

Whitleigh Community Primary School

SEN Information Report

This report describes Whitleigh Community Primary school's provision for pupils with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the SEND Policy of the Greenshaw Learning Trust, the Special Educational Needs and Disability (SEND) Code of Practice and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

This report is the responsibility of: SENCo

This report was reviewed and updated on: March 2026

This report was approved by the School Governing Body on:

**This report will be kept under review throughout the academic year. Where amendment is necessary due to operational or staffing changes that do not materially affect the nature of the report, the report will be updated by the: SENCo*

SENCO:

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Headteacher:

Mark Dyson

SEN link governor:

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SEN Information Report

1. The kinds of SEN that are provided for

Our school currently provides support for a range of needs, including:

Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties

Cognition and learning, for example, dyslexia, dyspraxia,

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Moderate/severe/profound and multiple learning difficulties

2. Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something additional is needed.

3. Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will notify parents when it is decided that a pupil will be added to or removed from the SEND register.

4. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5. Supporting pupils moving between phases and preparing for adulthood

We prioritise effective transitions for all pupils, particularly those with Special Educational Needs and Disabilities (SEND). Our approach is structured to ensure that pupils are well-prepared for changes in their educational journey, whether moving to a new class, transitioning to secondary school, or moving from nursery to primary.

Information Sharing

- **Collaboration with Parents and Pupils:** We engage with parents and pupils to discuss information that will be shared with the receiving school or setting.
- **Comprehensive Information Transfer:** Class teachers meet in the summer term to discuss and pass on relevant information about each pupil's individual needs, ensuring continuity of support.

Transition Visits

- **Planned Transition Visits:** All pupils participate in transition visits to their new class and meet their new teacher. This familiarisation helps to ease any anxiety and builds confidence.
- **Enhanced Transitions:** For pupils who may require extra support, additional visits can be arranged to ensure they feel comfortable in their new environment.

Enhanced Transition Support

- **Social Stories:** Some pupils may benefit from enhanced transitions, including the use of social stories that incorporate photographs of their new class and teacher. This visual support helps pupils to familiarise themselves with their upcoming changes.
- **Plymouth Transition Framework:** We utilise the Plymouth Transition Framework to support transitions to secondary school, ensuring that all secondary schools provide enhanced transition opportunities for pupils who need them.
- **Nursery to Primary Transition:** Enhanced transitions are also organised for pupils moving from nursery to primary school, ensuring a smooth transition process.

- **Transition Meetings:** For pupils moving to a different school during the academic year, we can arrange transition meetings with the receiving school. This collaborative approach

ensures that the new school understands the support arrangements already in place for the child.

- **Familiar Staff Support:** Visits with familiar staff members may be arranged to help ease the transition process, providing continuity and reassurance for the pupil.

6. Our approach to teaching pupils with SEN

At Whitleigh Community Primary School, we are dedicated to supporting all pupils, including those with Special Educational Needs and Disabilities (SEND). Our approach focuses on high-quality teaching strategies and targeted interventions to ensure every pupil can thrive

Teachers at our school are responsible and accountable for the progress and development of all pupils in their classes. To support pupils with SEND, we employ a range of high-quality teaching strategies, including:

- **Modelling:** Demonstrating tasks and concepts clearly to enhance understanding.
- **Chunking Information:** Breaking down instructions and information into smaller, manageable parts to facilitate learning.
- **Repetition:** Reinforcing instructions and concepts to aid retention and understanding.
- **Checking for Understanding:** Regularly assessing pupils' comprehension to ensure they are following along.
- **Allowing Time to Respond:** Giving pupils adequate time to process information and formulate responses.

We recognise the importance of mental well-being for all pupils and have established a pastoral team, including a learning mentor, to support pupils' Social, Emotional, and Mental Health (SEMH) needs.

To further support our pupils with SEND, we offer a variety of targeted interventions, including:

- Small Group Work
- Reading Interventions
- Writing Interventions
- Maths Interventions
- Social Skills Groups
- Emotional Literacy Support Groups
- Quiet Lunchtime Provision
- Nurture Classroom
- Speech and Language Support

7. Adaptations to the curriculum and learning environment

We are committed to ensuring that all pupils can access and benefit from our curriculum. To achieve this, we implement various adaptations to meet the diverse needs of our pupils, particularly those with Special Educational Needs and Disabilities (SEND).

