



Whitley Abbey Primary School Special educational needs (SEN) information report

Approved by:	Governing Body	Date: March 2024
Last reviewed on:	March 2024	
Next review due by:	March 2025	

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION/ EXAMPLES
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Member of the Team	Role	Training
Mrs Holly Haines	SENDCo	NASENCo award being completed 2023-2024 Team Teach QTS
Mrs Michelle Reeve	Family Support Worker	Team Teach DSL Mental Health Training
Miss Mel Cutler	Advisory Teacher SEMHL	Available on request
Mrs Carley Latue	Advisory Teacher The Complex Communication Team	Available on request
Miss Emma Hart	Talk Therapy	Available on request
Dr Claire Antzack	Educational Psychologist	Available on request
Alison	School Counsellor	Play Therapists

Our special educational needs co-ordinator, or SENDCO

Our SENDCo is Holly Haines

They have 20 years teaching experience. They are a qualified teacher and experienced senior leader, working towards the NASENCO qualification, during the year 2023-2024. They are allocated 2.5 days a week to manage SEN provision, released from class each afternoon.

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENDCo to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of TAs, including a higher-level teaching assistant (HLTA) and a family support worker/ learning mentor who are also trained to deliver SEN provision.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?

If you think your child might have SEN, the first person you should tell is your child's teacher. You can arrange to speak with them before or after school and do not need to wait until parents evening. **We encourage all our parents to ensure that their child's sight and hearing screens are up to date as this may be a barrier to learning.**

The class teacher will be able to implement support in the first instance and complete a number of screening activities to help to identify if there is a need. They will also hold the most up to date attainment and progress data to help to identify what needs there might be.

Should there be a concern identified the class teacher will pass the information on to our SENDCO, who will be in touch to discuss your concerns.

You may be invited to a telephone or face to face meeting to discuss your concerns. You may also be asked to complete consent forms allowing school to invite specialist teachers to assess your child and support the identification of need.

The SENDCO will support you and your child in finding the right level of support and work with the class teacher to ensure support is implemented.

You can also contact the SENDCO directly. Mark any email FAO SENDCO and use the following address sendco@whitleyabbey-pri.coventry.sch.uk

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil ~~extra tuition~~ **additional support and intervention** to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO, and will contact you to discuss the possibility that your child has SEN.

The SENDCO or a specialist teacher or practitioner will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCo may ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

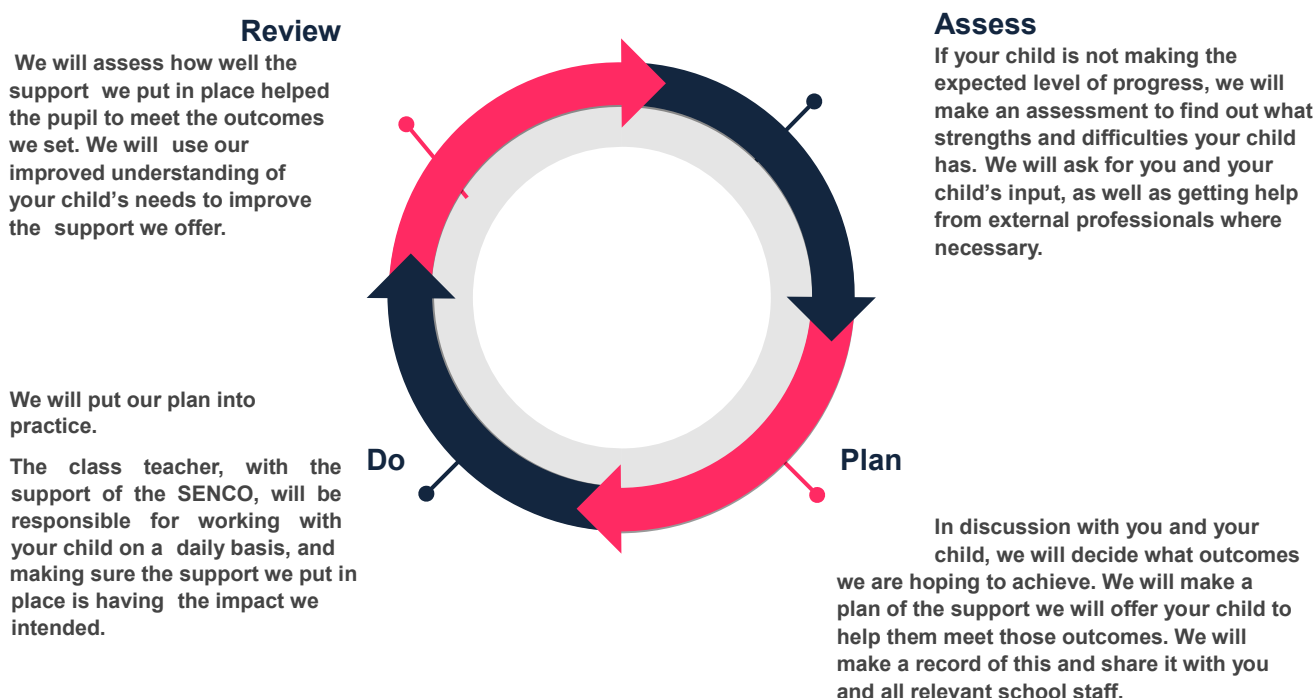
Based on all of this information, the SENDCo will decide whether your child needs SEN support. You will be told the outcome of the decision and this will be recorded on the school based system CPOMS.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENDCo or class teacher will work with you to create a IEP (Individual Education Plan) support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins or use the most recent in school assessment data. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

