



# WHINSTONE PRIMARY SCHOOL

## SEN SUPPORT OFFER

WHINSTONE  
PRIMARY SCHOOL

### Our Inclusive Ethos

Whinstone Primary School is a highly inclusive mainstream school where every child is known, valued and supported to achieve their very best. We believe that every pupil deserves a high-quality education from their own unique starting point, and we work relentlessly to remove barriers so that all children can thrive.

Inclusion is not a bolt-on at Whinstone — it is embedded in our culture, our classrooms and our daily practice. Diversity of need and ability is recognised, celebrated and nurtured. Pupils with SEND learn alongside their peers in mixed-ability classes, with adaptations that enable success without reducing ambition. Pupil voice is central to our approach, ensuring every child feels heard, respected and included.

**SENCO:** Miss Amanda McNaughton

**SEND Governor:** Mr Andrew Pengilley

**School Office:** 01642 750318

**SENCO Email:** amcnaughton@whinstone.org.uk

### Our Local Authority Local Offer

Stockton-on-Tees Local Authority's Local Offer can be found here:

<https://www.stockton.gov.uk/local-offer>

This provides information about services, support and provision available across the borough for children and young people with SEND.

### How We Identify and Assess SEND

A pupil may be identified as having SEND if they require provision that is *additional to or different from* what is ordinarily available in mainstream classrooms.

We know a child may need additional support when:

- Concerns are raised by parents, teachers or the child
- Progress is significantly slower than peers
- Progress does not match previous rates
- The attainment gap widens
- There is a change in behaviour, communication or emotional presentation

To understand your child's strengths and needs, we gather a full picture through:

- Teacher observations and assessments
- SENCO observations and in-school screening
- Parent and pupil voice
- External specialists (EP, SALT, OT, CAMHS, HI/VI)

This helps us identify what your child needs to succeed.

### **Our Assess–Plan–Do–Review (APDR) Cycle**

We use a clear, structured cycle to ensure support is personalised, effective and regularly reviewed.

#### **ASSESS – Understanding Your Child**

We gather information from:

- Teachers
- SENCO
- Parents and pupils
- External professionals

#### **PLAN – Agreeing the Right Support**

Together with you and your child, we:

- Set clear, achievable targets
- Agree strategies and adaptations
- Plan interventions or specialist input

#### **DO – Putting Support in Place**

Your child may receive:

- Adapted teaching
- Visuals, scaffolds and structured routines
- Small-group or 1:1 support
- Specialist equipment
- Targeted interventions (phonics, reading, maths, communication, emotional regulation)
- Pastoral support (ELSA, nurture, mentoring)

#### **REVIEW – Checking Progress Together**

Every term, we meet with you to:

- Review progress
- Adjust strategies
- Set new targets

This ensures support remains right as your child grows and changes.

## **What We Ensure for Pupils with SEND**

We are committed to ensuring that pupils with SEND:

- Receive equal opportunities regardless of individual differences
- Access a broad and balanced curriculum
- Are assessed using appropriate tools
- Receive the resources, strategies and adult support needed to succeed
- Have their views heard and acted upon
- Have their needs reviewed regularly through APDR

## **Support Across the Four Broad Areas of Need**

### **Communication and Interaction**

- Socially Speaking, Time to Talk, Black Sheep programmes
- Low-stimulus workspaces and visual timetables
- Structured breaks and flexible timetabling
- Social stories and transition support
- AAC, Colourful Semantics and communication-rich practice

### **Cognition and Learning**

- Precision teaching
- Phonics programmes (RWI, Direct Phonics)
- Small-group boosters
- Practical learning aids and accessible texts
- Laptops and specialist software
- Adapted assessments

### **Social, Emotional and Mental Health**

- Calm spaces and individual work areas
- Mentoring and responsibility roles
- Personalised reward systems
- Counselling or Play Therapy
- ELSA/Emotional Literacy programme
- Emotion Coaching and trauma-informed practice

### **Sensory and/or Physical Needs**

- Physical aids (hearing aids, large print, sloped desks, wobble cushions)
- Specialist teacher support (HI/VI, OT, Specialist Learning Team)
- Personal care support
- Therapy programmes delivered in school

## **How We Support Transitions**

We ensure transitions are smooth, well-planned and personalised.

