



## **SEND information report - Whinstone Primary School**

**Last reviewed on:** January 2026

**Next review due by:** January 2027

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### **Aims**

Our SEND Information Report aims to:

- set out how our school supports and makes provision for pupils with special educational needs and disabilities (SEND)
- explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Whinstone Primary is an inclusive mainstream school. We believe every child deserves the best possible education from their own unique starting point. We promote an ethos where diversity of need and ability is valued, and where all pupils can access a broad, balanced and ambitious curriculum.

We ensure that pupils:

- are offered an education that provides equal opportunities regardless of individual differences
- have access to a broad and balanced curriculum, differentiated according to individual need
- are assessed using appropriate materials, with support from external agencies where required
- are supported with the resources available within school
- have the right, either directly or through their parents, to express a preference regarding their educational needs and provision
- have their needs reviewed, monitored and evaluated using the Assess–Plan–Do–Review cycle

### **Legislation and Guidance**

Our SEND policy and information report are based on:

- the Special Educational Needs and Disability (SEND) Code of Practice (0–25)
- Part 3 of the Children and Families Act 2014
- the Special Educational Needs and Disability Regulations 2014

## **Definitions**

A pupil has SEND if they have a learning difficulty or disability that requires special educational provision—provision that is additional to, or different from, that made generally for other pupils of the same age.

A learning difficulty or disability may involve:

- significantly greater difficulty in learning than the majority of others of the same age
- a disability that prevents or hinders the pupil from making use of educational facilities normally provided in mainstream schools

The four broad areas of need are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

## **Roles and Responsibilities**

### **The SENCO - Miss Amanda McNaughton**

The SENCO:

- works with the headteacher and SEN governor on the strategic development of SEND provision
- has day-to-day responsibility for the operation of the SEND policy and coordination of provision
- provides professional guidance to colleagues and works with staff, parents and external agencies
- advises on the graduated approach
- oversees the deployment of resources to meet pupils' needs effectively
- is the point of contact for external agencies
- ensures the SEND register is accurate and up to date
- ensures statutory responsibilities for pupils with EHCPs are met

### **The SEN Governor - Mr Andrew Pengilley**

The governor:

- raises awareness of SEND at governing board level
- monitors the quality and effectiveness of SEND provision
- works with the headteacher and SENCO on strategic development of SEND

### **The Headteacher**

The headteacher:

- works with the SENCO and SEN governor on strategic development of SEND
- has overall responsibility for provision and progress of learners with SEND

### **Class Teachers**

Class teachers:

- are responsible for the progress and development of every pupil in their class
- work closely with teaching assistants and specialist staff
- review progress with the SENCO and adapt provision where needed
- ensure they follow the SEND policy and deliver high-quality inclusive teaching

## SEND Information Report

More information can be found on our [SEND policy](#)

### The kinds of SEND provided for:

We provide additional and/or different provision for a range of needs, including:

- communication and interaction (e.g., autism, speech and language needs)
- cognition and learning (e.g., dyslexia, dyspraxia)
- social, emotional and mental health needs (e.g., ADHD)
- sensory and/or physical needs (e.g., hearing or visual impairment, epilepsy)
- moderate or multiple learning difficulties

### Identifying Pupils with SEND and Assessing Their Needs

We assess pupils' skills and attainment on entry and continue to monitor progress regularly.

We identify pupils whose progress:

- is significantly slower than peers
- fails to match or better previous rates of progress
- fails to close attainment gaps
- widens existing gaps

Slow progress or low attainment does not automatically mean a pupil has SEND.

For pupils with severe, complex or lifelong needs, an Education, Health and Care Plan (EHCP) may be required.

### Monitoring and Supporting Vulnerable or Emerging SEND Pupils

We recognise that some pupils may not meet the criteria for SEND Support but may still be vulnerable or at risk of developing additional needs. To ensure early identification and timely intervention, we closely monitor these pupils using the Assess–Plan–Do–Review cycle.

