



Whitemoor Academy (Primary & Nursery)

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES INFORMATION REPORT 2025-2026

Questions and Answers for Parents

The SENDCo at Whitemoor Academy is Mrs Danielle Waterfall and she can be contacted via the school office on 0115 9786351, or via email at senco@whitemoor.nottingham.sch.uk

Mrs Waterfall will be happy to meet with you and your child, show you around our school and answer any questions you may have.

WHAT IS THE SEND INFORMATION REPORT?

The Special Education Needs legislative requirements for SEN information reports is set out in schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014 and paragraphs 6.79-6.81 of the SEND Code of Practice. It states that the governing body of every school must prepare a report that is made available on its website. It must outline:

- The kinds of special educational needs for which provision is made at the school
- Information in relation to schools policies for the identification and assessment of pupils with special educational needs.
- Information about the schools policies for making provision for pupils with special educational needs.



What is a SENCO?

The school SENCo works with class teachers, teaching assistants (TAs), parents/carers and other agencies to make sure that children with SEND have the support and quality teaching that they need to make good progress and be fully included in all aspects of school life. The SENCo is responsible for the day-to-day operation of the SEND policy. The SENCo also has a role in the strategic development of policy and provision to raise the achievement of children with SENDs.

My child has SEND, can they attend Whitemoor Academy?

Whitemoor Academy is a mainstream school. We are passionate about inclusion and have many children in our setting with a variety of different special educational needs and disabilities. We strive to create an inclusive culture within our school and provide a curriculum that enables every child to make progress at an individual level. We aim to develop strengths and support our children to overcome any difficulties. At Whitemoor, we believe that pupils with SEND should be included in all areas of school life, including extra-curricular activities and school trips, where relevant and possible.

What to do if you think your child might have Special Educational Needs?

If you think your child has a special educational need or disability, that has not yet been identified, you should talk to your child's class teacher or to the school SENDCo. You will be able to talk about your concerns, find out what the school's views are, and discuss what might happen next. Working together with your child's teacher will often help to sort out any worries or problems. The more closely you work with school, the more successful any help for your child will be.

How do we identify and support children with SEND?

The SEND Code of Practice identifies 4 broad areas of need for which schools can offer support. These are:

- Communication and interaction
- Cognition and learning



- Social, emotional and mental health
- Sensory and/or physical

However, every child is an individual and your child's teacher will assess every child's individual pattern of strengths and difficulties. If your child has a special educational need, they may have difficulties with:

- The work in school
- Reading, writing, number work and understanding information
- Expressing themselves or understanding what others are saying
- Making friends and relating to adults
- Behaving well at school
- Organising themselves
- Physical or sensory needs

Slow progress and low attainment do not necessarily mean that a child has SEND, and attainment in line with the child's age does not necessarily mean that there is not an SEND. For example, some children may be high achievers but need support with social skills and communication. Persistent disruptive or withdrawn behaviour does not necessarily mean that a child has an SEND. Where such behaviour occurs, there will be an assessment to find out if there are any underlying difficulties such as learning difficulties, communication difficulties or mental health difficulties. However, sometimes housing, family or domestic circumstances, bereavement or bullying may contribute to such behaviour. If this is the case, then a multi-agency approach may be taken.

Identifying and assessing SENDs for a child whose first language is not English also requires particular care. All aspects of the child's learning and development will be considered, to establish whether lack of progress is due to limitations in their command of English or if it arises from an SEND. Difficulties arising only



from having English as an additional language are not necessarily SEND. Only a few children will require support which is additional to or different from the curriculum provided for all children. Any additional assessment and support will be provided as part of a graduated response. The graduated response recognises that children learn in different ways and have different levels of SEND. So increasingly, step by step, more specialist support and expertise may be brought in to assess and help your child.

Our Graduated Response:

Quality First Teaching

We aim to identify any needs early to minimise a gap. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

Raising a “Concern” (C)

If a teacher finds that a child is not responding as expected, has stagnant progression or is having increasing difficulties with emotions and well-being, the teacher will seek the advice of the SENDCo and try alternative strategies in the classroom to resolve the problem. The child is formally recorded as a ‘concern’, but is not placed on the child on the school’s SEN list. It is recorded by the school as an aid to further progression and for future reference, and monitored by the class teacher. If it is decided that something over and above that which is normally available is needed, it is at this point that the parents will be involved. Parents will be fully informed by the class teacher, of every stage of their child’s development and the circumstances under which they are being monitored. Pupil progress meetings are used to monitor and assess the progress being made by the child. Where concerns continue the next step will be SEN support.



