school for an additional meeting. During this meeting, parents/carers find out about the teaching and learning within Reception and are provided with advice about how to best support their child's learning.

Year Group Transitions

At Whinney Banks, we pride ourselves in having consistent and very effective systems, routines and expectations throughout school. As a result, the children are able to adapt quickly to their new classes as there is little change to the systems, routines and expectations.

- As the children move through school, teachers have the opportunity to share information with the new class teacher.
- Current teachers provide in depth records for each individual child for the new class teacher.
- During the settling in period (the first week) of a new academic year, the children will learn about systems, routines, expectations etc. These will be consistently reviewed throughout the year.
- For those children who require extra support transition, there will be opportunities for them to visit the class teacher and familiarise themselves with the new surroundings.
- Parents/carers are welcome to arrange a meeting with the new class teacher if they have any concerns that they would like to discuss.

Y6 Transition to Secondary School

- During Year 6, parents/carers and children are invited to open evenings held at the nearby secondary schools. This helps inform parents/carers decisions regarding choice of secondary school for their child.
- Meetings are arranged between the Year 6 teachers and the relevant staff from the children's secondary school. These meetings provide opportunities for staff to share information about each individual child.
- Information forms are completed by the Year 6 teachers and are handed over to the secondary school.
- Special Educational Needs files are transferred to the new school.
- The children have the opportunity to spend a number of days in their new school during the Summer Term (induction days).
- Additional induction days and other arrangements can be arranged for those children who require an extended transition.

12.SEND Resources

How are the school resources allocated and matched to the young person's Special Educational Needs?

Here at Whinney Banks Primary School, we are very well resourced in terms of equipment, space and staff. We are very lucky to have a large building which enables us to effectively support many additional interventions. Our resources are allocated and matched to all pupils, including those pupil's with Special Educational Needs.

How is the SEND budget allocated?

Each financial year, the school's Special Educational Needs and Disabilities budget is allocated depending on the level and area of need for each individual child. This may include:

- Resources and specialist equipment.
- Additional support staff in class to target specific needs.
- Targeted support for a clearly defined period of time focusing on specific targets.
- Intervention.

The allocation of additional resources is made based upon pupil progress and specific need as it arises.

Decisions regarding the allocation of resources can be made:

- Within teaching teams by class teachers, in conjunction with an appropriate member of SLT.
- As a result of pupil progress reviews with teaching teams and the Senior Leadership Team.
- By the SENDCo and senior leadership following the analysis of data collected from assessments.
- As a result of assessment and support strategies suggested by external agencies e.g. an educational psychologist.

See Section 2 for additional details.

13. Key Points of Contact at Whinney Banks Primary School

The class teacher is the first point of contact if parents/carers wish to discuss their child's progress and needs.

Parents are also welcome to make an appointment with the following members of the Inclusion Team and leadership team:

- **Mrs Thorpe** (Head Teacher and designated safeguarding lead)
- **Mrs Wales** (Assistant Head Teacher, EYFS / KS1 Special Educational Needs Coordinator and designated safeguarding lead)
- **Mrs Watson** (Assistant Head Teacher, KS2 Special Educational Needs Coordinator, KS2 teacher)
- **Mr Grimes** (Senior Leadership Team Member and Behaviour Support)
- **Mrs Colegate** (Senior Leadership Team Member, Nursery Teacher and member of the SEND Support Team).

- **Mrs Garbutt** (Reception Teacher, member of the leadership team and SEND Support Team)
- **Special Educational Needs Governor**