For children with an IEP

(Individual Education Plan)

We will provide termly reports on your child's progress two of these will be completed at Parents Meetings and the final report will be the formal written end of year report. Your child will have an Individual education plan with specific targets to work towards – we will measure their progress against these targets.

For children with a My Support Plan

Children will have two Parents evenings and a formal written end of Year report. In addition to this they will be invited to review their child's My Support Plan approximately 3 monthly (however, this may be a longer or shorter period depending upon the needs and targets of the individual.)

Children with an EHCP

Children will have two Parents evenings and a formal written end of Year report. In addition to this they will be invited to review their child's EHCP annually **and school will use a Assess, Plan, Do Review document to break down the long term outcomes of the EHCP into termly appropriate steps.** ~~Parents of pupils with an EHCP may also receive more frequent communication from the class teacher in the form of a communication book, star or reward chart or daily/ weekly hand over meetings.~~ Should there be concerns about your child's progress an earlier review may be called.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

In addition to the plans detailed above some children may also have: a Care Plan – this will support and help to manage any medical needs or ongoing health conditions, a Positive Intervention Plan – this plan is written to support children who demonstrate emotional dysregulation and details the strategies that will be used to help them be successful in school, or a risk assessment – this will be written for children with medical or non-medical conditions which mean that adaptations are needed in school to help to keep them and others safe.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child. These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
 - Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
 - Adapting our resources and staffing
 - Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
 - Teaching assistants will support pupils on a 1-to-1 basis when this is specified in an EHCP
 - Teaching assistants will support pupils in small groups when directed to do so by the class teacher
- We may also provide the following interventions:

AREA OF NEED	CONDITION	➤ How we support these pupils
Communication and interaction	Autism spectrum disorder	<ul style="list-style-type: none"> ➤ Visual timetables ➤ Social stories ➤ Access to sensory room
	Speech and language difficulties	<ul style="list-style-type: none"> ➤ Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	<ul style="list-style-type: none"> ➤ Writing slope ➤ Tinted overlays ➤ Recording devices
	Moderate learning difficulties	<ul style="list-style-type: none"> ➤ Provided electronics to support ➤ Overlearning ➤ Pre teaching

Social, emotional and mental health	ADHD, ADD	➤ Quiet workstation ➤ Sensory breaks ➤ Wobble cushions ➤ Small group support
	Adverse childhood experiences and/or mental health issues	➤ Pastoral support ➤ Outdoor learning ➤ Counselling
Sensory and/or physical	Hearing impairment	➤ Specialist equipment
	Visual impairment	➤ Limiting classroom displays ➤ Enlarging texts
	Multi-sensory impairment	➤ OT Recommendations
	Physical impairment	➤ OT recommended support

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after the identified number of weeks
- Using pupil questionnaires
- Monitoring by the SENDCo
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip to Dol-y- Moch. All pupils are encouraged to take part in sports day/school plays/special workshops and careers events.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included – there are occasions when after a thorough risk assessment it is necessary to consider the safety of a pupil at a particular event - this sometimes means inviting parents to support their child on a trip.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Our Admission Policy is based upon the agreed Coventry LA admissions guidance.

Normal admission arrangements will be followed for pupils with 'SEN or Disabilities' **We endeavour to be a fully inclusive school.**

- All our children will be treated according to their needs in line with the school policy for 'Equal Opportunities and Racial Equality'. No pupil will be denied admission because of gender, creed, race, physical ability or academic achievement.
- We will take all steps possible to provide effective educational provision. Where a pupil has a particular need e.g. wheelchair access, the Governors will ensure that reasonable adjustments are made for that pupil's need to be fully met.
- If a pupil is transferring into the school with an EHCP or has been in receipt of extra support from LA centrally funded resources in their previous setting, continuation of this support will be negotiated with the appropriate member of the LA, to ensure that needs can be met.

If a child has an EHCP which names a Whitley Abbey Primary School as their chosen provision then they must be admitted to school as a priority.

The only reason the local authority can refuse the request is if:

- The setting is unsuitable for the age, ability, aptitude or special educational needs ("SEN") of the child or young person; or
- The attendance of the child or young person would be incompatible with the provision of efficient education for others; or
- The attendance of the child or young person would be incompatible with the efficient use of resources.

