



Whitegate Primary and Nursery School

SEND Information Report Autumn 2025

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| <p>1. What kinds of Special Educational Needs are provided for at Whitegate Primary and Nursery School?</p> | <p>Whitegate Primary and Nursery School is a fully inclusive mainstream school which strives to create a sense of community and belonging for all our pupils.</p> <p>We have high expectations and ensure that all pupils are provided with a broad and balanced curriculum and good quality first teaching, enabling them all to progress personally, emotionally, socially and academically in all curriculum areas. We have systems in place for early identification of barriers to learning and participation and provide for the following areas of need as outlined in the SEND Code of Practice 2015:</p> <p>Communication and Interaction This includes Autism and Asperger Syndrome, where children may have particular difficulty with social interaction.</p> <p>Cognition and Learning This includes specific learning difficulties such as Dyslexia, moderate learning difficulties, and profound and multiple learning difficulties.</p> <p>Social, emotional and mental health difficulties This includes conditions such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), attachment disorder, or difficulties such as anxiety and depression.</p> <p>Sensory and/or physical needs This includes disabilities such as vision and hearing impairment or a multi-sensory impairment.</p> |
| <p>2. How do we identify children with SEND and how do we assess their needs?</p> | <p>At different times in their school life, a child or young person may have a special educational need.</p> <p>The SEND code of Practice defines a Special Educational Need as follows: “A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:</p> <p>(a) have a significantly greater difficulty in learning than the majority of others of the same age: or (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”</p> <p>The Class teacher monitors all children continually and assesses them half termly identifying those children not making expected progress. Pupil progress meetings are held half termly with the Senior Leadership Team where extra provision and strategies to support the child are agreed. Families are kept informed throughout the whole process and children are invited along with their parents to regularly discuss and review their provision and targets with the Class teacher.</p> <p>Where concerns are raised by a class teacher or parent, we will work together to identify what the difficulty is and create a plan to address the need. This will be reviewed after 6 weeks and a decision made as to whether the difficulty has reduced, is outside agency involvement required, are new targets required. At all points in the process, parents will be involved in the decision making.</p> |
| <p>3. Who is our Special Educational Needs Coordinator (SENDCo)?</p> | <p>Miss Elizabeth Fisher is our SENDCo. You can contact her via the school office on: 0115 9152944</p> <p>The SEND Governor is responsible for making sure that the necessary support is given for any child with SEND who attends the school. They should also support and challenge the SENCO and Head Teacher with regards to SEND in school.</p> <p>Stewart Powell is our SEND Governor.</p> |

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| <p>4. How do we consult parents and carers of children with SEND and involve them in their child's education?</p> | <p>Parents and carers are actively encouraged to be partners in their child's education. Our 'open door' policy allows the class teacher in the first instance, to be regularly available to discuss your child's progress or any concerns you may have, and to share information about what is working well at home and school, so similar strategies can be used.</p> <p>The SENDCo is also available to discuss any concerns/worries you may have.</p> <p>Parents receive a copy of their child's individual provision maps each term stating what interventions the child is receiving.</p> <p>You may also contact school via telephone or email, or request a home/school communication book, if you are unable to speak directly to the class teacher in school.</p> <p>All information from other professionals will be discussed with you and with the person directly involved with your child, or where this is not possible, the SENDCo will share their report with you.</p> <p>You will be involved with the setting and reviewing of your child's personal targets at parents' evenings.</p> <p>Parents and carers of pupils in receipt of an Education Health Care Plan (EHC Plan) are also invited to attend a formal Annual Review.</p> |
| <p>5. How do we consult children and young people with SEND and involve them in their education?</p> | <p>All children, including those with SEND, are involved in setting and reviewing their own targets together with their class teacher, as part of the continuous learning cycle.</p> <p>Children with EHCPs are invited to contribute to the Annual Review process through the 'My Views' documentation from an early age and to attend the meetings when they are older.</p> |
| <p>6. What is our approach to teaching children with SEND?</p> | <p>All children are part of a class and have access to high quality first teaching alongside their peers, where learning is personalised and differentiated to ensure progress.</p> <p>When a child is identified as having SEND, we will provide support that is 'additional to' or 'different from' the normal differentiated curriculum. This additional support, 'intervention', will be tailored to meet the child's needs and is intended to overcome their identified barrier to learning.</p> <p>When implementing extra support, we engage in a four-part cycle: Assess, Plan, Do and Review:</p> <p>Assess – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.</p> <p>Plan – identifying the barriers for learning and planning the additional support (Intervention) that will help overcome these barriers. A baseline assessment takes place at the start of the intervention, which provides a point of reference for measuring the progress made by the child and a target outcome is set. From this an individual provision map will be set up outlining the provision and support that the child will receive. A copy of which will be given to the child's parent/carer.</p> <p>Do - providing the support – extra assistance for learning – as set out in the plan.</p> <p>This support may be provided in class, or in another area of the school, on a 1:1 basis or as part of a small group of learners with similar needs and is documented on the child's individual provision map. The intervention may be delivered by the class teacher or by a trained teaching assistant. Its impact will be monitored closely and shared regularly with the child and with their parents and carers. Some children may also require access to specialist equipment/technology, e.g. writing slopes, computers or recording devices, ear defenders.</p> <p>Review – measuring the impact of the support provided, and considering whether changes to that support need to be made.</p> <p>The child, parents or carers, teacher, SENDCO and when necessary, outside agencies contribute to this review. This stage then informs the next cycle.</p> |
| <p>7. How do we evaluate the effectiveness of the provision made for children and young people with SEN?</p> | <p>Your child's progress is continually monitored by his/her class teacher and the SENDCo and his/her progress is reviewed formally every term in reading, writing and maths.</p> <p>Children not making satisfactory progress are highlighted and targeted support is put into place to address areas of concern.</p> |