Class teachers track progress, wellbeing and engagement, identifying pupils who may require additional observation or short-term support. These pupils are discussed regularly with the SENCO, who provides guidance on next steps. This may include targeted classroom strategies, short-term interventions or increased pastoral support.

For pupils identified as vulnerable or potentially having emerging needs, we:

- carry out focused assessments to build a clear picture of strengths and barriers to learning
- implement targeted strategies or interventions within the classroom
- monitor the impact of support over an agreed period
- review progress with parents/carers and the pupil, adjusting provision as needed

This proactive approach ensures concerns are addressed early and pupils receive the right support before difficulties escalate. Where ongoing monitoring indicates that a pupil may require more sustained or specialist support, the SENCO works with staff and parents/carers to determine whether the pupil should be placed on SEND Support.

This system ensures no pupil “falls through the gaps” and that emerging needs are identified and acted upon swiftly, in line with the SEND Code of Practice.

## **Consulting and Involving Pupils and Parents**

We involve pupils and parents at the earliest stage. Discussions ensure:

- a shared understanding of strengths and difficulties
- parental concerns are listened to
- clear outcomes are agreed
- next steps are understood

Notes of discussions are recorded on CPOMS. Parents are formally notified when a pupil is placed on SEND Support.

## **Assessing and Reviewing Progress**

We follow the graduated approach: Assess–Plan–Do–Review. Progress is monitored by class teachers and overseen by the SENCO. Termly support plan meetings review progress and inform next steps. For pupils with EHCPs, statutory Annual Reviews are held. Teachers and support staff are made aware of pupils' needs, outcomes and strategies. Provision is reviewed regularly to ensure impact.

## **Supporting Pupils Moving Between Phases**

We share information with receiving settings and hold early transition meetings. Enhanced transition is provided where needed.

Within school:

- information is shared with new teachers
- support plans and profiles are passed on
- enhanced visits are arranged for pupils who need them
- pupils meet new staff and visit new classrooms before summer

## **Our Approach to Teaching Pupils with SEND**

High-quality inclusive teaching is the first step in responding to SEND. This includes:

- high expectations for all pupils
- differentiated learning
- varied teaching approaches
- targeted small-group or 1:1 support
- provision mapping
- implementation of external agency recommendations
- careful monitoring of progress

Additional provision may include:

- individual or small-group interventions
- low-stimulus work areas
- flexible timetables
- adapted break/lunch arrangements
- specialist ICT
- social communication programmes
- precision teaching
- social stories
- booster sessions
- practical learning aids
- phonic development programmes
- technical aids
- adapted assessments
- mentoring
- individual reward systems

- counselling or therapeutic support
- specialist teacher involvement
- therapy programmes designed by external professionals

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

At Whinstone, Preparation for Adulthood is a golden thread that runs through all SEND provision from EYFS to Year 6. PfA is not limited to older pupils or careers education; it is embedded from the moment a child enters school and is woven through daily routines, curriculum access and wider personal development.

Our PfA approach focuses on four key areas:

- Independence and self-care
- Functional communication
- Emotional regulation and wellbeing
- Community participation and life skills

Every pupil on SEND Support and every pupil with an EHCP has at least one PfA target. These targets are reviewed termly through the Assess–Plan–Do–Review cycle and are written in a way that is meaningful, functional and appropriate to each child’s developmental stage.

For pupils with significant or more complex needs, we use a prompt-fading model to measure progress. This allows us to track small steps of independence, from high levels of support to independence. Progress is recognised when a pupil moves from one level of prompting to the next, reflecting genuine functional gains.

Examples of PfA in practice include:

- using visual schedules and Now/Next boards to promote autonomy
- developing early communication through symbols or gesture
- practising self-care routines such as toileting, handwashing and managing belongings
- teaching emotional regulation strategies and supporting pupils to choose these independently
- building responsibility through classroom jobs and structured routines
- supporting safe participation in community-based learning and enrichment activities

PfA is embedded across the curriculum, in PSHE, in Personal Development, and in daily classroom practice. Staff provide wait time, model independence, and gradually reduce support so pupils can generalise skills across settings.