13. How does the school support pupils with disabilities?

- We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure.
- All entrances to the school are either flat or ramped and have wide doors or double doors. The lobby is fully accessible for wheelchair users.
- There are disabled toilet facilities available fitted with a handrail and a pull emergency cord.
- The school has internal emergency signage and escape routes are clearly marked.
- We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult.
- Where PE is a challenge for physically impaired pupils we seek expert advice for identified individual needs.
- We consult with experts when new situations regarding pupils with disabilities are experienced.
- In some cases school may purchase or use adapted resources to ensure that all learners have equal access to the curriculum

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council or take on other roles or responsibilities around school e.g. digital leaders
- Pupils with SEN are also encouraged to be part of after school clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN by regularly assessing wellbeing using Leuven scale assessments – data from these assessments are used during the termly inclusion team meetings where interventions and support are identified and commissioned.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school in line with the school anti bullying agenda.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Hold transition meetings where staff can meet with the receiving teacher to ensure important information is passed on
- Store all plan electronically on the school CPOMS system so that staff have access to pupils targets/ Plans
- Schedule lessons with the incoming teacher towards the end of the summer term and take part in national transition day
- Provide transition opportunities including a transition booklet for those pupils who have been identified as needing additional support

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases (for primary schools)

The SENDCo of the secondary school will come into our school for a meeting with our SENDCo. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge

16. What support is in place for looked-after and previously looked-after children with SEN?

Samantha Carter is the designated teacher for looked after and previously looked after children she will work to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. Should the issue not be resolved at this point they should then contact the school office to arrange a meeting with the SENDCo. We will always try to resolve any complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally to the Head teacher or Chair of Governors following the whole school complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination> You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

- If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.
- To see what support is available to you locally, have a look at your local authority's local offer.
- Coventry publishes information about the local offer on their website:
<https://www.coventry.gov.uk/localoffer>
- Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are: SEND Information, Advice and Support Service (IASS)
<https://www.coventry.gov.uk/sendiaass>
- Local charities that offer information and support to families of children with SEND are:
 - **Local Organisation - Coventry and Warwickshire MIND**
 - **Local Organisation - Coventry Resource Centre for the Blind (CRCB)**
 - **Local Organisation - Enabling Spaces**
 - **Local Organisation - Life Path Trust**
 - **Local Organisation - Mencap: Coventry, West Midlands and beyond**
 - **Local Organisation - Red Cross Borrow A Wheelchair Scheme**
 - **Local Organisation - VoiceAbility**
 - **National Organisation - ADDISS Attention Deficit Disorder Information and Support Service**
 - **National Organisation - AFASIC Unlocking Speech & Language**
 - **National Organisation - ALLFIE Alliance for Inclusive Education**
 - **National Organisation - Autism Education Trust (AET)**
 - **National Organisation - Autism Links**
 - **National Organisation - Bladder and Bowel UK**
 - **National Organisation - Carers Trust**
 - **National Organisation - Carers UK**
 - **National Organisation - Cerebra**
 - **National Organisation - Contact for Families with Disabled Children**
 - **National Organisation - Council for Disabled Children (CDC)**
 - **National Organisation - Dimensions UK**
 - **National Organisation - Disability Rights UK**
 - **National Organisation - Dyspraxia Foundation**
 - **National Organisation - Epilepsy Action**
 - **National Organisation - ERIC The children's bowel and bladder charity**
 - **National Organisation - I CAN**
 - **National Organisation - Independent Parental Special Education Advice (IPSEA)**
 - **National Organisation - Mindful for Families**
 - **National Organisation - National Autistic Society (NAS)**
 - **National Organisation - National Deaf Children's Society**
 - **National Organisation - National Portage Association**
 - **National Organisation - Rethink**
 - **National Organisation - Scope**
 - **National Organisation - Shine**
 - **National Organisation - The Communication Trust**
 - **National Organisation - The Curly Hair Project**
 - **National Organisation - YoungMinds**
 - **Parent Group - Coventry Action for Autism Group (CAFAG)**
 - **Parent Group - National Network of Parent Carer Forums**
 - **Parent Group - North Warwickshire and Coventry Dyslexia Association**

- Parent Group - Roots to Branches
- Social Group - Girl Guides
- Social Group - RIP Stars
- Social Group - Scouts
- Support - Autism West Midlands
- Support - BID Services - Coventry Sensory Enablement
- Support - Carer's Trust CRESS - Carer's Response Emergency Support Service
- Support - Family Fund
- Support - Grapevine
- Support - Samaritans
- Support - SIBS for sisters/brothers of disabled children and adults
- Support - St Basils Floating Support Service

National charities that offer information and support to families of children with SEND are:

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan/ EHCP** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENDCo** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages