



Whiteknights
Growing Greatness

SEND Information Report
2024-2025

At Whiteknights Primary School, we aim to provide outstanding educational opportunities that develop happy, confident pupils, who have the skills to be successful lifelong learners and are able to fulfil their ambitions. We will nurture each individual and help them to grow in greatness. This SEND information report is a thorough document outlining how we work and support children and their families who have or may have special educational needs or disabilities.

Our Inclusion Team are always available to meet with you to discuss concerns about your child. This team is led by Mrs Louise Lewis and Mrs Emma Connor (SENCO and Assistant Heads) ably assisted by Ms Claire Collard, our Home School Link Worker. Please contact the school office to make an appointment. If you prefer to contact Mrs Lewis, Mrs Connor or Ms Collard by email, their contact details are as follows:

Mrs Louise Lewis / Mrs Emma Connor – senco@whiteknights.wokingham.sch.uk
Ms Claire Collard - hslw@whiteknights.wokingham.sch.uk

Mrs Lewis and Mrs Connor are experienced class teachers and can provide advice on strategies to support children with their learning both at school and home.

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

1.1 What are Special Educational Needs and Disabilities?

We refer to the term “Special Educational Needs” if a pupil has ongoing significantly greater difficulty in learning than the majority of children of his or her age in one or more areas. A pupil has a disability if there is a condition which prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools. The difficulty or disability may relate to:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory or physical conditions.

(Reference: SEN Code of Practice June 2014) <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

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

We have internal processes for monitoring quality of provision and assessment of need. Our whole school approach involves quality first teaching and additional interventions, which are defined through our regular dialogue across the school.

At the end of each term we have meetings that discuss children individually in relation to their progress. During these meetings, class teachers and senior leaders will discuss any barriers to learning and the provision that is necessary to overcome them.

These procedures help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a scaffolded and personalised approach to teaching and learning.

Underpinning ALL our provision in school is the graduated approach cycle of: Assess, Plan, Do, Review:

- **Assess:** Identify the child's needs by talking to them or their parents
- **Plan:** Create an individual plan to meet the child's needs
- **Do:** Put the plan into action, monitor it, and adjust it as needed
- **Review:** Check how well the support is working and make changes if necessary

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?

In consultation with the SENDCO, the class teacher will plan and deliver the education programme based on assessment information and input from other professionals and in some instances outside agencies. This information will be recorded in a SEND Support Plan.

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

If your child requires a SEND Support Plan, this will be shared with you on a termly basis by the class teacher and SENDCO in a termly Support Plan Review Meeting.

Additional information will be provided through:

- Parents' evenings
- End-of-year reports
- Annual reviews (if your child has an Educational Health Care Plan)
- Additional meetings with the class teacher, as required
- Review meetings with outside agencies, if they are involved.

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

It is important to us that your child develops their independence and that they are as best prepared as possible for the next phase in their education. This is facilitated through quality first teaching and if required, a SEND Support Plan which will detail the targets your child is currently working towards. This provision will be monitored by the school in termly Tracking Meetings and SEND Review Meetings.

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

The school will ensure that needs are met through quality planning and teaching - recognising the needs and provision required for all children. The teacher will take into account teacher assessment, information from school staff, advice from outside agencies, the need for small group or 1:1 teaching or specific targeting interventions and resources available to the school at the time.

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?

Each child's needs are considered individually to determine the best strategies for them, using advice from external agencies such as Berkshire Sensory Consortium. Strategies may include:

- Using a 'keep up' rather than 'catch up' strategy;
- Visual timetables/prompts using words/pictures;
- Small steps teaching;
- Working walls to support learning;
- ICT support;
- Modification of work if required;
- Learning/sensory breaks;
- Specialist hearing equipment if required.

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

Staffing is planned around the needs of children and the context of the cohort the children are in. The additional support may include:

- Teaching Assistants who support in class learning and specialist intervention work
- Nurture Assistant who provide individual and group support
- HSLW to support pupils and families as required
- Mental Health Lead to support pupils as required
- SENDCO to co-ordinate provision for children with SEND.

Staffing is reviewed on an annual basis as part of budget and provision planning; this

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

- Read Write Inc. (1:1)
- Fresh Start Literacy (1:1)
- Fluency (1:1)
- Priority Reading (1:1)
- Handwriting – Letter Join or 'Write from the Start' (1:1 or small group)
- Semantic Links (builds vocabulary) (1:1 or small group)
- Plus 1 (1:1)
- Power of 2 (1:1)
- Post/Pre maths (1:1 or small group)
- Arithmetic (1:1 or small group)
- Speech and Language (1:1)
- Nurture (1:1)

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

The resources and equipment will vary for each child and resources and equipment that a child needs will usually be considered based on recommendations from specialist services.

The resources may include the following:

- Sloping desks
- Seat cushions
- Ear defenders
- Variety of pencils/pencil grips
- Coloured paper/books
- Coloured overlays/reading rulers
- Raised steps to provide access to the disabled toilet
- Toilet frame to go over the toilet where pull-down bars are not available
- Occupational Therapy resources

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

The school will follow guidance from the Standards & Testing Agency to ensure that all necessary arrangements are accessible if required. These may include:

- A reader
- A scribe/transcribe
- Additional time
- A quiet space to work in
- Rest breaks/prompts
- An individual space if a child needs to read out loud

3. My child's progress

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

The school will monitor the progress of your child using a combination of:

- Ongoing teacher assessment on a termly basis
- Tracking Meetings with Headteacher, class teacher, AHT and SENDCO
- Standardised tests that provide standardised scores and comparative ages
- SEND Support Plan Review Meetings (with parents, class teacher and SENDCO)
- Pupil premium meetings if appropriate
- Please also reference bullet point 2.2 for opportunities for you to be involved

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

SEND Support Plans are reviewed at least termly in the SEND Support Plan Meetings. These meetings will take place with parents, class teacher and SENDCO.

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?

- SEND Support Plan Meetings
- Annual Reviews for children who have an Educational Health Care Plan (EHCP)
- Class teachers are happy to arrange meetings to discuss progress at a mutually convenient time. The SENDCO will also attend if necessary.

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

The school will utilise a variety of communication methods. These may include:

- Informal discussions – class teachers are available at pick up time each day
- Telephone conversations
- Some children may have a home/ school link book
- Conversations with our Home School Link Worker (HSLW)

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

Parents are encouraged to take an active part in their child's learning. The support you can offer could be:

- Regular reading/phonics practise
- Complete weekly home learning tasks that are set
- Times table/number fact practise
- Work with your child on learning targets as identified on SEND Support Plans
- Positive engagement with professionals if involved

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

Regular SPLAT events are held at school where parents can learn about what the children are learning and various teaching methods. As part of these events, parents are also invited into classrooms. The dates for these events are signposted on the school website.

Our Home School Link Worker (HSLW) also offers family and parenting support and this can be arranged on an individual basis.

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

- We recognise that pupil voice is important and aim to listen to the children's views wherever possible
- Key Stage 2 pupils are expected to attend SEND Support Plan Review Meetings
- The views of pupils with an Educational Health Care plan are sought in preparation for their Annual Review and, where appropriate, they will also be invited to attend the review.

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

All pupils follow the National Curriculum at the level appropriate for them.

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?

The school has a rigorous system of monitoring the SEND provision and its effectiveness. The SENDCO meets regularly with the SEND Governor to ensure interventions are having an impact and that value for money is being ensured.

Evaluation includes:

- Review meetings with SEND Governor
- Monitoring of progress using Teacher Assessment data/standardised test scores
- Review meetings with outside agencies such as the Educational Psychology Service
- Impact of intervention assessments
- Discussion with parents and children as appropriate
- Discussion of SEND provision governing body meetings
- Whole-school SEND reviews

4. Support for my child's overall wellbeing

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

Support is provided on an individual needs basis. The school has robust procedures to alert the Inclusion Leader of social and emotional concerns. These concerns may then be shared with our Mental Health Lead and a programme of support may be put in place e.g. Nurture sessions, referral to MHST.

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's behaviour policy can be viewed on our website. Other support that the school has access to, should it be required, includes:

- Pastoral Support Plans
- Individual reactive plans
- Behaviour Support Plans or One Page Profiles
- Structured lunchtimes e.g. 20-20-20
- Advice from outside agencies such as The Foundry College

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

The school will provide any support that is outlined in a child's medical care plan.

4.4 How does the school manage the administration of medicines?

The school follows the strict guidance given by Wokingham Borough Council. Any intimate care will be given in line with the school's policy. Any staff training will be prioritised to cater for specific needs.

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

A Care Plan may be written for pupils with personal care needs. The school will provide any support that is outlined in a child's care plan. The school has access to:

- Disabled toilet;
- Modified equipment in the disabled toilet;
- Spare clothing/wipes;
- 2:1 adult:pupil ratio of support to assist with toileting if necessary;

- Additional support and arrangements for children with eating needs.

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

5.1 What SEND 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 ?

We use all of the above support services for specific children plus:

- CAMHS professionals
- Occupational Therapists
- Berkshire Sensory Consortium
- Speech and Language Therapists
- Educational Psychologists
- Learning Support Service
- Behaviour Support Service

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

Parents/carers should speak to the child's class teacher/SENDCO/HSLW who will advise next steps and make referrals as appropriate.

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

School staff will follow the programmes provided by these services. On occasions specialists come into school to assess/provide guidance on specific children's needs.

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 are concerned with any aspect of your child's speech in the first instance, speak to the class teacher who will pass concerns on to the SENDCO. School are able to make referrals directly to the Speech and Language Service.

To access occupational therapy or physiotherapy services parents should seek a referral through their GP. School can provide a supporting letter if necessary.

Berkshire NHS provide valuable further advice for parents through the CYPIT toolkit which can be found at: <https://cypf.berkshirehealthcare.nhs.uk/our-services/children-and-young-peoples-integrated-therapies-cypit/>

5.5 What arrangements does the school have for liaison with Children's Services?

We take very seriously our responsibility to protect and safeguard the welfare of children and young people in our care. Our Designated Safeguarding Leads work in close partnership with Reading and Wokingham's Children's Services when needed following their procedures. We can support families to access these services if required.

6. Training of school staff in SEND

6.1 What SEND training is provided for teachers in your school?

- Training is provided dependent on current need by external services;
- SENDCO and/other staff attend training and then share information with staff.

6.2 What SEND training is provided for teaching assistants and other staff in your school?

In addition to training described in 6.1, Teaching Assistants are given the opportunities to attend courses and training to further their development and understanding of areas of SEND.

- TAs train and support each other with specific intervention work
- Regular TA meetings are held with the SENDCO /AHT of phase
- TA training sessions are led by the SENDCO

6.3 Do teachers have any specific qualifications in SEND?

Teaching staff do not have specific qualifications, yet they have a broad knowledge of a variety of support strategies to assist learners with special educational needs acquired as part of their ongoing professional development.

6.4 Do teaching assistants have any specific qualifications in SEND?

No specific qualifications but receiving on-going training in relation to SEND issues

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?

- We aim to include all children in out of school activities and trips. We will discuss the trip with parents beforehand and complete risk assessments in line with local authority guidelines
- 1:1 support may be provided depending on the level of need identified through the risk assessment
- In exceptional circumstances, the school retains the right to exclude individual children from school activities/trips. This will be the case where risk assessment of their individual needs concludes that to include them would present a danger to themselves or others or undermine the educational purpose of the trip for other pupils.

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

- Through discussion with parents/school staff
- Advice is also taken from the trip venue in terms of facilities and accessibility
- Pre-visits (where appropriate), social stories, photo booklets/video clips may be used to support preparation.

8. Accessibility of the school environment

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

The Accessibility Policy is on the schools website to look at. The school is based in three buildings – all areas are accessible for wheelchair users.

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

Adaptations have been made on recommendation from outside agencies to suit individual need.

8.3 Are there accessible changing and toilet facilities?

There is a disabled toilet near the main school office and the school's Orchard block.

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

The school has been built with accessibility in mind for both children and adults. Where modifications are required, the school will aim to plan for these.

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

- See previous methods of communication to parents
- In addition – where disabilities are known, the school will aim to communicate in the most effective method for individual parents/carers
- The school also has access to translators should this be necessary

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

- See previous methods of communication to parents
- The school has a number of bi-lingual staff who are able to translate for parents/carers

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 school and my child before he or she joins the school?

- Parents will meet with class teacher for Foundation Stage pupils in the summer term prior to starting in September
- Consultation meetings/phone conversation with current pre-school/setting, if needs are significant
- Planned transition visit to school
- Meeting with parents/specialist services if involved

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

- Additional transition visits to new classroom/teacher
- Transition meetings set up for the current /receiving teacher to discuss the child's progress/provision/needs etc.
- Other possible provisions – photo books/All About Me/ Passports/social stories/letter from the teacher in the school holidays/opportunities to visit on the INSET day in September

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

- Transition preparation and planning made between both schools if the child needs additional support
- Year 6 transition preparation and projects in the Summer Term
- Foundry College may be commissioned to support individual children with transition
- Extra visits for vulnerable children are arranged with the schools
- Secondary colleagues invited to school to meet child/be part of a review meeting if necessary to answer parents/child questions

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

We work in close liaison with the parents and pupils to plan and support transition to their next school. All information regarding your child will be passed to the new school and a transition meeting will be held if appropriate.

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

All SEND records e.g. support plans, statement of educational need/EHC plan/annual reviews if applicable, intervention records, diagnostic assessments, professional reports, review meeting notes.

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?

Speak to your child's class teacher. Either make an appointment via the school office or speak to the teacher at the end of the school day. All teachers are able to provide support and guidance on how best to support pupils with their learning. Pupils do best in school when there is a good relationship between home and school and developing and maintaining links between the two is a highly effective way of supporting your child. The Inclusion team will then offer support, if needed.

10.2 Does the school offer any specific support for parents/carers and families (such as Family Support Workers?)

The school employs a Home School Link Worker who is based on site during term time. The Home School Link Worker works at a universal level to help parents and carers achieve positive outcomes for their children. This includes providing parents and carers with or signposting them to information, organising events, giving practical advice or offering a listening ear.

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

Our SENDCOs and Home School Link Worker have literature and knowledge of many local agencies that can support parents in accessing their services. Parents and carers may be signposted to information, workshops, courses, events and local agencies.

Parents can be sign posted to SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service.) It's a free, impartial, and confidential service offering information to young people with special educational needs and disabilities (SEND) and to their parents and carers. Wokingham residents can contact SENDIASS via - 0118 9088233 or sendiass@wokingham.gov.uk. Reading residents can contact SENDIASS via - 0118 9373421 iass@brighterfuturesforchildren.org.

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

An annual survey is offered to all parents to offer feedback in general terms. Procedures for complaints are outlined within the school's Complaints Policy which is available on the school website.