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| | <p>Where children have been identified as having additional needs, the class teacher will outline the extra provision designed to accelerate progress on the provision map and share with parents/ carers. Progress against the set targets is continually reviewed and shared with parents and formally reviewed by the Head Teacher, SENDCo and class teacher 3 times per year at pupil progress meetings.</p> <p>The progress of children with an EHCP will be formally reviewed at an Annual Review with all adults involved with the child's education.</p> <p>Attainment and progress is monitored closely by the Executive Head Teacher, Head of School, SENDCo and other members of the leadership team, through regular book scrutiny, lesson observations and termly pupil progress meetings with the class teacher to ensure that the needs of all children are met and that the quality of teaching and learning is high.</p> |
| <p>8. How is the budget allocated to provide extra support?</p> | <p>The school budget, received from Transform Multi Academy Trust, includes money for supporting children with SEND. The Executive Head Teacher, Head of School and the SENDCo decide on the deployment of resources for Special Educational Needs in consultation with the school governors on the basis of needs in the school.</p> <p>The Executive Head Teacher, Head of School and the SENDCo discuss all the information they have about SEND in the school, including:</p> <ul style="list-style-type: none"> • the children getting extra support already, • the children needing extra support, • the children who have been identified as not making as much progress as would be expected. • the type of support to be implemented. <p>From this information, they decide what resources/training and support is needed. The school identifies the needs of SEND pupils on provision maps. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.</p> |
| <p>9. How do we prepare and support children when they are joining or leaving our school or moving on to a new class within school?</p> | <p>We will make sure that all records about your child are passed on as soon as possible.</p> <p>When moving classes in school: A planning meeting will take place with the new teacher in advance and all information will be passed on. A 'new class day' happens before the end of the summer term. This enables children to get to know their new teacher and teaching assistant and vice versa before the summer holidays begins.</p> <p>Coming into Foundation Stage: Staff meet with parents prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCO and, where necessary, a meeting will be held with parents and other involved professionals to ensure the appropriate support is put in place for the child.</p> <p>In Year 6: The SENDCo will discuss the specific needs of your child with the SENDCo of the child's secondary school. In most cases, a transition review meeting to which you will be invited, will take place with the SENDCo from the new school.</p> <p>Your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school. Where necessary, a phased transition with support from Nottingham City Council Transition Team will be put in place to support the move of school.</p> |
| <p>10. How do we help to prepare children for adulthood?</p> | <p>Our school is committed to working with all of its pupils to ensure that they develop confidence and take pride in becoming responsible citizens who will contribute positively to society. We promote these values through our school values, our PSHE curriculum and our behaviour system.</p> |
| <p>11. How do we adapt the curriculum and learning environment</p> | <p>Children's needs are identified and reviewed regularly to enable us to cater for individual needs. The classrooms/ school environment is regularly adapted to meet the needs of our pupils. We have specific areas where interventions take place. All classrooms have quiet spaces that children can</p> |