- **Flexible Curriculum Design:** We adapt our curriculum to ensure accessibility for all pupils. This includes modifying grouping strategies, teaching styles, and lesson content to cater to different learning needs.
- **Tailored Grouping:** Pupils are grouped strategically based on their learning requirements, allowing for more focused instruction and peer support.
- **Resource Modification:** We adapt our resources to better suit the needs of our pupils. This includes using recommended aids such as laptops, visual timetables, and materials with larger fonts to enhance accessibility.

- **Staffing Adjustments:** We ensure that our staffing is aligned with the needs of our pupils, providing additional support where necessary to facilitate effective learning.
- **Extended Processing Times:** We allow longer processing times for pupils to ensure they have adequate time to understand and respond to instructions.
- **Pre-Teaching Key Vocabulary:** Key vocabulary is introduced before lessons to help pupils grasp essential concepts and terminology.
- **Reading Instructions Aloud:** Instructions are read aloud to support pupils who may struggle with written text, ensuring clarity and understanding.

These adaptations are integral to our approach at Whitleigh Community Primary School, enabling us to create an inclusive learning environment where all pupils can thrive. By continuously assessing and adjusting our curriculum and teaching methods, we strive to meet the individual needs of every pupil, fostering their academic and personal growth.

8. Additional support for learning

We have teaching assistants who are trained to deliver interventions such as RWI, Fresh start, ELSA, Lego therapy

We work with the following agencies to provide support for pupils with SEN:

- Multi-agency support team (MAST)
- Communication Interaction Team (CIT)
- Death Awareness Team
- Woodlands Outreach for children with physical difficulties
- Educational Psychologist
- Plymouth Information Advice and Support Service (PIASS, formally Parent Partnership)
- School Nurse
- Child and Adolescent Mental Health Service (CAMHS)
- NHS Speech and Language Team
- Local Authority Outreach teams

9. Expertise and training of staff

Our SENCO has five years of dedicated experience in managing SEN provision, having previously worked as a class teacher in both Key Stage 1 (KS1) and Key Stage 2 (KS2). This background has provided valuable insights into the educational needs of pupils at various developmental stages. They have also served as the KS1 and Early Years Lead, gaining experience in a nursery setting, which enhances their ability to support younger pupils transitioning into primary education.

In addition, the SENCO has worked in an adapted provision called The Edison, focusing on pupils with Social, Emotional, and Mental Health (SEMH) needs. This experience has equipped them with tailored strategies to address the unique challenges faced by these pupils.

To effectively manage SEN provision, the SENCO is allocated 4.5 days a week to focus exclusively on this area, ensuring dedicated time for supporting pupils and collaborating with staff and parents.

- **Team of Teaching Assistants:** We have a dedicated team of teaching assistants, including Higher Level Teaching Assistants (HLTAs), who are specifically trained to deliver SEN provision effectively.

- **Intervention Training:** Staff have received training in a variety of evidence-based interventions, including:
 - **Lego Therapy:** Aimed at improving social skills and communication.
 - **Speech and Language Therapy:** Supporting pupils with communication difficulties.
 - **Emotional Literacy Support Assistant (ELSA):** Focusing on the emotional well-being of pupils.
 - **Read Write Inc. (RWI):** A phonics-based literacy intervention.
 - **Fresh Start:** A literacy intervention designed to support older pupils who struggle with reading.

- **Collaboration with Specialists:** We engage with specialist staff and services to provide comprehensive support in various areas, including:
 - **Speech and Language Therapy:** For pupils with communication challenges.
 - **Social, Emotional, and Mental Health (SEMH) Support:** Addressing emotional and behavioural needs.
 - **Drama and Play Therapy:** Enhancing emotional expression and social skills through creative methods.
 - **Communication and Interaction Support:** Tailored strategies to assist pupils with specific communication needs.

10. Securing equipment and facilities

At Whitleigh Community Primary School, we are dedicated to providing the necessary equipment and facilities to support pupils with Special Educational Needs (SEN). Here's a concise overview of our process:

- **Assessment of Needs**
 - Conduct individual assessments to identify specific needs.
 - Involve parents in the assessment process.
 - Involve any external agencies e.g. Occupational therapist
- **Identification of Equipment**
 - Tailor recommendations based on assessments.
 - Collaborate with specialists for effective solutions.
- **Securing Resources**
 - Allocate a budget specifically for SEN resources.
 - Apply for external funding when necessary.
- **Procurement Process**
 - Select reputable suppliers for quality equipment.
 - Arrange trial periods to ensure suitability.
- **Implementation and Training**
 - Install equipment to ensure accessibility.
 - Provide staff training on effective usage.
- **Monitoring and Evaluation**
 - Adjust based on feedback from pupils and staff.
 - Conduct regular reviews in line with equipment guidelines, including annual checks.