### **Nursery → Reception**

- SENCO visits settings
- Additional visits for pupils with SEND
- Photo books, social stories and meet-the-staff sessions

### **Year-to-Year Transitions**

- Handover meetings between teachers
- Pupil passports
- Extra classroom visits

### **Key Stage 2 → Key Stage 3**

- Enhanced transition packages
- Meetings with secondary SENCOs
- Supported visits and familiarisation sessions

### **Mid-Year Admissions**

- SENCO meets families on entry
- Rapid assessment and support planning

## **How We Work With Parents**

Parents are true partners in our SEND process. We:

- Hold termly review meetings
- Communicate regularly through email, phone and face-to-face conversations
- Share targets, strategies and progress
- Involve parents in every decision
- Provide support and signposting

## **What to Do if You Have Concerns**

If you have concerns about your child's progress or provision:

1. Speak to the class teacher
2. Contact the SENCO (Miss McNaughton)
3. If concerns remain, contact the Headteacher
4. You may also contact SENDIASS for impartial advice

## **Classroom Provision**

Teachers adapt learning to meet individual needs. Support may include:

- Small-group or 1:1 adult support
- Specialist equipment (writing aids, overlays, wobble cushions, sloped boards)
- Visuals, task planners and structured routines
- Emotional or pastoral support from a key adult
- Targeted interventions for phonics, reading, writing, maths or communication

## **Preparation for Adulthood (PfA)**

Preparation for Adulthood is a core part of our SEND offer. We support pupils to develop independence, communication, emotional regulation and life-skills through daily routines, structured responsibilities and personalised support. PfA targets are included in all SEND Support Plans and EHCPs, and progress is measured using a prompt-fading model that recognises small steps towards independence. Our aim is for every child to grow in autonomy and confidence so they are well prepared for secondary school and life beyond Whinstone.

## **External Agencies We Work With**

We work closely with:

- Educational Psychology (Symphony Psychology)
- Speech and Language Therapy (NHS)
- Occupational Therapy (NHS)
- Physiotherapy (NHS)
- CAMHS / Neurodevelopmental Pathway
- Hearing and Vision Impairment Teams
- Emotional Resilience Nurse
- Early Help
- Future Steps OT
- Ashtrees Outreach
- Trust SEND support

Parents are always consulted before any referral is made.

## **Staff Training and Expertise**

Our staff team has training and experience in:

- Autism Education Trust
- Emotion Coaching
- Trauma-informed practice
- Alternative Communication systems & Colourful Semantics
- Sensory processing
- Dyslexia
- Speech, language and communication needs
- TEACCH
- Team Teach
- Paediatric First Aid
- Hearing impairment

Our SENCO holds the National Award for SEN Coordination and leads strategic SEND development across the school.

### **How We Evaluate the Effectiveness of Our Provision**

We rigorously monitor the impact of SEND provision through:

- Termly reviews of support plan targets
- Monitoring the impact of interventions
- Pupil, parent and staff voice
- SENCO monitoring (learning walks, book looks, observations)
- Provision mapping and data analysis
- Annual reviews for pupils with EHCPs
- SEND dashboard shared with SLT and governors

This ensures provision is continually refined and that pupils make strong progress academically, socially and emotionally.

### **Accessibility and Equality**

We are committed to ensuring our school is accessible to all. We:

- Follow our Accessibility Plan
- Make reasonable adjustments
- Provide accessible learning materials
- Ensure the environment supports pupils with sensory, physical or medical needs

### **Glossary**

- **SEND** – Special Educational Needs and Disabilities
- **SENCO** – Special Educational Needs Coordinator
- **EHCP** – Education, Health and Care Plan
- **APDR** – Assess, Plan, Do, Review
- **SALT** – Speech and Language Therapy
- **EP** – Educational Psychologist

### **Our Commitment**

Every child at Whinstone deserves to feel safe, included and successful. We are proud of our inclusive ethos and work closely with families to ensure every pupil with SEND receives the support, challenge and care they need to thrive.