Our PfA approach has led to:

- reduced adult dependency
- increased confidence and self-advocacy
- improved emotional regulation
- greater independence at home and in school
- stronger preparation for transition to the next phase of education

Preparation for Adulthood is central to our ethos: every child can grow in independence, and every small step matters.

## **Adaptations to the Curriculum and Learning Environment**

Adaptations include:

- differentiated curriculum and teaching
- adapted resources and staffing
- recommended aids (e.g., laptops, overlays, visual timetables)
- longer processing time, pre-teaching vocabulary, reading instructions aloud
- accessible building features (disabled parking, toilet, wide corridors)
- specialist equipment provided by support services

## **Additional Support for Learning**

SEND support is delivered through high-quality teaching, targeted interventions and specialist input. Staff have a wide range of training and expertise, including:

- ASD awareness
- literacy and numeracy intervention training
- dyslexia awareness
- speech, language and communication needs
- TEACCH
- Team Teach
- precision teaching
- developmental delay support
- paediatric first aid
- hearing and visual impairment training

We work with external agencies including:

- Hearing/Visual Impairment Teams
- Educational Psychology
- CAMHS/Neurodevelopmental Pathway
- Occupational Therapy
- Speech and Language Therapy
- Emotional Resilience Nurse
- Early Help

## **Evaluating the Effectiveness of SEND Provision**

We evaluate provision through:

- termly review of progress towards outcomes
- monitoring the impact of interventions
- pupil voice
- SENCO monitoring
- provision mapping
- Annual Reviews for EHCP pupils

## **Enabling Pupils with SEND to Engage in All Activities**

All extra-curricular activities, visits and residential are accessible to pupils with SEND. Additional support or resources are provided where needed. No pupil is excluded from activities because of SEND or disability.

## **Support for Emotional and Social Development**

We provide a wide range of support to promote pupils' emotional wellbeing, social development and positive mental health. Our provision is proactive, graduated and tailored to individual need.

Support includes:

- participation in school council to develop confidence, leadership and pupil voice
- structured lunch clubs to support social interaction and reduce anxiety during unstructured times
- additional adult support at break and lunchtime to encourage positive play and engagement
- quiet areas for pupils who need a calm, low-stimulus space
- friendship benches to help pupils seek peer support and build relationships
- social intervention groups such as Lego Therapy to develop communication, cooperation and problem-solving
- ELSA (Emotional Literacy Support Assistant) sessions, delivered by trained staff to help pupils understand and manage emotions, develop resilience and build self-esteem
- targeted emotional literacy work, including programmes focused on self-regulation, confidence, friendships and coping strategies
- access to a qualified play therapist, offering therapeutic support for pupils who require a specialist, child-centred approach to emotional needs

### **Complaints About SEND Provision**

Concerns should be raised with the class teacher or SENCO. They may also be raised with the headteacher. Complaints follow the school's Complaints Policy.

Parents of pupils with disabilities may make disability discrimination claims to the SEND Tribunal.

### **Support Services for Parents**

Stockton SEND IASS provides free, impartial and confidential advice for:

- parents of children with SEND
- children with SEND
- young people up to 25 with SEND

### **Contact Details for Raising Concerns**

Parents can:

- speak to their child's class teacher
- contact the school office (01642 750318) to request contact from the SENCO
- email the SENCO directly at [amcnaughton@whinstone.org.uk](mailto:amcnaughton@whinstone.org.uk)

### **Local Offer**

Stockton-on-Tees Borough Council's Local Offer provides information for families of children and young people with SEND.

Government guidance for parents can also be accessed online.

Our SEN policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- ✓ [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- ✓ [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report