This structured approach ensures that all pupils with SEN have the resources they need to succeed, fostering an inclusive learning environment.

11. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each term
- Using pupil questionnaires
- Using parent questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding IEP meetings each term with class teachers
- Holding annual reviews for pupils with statements of SEN or EHC plans

12. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

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 residential trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

13. Support for improving emotional and social development

At Whitleigh Community Primary School, we prioritise the emotional and social development of our pupils through a comprehensive support system. We implement the Zones of Regulation framework, which helps pupils identify and manage their emotions effectively, fostering self-awareness and self-regulation skills. Our commitment to a zero-tolerance approach to bullying creates a safe and inclusive environment where all pupils feel valued and respected. Additionally, we have a dedicated Teaching Assistant who delivers the Emotional Literacy Support Assistant (ELSA), providing tailored support for pupils facing emotional challenges. Furthermore, our learning mentor works closely with pupils to enhance their social skills and resilience, ensuring that every child has the opportunity to thrive both emotionally and socially. Through these initiatives, we aim to cultivate a positive school culture that supports the holistic development of our pupils.

14. Working with other agencies

At Whitleigh Community Primary School, we are dedicated to meeting the needs of our pupils with Special Educational Needs (SEN) by collaborating with a range of external agencies. We work closely with Social workers and the Multi-Agency Support Team (MAST) to coordinate comprehensive support for our pupils and their families. Our partnerships extend to the Communication Interaction Team (CIT), the Death Awareness Team, and Woodlands Outreach for children with physical difficulties, ensuring that we address the diverse needs of our pupils effectively.

Additionally, we engage with the Educational Psychologist and the Plymouth Information Advice and Support Service (PIASS) to provide tailored advice and support to families navigating the SEN landscape. Our School Nurse and the Child and Adolescent Mental Health Service (CAMHS) play crucial roles in addressing health and mental health concerns, while the NHS Speech and Language Team and local authority outreach teams further enhance our provision. Through these collaborative efforts, we aim to create a supportive environment that fosters the emotional, social, and educational development of our pupils while empowering their families.

15. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher or SENCo in the first instance. They may then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

16. The local authority local offer

Our contribution to the local offer is: [Whitleigh Community Primary School - Plymouth Online Directory](#)

17. Contact details of support services for parents of pupils with SEN

In Plymouth, there are several support services available for parents of pupils with Special Educational Needs (SEN). Here are the key contact details:

Plymouth Information Advice and Support Service (PIASS)

- **Website:** [Plymouth Information Advice and Support Service](#)
- **Phone:** 01752 304 148
- **Email:** piass@plymouth.gov.uk

Plymouth City Council - Special Educational Needs Team

- **Website:** [Plymouth City Council SEN](#)
- **Phone:** 01752 307 469
- **Email:** sen@plymouth.gov.uk

Child and Adolescent Mental Health Service (CAMHS)

- **Website:** [CAMHS Plymouth](#)
- **Phone:** 01752 434 200

Plymouth Parent Carer Forum

- **Website:** [Plymouth Parent Carer Forum](#)
- **Phone:** 01752 256 719
- **Email:** info@plymouthparentcarerforum.org.uk

Plymouth Family Hub

A place for families, parents, carers and young people in Plymouth to find support and advice.

- **Website:** [Family Hubs | PLYMOUTH.GOV.UK](#)

These services provide valuable information, advice, and support to parents navigating the challenges associated with SEN. It's important for parents to reach out to these resources for guidance and assistance tailored to their child's needs.

18. Contact details for raising concerns

If you have concerns regarding a pupil's Special Educational Needs and Disabilities (SEND), please reach out to the class teacher or the SENCo, Mrs. O'Brien, as your first point of contact. Both the class teachers and Mrs. O'Brien are available at the beginning and end of the school day. Alternatively, you can send an email to: office@whitleighprimary.co.uk.