SEN Support (S)

If the teachers and parents agree that interventions that are 'additional to' or 'different from' the school's differentiated curriculum and strategies are needed, this triggers SEND Support, and placement on our school's SENDCo register. This is where the SENDCo shares responsibility in assessing the child's difficulties and for planning the child's SEND provision. This may involve an individual learning plan or another appropriate programme will be drawn up by the class teacher, with support from the SENDCo, and will include contributions from the parents and child where possible. Parents will be informed and advised on how they might help at home. A provision map is created and SMART targets are set and reviewed every 6 weeks with the involvement of parents, the child and all staff concerned.

Higher level needs (HLN)

If the child continues to make little or no progress in learning and emotional well-being, the school will need to seek help from outside agencies; at Whitemoor we categorise this as Higher Level Needs (or HLN). This is where the degree of need is such that the school judges more intensive action with external specialist support is necessary. Additionally, some children in this category may receive additional Higher Level Needs (HLN) funding. This is funding that the SENDCo has to bid for and is given by the Nottingham Local Authority. This funding is graduated and linked to the level of need the child has.

Education, Health and Care Plan (EHCP)

If, despite all the support and provision from home and school, with the help of external specialists, taking relevant and purposeful action to meet the child's learning difficulties, those difficulties remain or have not been remedied sufficiently a request for an EHCP may be made. If the statutory assessment results in a child having an EHCP the governors of the school are legally responsible for ensuring that the specified needs of that child are met. An EHCP may be applied for if the child has complex needs and the family are considering placement at a special needs setting, wanting to access support from the local authority that is only accessed by children with an EHCP (e.g. higher level short breaks funding) or if the child is in Year 5 and parents would like the plan to support applying for their choice of secondary school. This application is completed by the school SENDCo.



What is the school's approach to teaching pupils with special educational needs? How will the curriculum and learning be matched to my child's needs?

The main methods of provision made by the school are:

- Full-time education in class, with additional help and support by class teacher through a differentiated curriculum
- In-class support with adult assistance
- Support from other specialists within class or as part of a withdrawal programme
- Periods of withdrawal to work 1-1 with a support teacher
- Periods of withdrawal to work with a group and a support teacher

Some children who have an EHCP/or are pending an EHCP, may access one of our enhanced provisions called **The Hive, Hive HQ or Bumble Bees**. Access to the enhanced provisions is in agreement with the parents, SENDCo and Head teacher. It will also be dependant on a space within the provision being available.

Within the support, we are also mindful that some children can become overly dependent on staff and so we strive to develop or maintain a child's ability to tackle activities as independently as possible and encourage them to work with different staff members, where appropriate.

How are decisions made about the type and amount of support my child will receive?

The decision of support is made by the Head Teacher, SENDCo and the staff that work with the child. Through discussion it will be decided what form the support should take and the frequency. All pupils with SEND will have access to quality first adapted teaching, and additional support and/or interventions. Some pupils with SEND may access additional HLN funding. This additional funding is secured through a bid process and allocated by Nottingham City local authority. Funding for individual pupils with SEND will be determined due to the nature of pupil need by a panel made up of Inclusive Education Leads from the LA. This funding may include but is not limited to: timetabled TA/Carer support in groups or individually, specialist equipment required to aid access to the curriculum, computer support programs for individual needs, specific resources to aid diagnosis and external support services such as counselling. Resources for SEND are allocated by the SENDCo and Senior Leadership Team, based upon the needs of the children involved, in consultation with the head teacher and class teachers.



Does the school work with any outside agencies?