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| <p>for children and young people with SEND?</p> | <p>have access to whenever they feel they need it. This is important as we believe that children need to be able to self-regulate their own behaviour and recognise when they need time out or support. We work closely with outside agency professionals to adapt our environment and curriculum to support all of our pupils.</p> <p>In April 2023 an Enhanced Provision class was set up. This is designed to meet the needs of the children with the highest levels of SEND. The class size is kept small, and there is a high staff to pupil ratio. From September 2025 this split into 2 classes to continue to meet need. The focus is on developing communication and interaction through activities linked to the whole curriculum.</p> <p>Other types of intervention include:</p> <ul style="list-style-type: none"> • ELSA support • Musical Interaction • Social interaction groups • Speech and language intervention • Personalised literacy and maths interventions (may be small group or individual) • Visual timetables, including Now and Next structures • Physiotherapy • Numicon (may be used as provision and as intervention, in groups or individually) • Dyslexia resources (word mats, overlays, dictionaries, spell-checkers, voice recorders) • Sensory Room time • Sensory/Emotional/Attention resources (box of calms, fiddle toys, timers, wedged cushions) • Visual aid resources (support by the Sensory Team at Nottingham City) |
| <p>12. How are the teachers in school supported to work with children with SEND and what training do they have?</p> | <p>It is Miss Fisher's job is to support the teachers in planning provision for children with SEND. She regularly attends Transform SENDCO Network meetings which keep her informed about latest developments to SEND provision and provide her with on-going training.</p> <p>We have 5 ELSA trained TAs: Mrs Stackhouse, Miss Greatorex, Mr Sullivan, Mrs Farrow and Mrs Jeynes is our Lead ELSA. They specialise in supporting children with social, emotional and mental health needs through therapeutic intervention and behaviour for learning strategies.</p> <p>Staff have regular updated training from the SENDCo through designated SEND staff meetings.</p> <p>Staff receive a variety of different training. Some may be specific to a child they are working with and be directly from an outside agency or professional working with this child. Other types of training may include:</p> <ul style="list-style-type: none"> • National Award for SEN Coordination (SENCO) • Language and Communication (Speech and Language Therapy) • Makaton • ADHD • Autism • Dyslexia • Safer Handling (Restrictive Physical Intervention – RPI) • Supporting children to manage their behaviour and emotions • Play therapy and social groups • Supporting children with asthma; epilepsy; diabetes • Intensive Interaction • Colourful semantics <p>Teachers and teaching assistants have a range of experience and specialist knowledge. The school encourages staff to collaborate and share these skills in order to enhance provision throughout the school and to ensure the best outcomes for all children.</p> |

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| <p>13. How are children and young people with SEND able to engage in activities available and young people in school who do not have SEND?</p> | <p>We ensure that all children have equal opportunities. Our pupils are encouraged to join in with a wide range of extra-curricular activities, which are provided at lunch times or after school. Our pupils are encouraged and guided as to how to be an active citizen in and out of school. All pupils are encouraged to take part in a range of school trips, activities and residential trips. An Individual Risk Assessment is completed for those children with SEND who will need additional provision and the team leader will hold a briefing meeting with all supporting staff members.</p> |
| <p>14. How do we support the emotional development and overall well-being of our pupils?</p> | <p>The emotional health and well-being of all our pupils is very important to us. We have a robust safeguarding policy in place and follow national guidelines. The Designated Safeguarding Lead is Miss Fisher and the Deputy Designated Safeguarding Lead is Mrs Frith. The school also has other Designated Safeguarding Persons and these are: Mr Noble, Mr Forshaw and Mrs Maryan. We work closely with all staff to ensure that all our children, parents and carers are offered care, guidance and support whenever necessary. Our ELSAs works closely with our most vulnerable pupils through therapeutic interventions. Mrs Maryan, our Behaviour Lead, offers specialised support and interventions to our children with behavioural difficulties. She works closely with parents too. The school uses a range of materials/interventions including: LEGO Therapy; Circle of Friends and Lunchtime Club. Teachers identify the child's area of need and bespoke activities are designed to suit the child. Whitegate Primary and Nursery School does not condone any form of bullying and has appropriate policies that are adhered to by all members of staff.</p> |
| <p>15. Who are the people providing services to children with SEND in our school?</p> | <p>Our School provision includes:</p> <ul style="list-style-type: none"> • A SENDCo coordinating provision across the school. • All staff are trained to deliver quality first teaching to all pupils including those with SEND. All teaching staff differentiate to suit the individual learning needs of all pupils. • Teaching Assistants are well trained to support all groups of pupils particularly those pupils with additional learning needs. • Ongoing Continual Professional Development (CPD) opportunities. <p>We liaise with a range of other professionals and voluntary organisations to support pupils and their families:</p> <ul style="list-style-type: none"> • Inclusive Education Team: Autism Team, Learning Support Team, Sensory Team • Behaviour Support Team • School Health Team (Health Visiting Team, School Nurses) • Community Paediatrician • Educational Psychologist • Speech and Language Therapist • Occupational Therapist • Physiotherapist • Child and Adolescent Mental Health Services (CAMHS) • Mental Health Support Team (MHST) <p>We also work closely with families to help signpost them to additional services and support. Whenever an additional agency is considered for providing support to a child and/or their family, discussions will take place to make clear the purpose for the possible involvement. Written parental consent will always be obtained from parents/carers. Parents/carers will be kept informed of any feedback or where appropriate through the sharing of written reports.</p> |