Sometimes school staff might ask a professional from a service outside of school to assess your child's needs and provide advice about the support your child needs. The Local Offer provided by the Local Authority provides a full list of services which the school could contact. You would always be informed if another professional was to become involved. Details of the Local Offer can be found on the Nottingham City Council website www.asklion.co.uk

There is a link to the Local Offer on the website. Services which our school-works with on a regular basis include:

- Educational Psychology Service
- INClude Team
- Learning support Team/Autism Team
- Speech and Language Therapy Service
- Occupational Therapy Service
- Physiotherapy Service
- Sensory team (Hearing and Visual impairment)

What training have staff supporting special educational needs had and what is planned?

At Whitemoor, we have highly skilled teachers and support staff who have a lot of experience working with children who has SEND. Over time staff have had a variety of training including reading and writing interventions, using signs & symbols, manual handling training, autism training and more specific relevant training (such a physiotherapy, tube feeding, delivery medication) All staff who work within our Enhanced Provisions have yearly RPI (Restrictive Physical Intervention) training. We have a qualified teacher who is our Senior Mental Health Lead and school ELSA (Emotional Literacy Support Assistant). If a child's particular special need creates a training need, then that will be supported by the school. School accesses many specialist services as and when required.



Adults who work in our enhanced provisions have additional INSET days that provide specific bespoke training around the needs of the children in their care. This may be delivered by external professionals.

How will equipment and facilities to support pupils with special educational needs be secured?

Equipment and facilities to support pupils will be funded by the school budget, if appropriate, or in some cases by asking specialist services or the local authority to provide extra equipment. The school is single storey and the site is mostly wheelchair accessible. Further details on accessibility can be seen in the school's accessibility plan which is available on the website.

How do you assess children with SEND at Whitemoor?

At Whitemoor we assess children against the age-related expectations (ARE). We track the children's progress as they move through school. Some children with SEND will be able to show progress using this system, however some children may need to be tracked using much smaller steps in progress. For these children we use Bsquared, which is a tool specifically designed to track smaller steps in assessment in order to show the progress a child is making. We have some additional in school screening tests that can be conducted with parental agreement (BPVS, Dyslexia screeners).

If my child has SEND, how will they be taught to read?

Research has shown that for the majority of children, using a system of synthetic systematic phonics teaching is by far the most effective method of learning to read. At Whitemoor, we believe that all children, regardless of need, are capable of becoming readers and are passionate about ensuring all children with SEND are taught to read using our phonics scheme Little Wandle. Some children with SEND will be able to access group teaching in class, or in a small group, however some SEND pupils will be taught phonics on a 1-1 basis, bespoke to their level. In order to ensure that children do not have gaps in their learning, we also run Little Wandle Rapid Catch Up programme. Children who have this intervention are tracked and assessed/reviewed by the Phonics Lead/SENDCo every 4 weeks to monitor progress and impact.



Will my child receive additional support during tests and examinations?

In Year 1, Year 4 and Year 6, when your child will be taking statutory national tests, the SENCo and your child's teacher will consider whether your child meets the criteria for special examination access arrangements. If your child meets the criteria, they could receive the following:

- Extra time to complete tests,
- A reader
- A scribe
- Additional input assistant
- A member of staff to dictate answers
- Coloured overlay

A very small number of children may be working at a level where it would not be appropriate for them to take the tests. If this is the case, then a disapplication can be made.

What are the arrangements for consulting parents of pupils with special educational needs?

We have an open door policy and work very closely with parents of children who has SEND.

Children who attend our Enhanced Provisions will have two parents evening appointments yearly with the Enhanced Provision Lead teacher and at least one EHCP annual review with the SENDCo.

Parents of children with SEND can request an SEN Review Meetings at any time. The SENDCo will be available on the school gate, in the morning, several times a week for any parents who would like to speak to her and contact by email/telephone call will be returned ASAP.



What are the arrangements for consulting children with special needs and involving them in their education?

We consult with pupils on an individual basis, as and when required. This will sometimes take the form of general pupil interviews or more specific questions prior to individual review meetings.

Complaints procedure

If any parent/carers has any concerns regarding the education of their child with SEN they should contact school immediately and make an appointment to see the class teacher, SENDCo, or the Head Teacher in line with the school's Standard Complaints Procedure outlined on the school website. All complaints will be dealt with sensitively and with the student's needs and care at the heart of our work.

Further information

Further details on provision for students with SEND can be found in the SEND policy, Accessibility Plan and the Local Offer.