

SEND Information Report 2024-2025



The SEND Code of Practice 2015 outlines 4 areas of need; Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health and Sensory and Physical Needs. At Whaley Thorns our students' complex needs include; Autism Spectrum Disorder, Moderate Learning Difficulties, Attachment Disorder, Anxiety, Physical Disabilities, Hearing Impairments and Speech, Language and Communication Needs.



How do we identify children and young people with SEND and assess their needs?

- We operate a graduated response to SEND in school and believe that early identification is key.
- Class teachers fill in early concern sheets to look at areas of concern and interventions are implemented to see if support helps.
- From this, we then look at referrals to outside agencies to help support the child.

How will we secure equipment and facilities to support children and young people with SEND?

- Links with Team Education Trust Special Schools.
- Local Authority SEND.
- Derbyshire Local Offer.
- Support Services.
- Charities and Charity grants.
- Volunteers.

What are our arrangements for consulting young people with SEN and involving them in their education?

- Pupils' voices are a huge part of everything we do at Whaley and we are always trying new things to capture them.
- Our School Council represents all pupils.
- When individual plans are made for a child at Whaley Thorns the child is always part of the process.
- SEND coffee mornings and support networks.

Who is our SENDCo (Special Education Needs Coordinator)?



Our SENDCo is Emma Genders and she can be contacted on 01623 742604 or emailed on e.genders@whaleythorns.teameducation.org



We are supported by our link governor, Mrs J. Hill. She can be contacted on the same number or emailed at j.hill@whaleythorns.teameducation.org

What are our arrangements for handling complaints from parents of children with SEN about the provision made at the school?

- Contact the Principal, SENDCo or SEND link governor.
- The full complaints procedure can be found on the school website.
- We have an open door policy at Whaley Thorns.

What are our arrangements for consulting parents of children with SEN and involving them in their child's education?

- Termly reports to parents.
- Termly Parent Coffee Mornings.
- 2 Parent Consultations (see calendar) and formal reports, inclusion in IEP writing and target setting
- Parents' evenings.
- Parent questionnaires.

When individual plans are made for a child at Whaley Thorns, parents are always part of the process.

What is our approach to teaching children and young people with SEND?

At Whaley Thorns we believe in equality but equality means each individual or group of people is given the same resources or opportunities. We try to embed more of an equity approach. Equity recognises that each person has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome. We want to provide an opportunity for all of our pupils to reach their potential.

A SEND action plan identifies key priorities linked to all areas of teaching young people with SEND. Our SEND Policy can be found here:

<https://www.whaleythornsschool.co.uk/policies.html>

How are adaptations made to the learning environment for children and young people with SEN?

Whaley Thorns Primary is proud to offer a bright, welcoming and accessible environment that will support the learning of all children.



Our classrooms are bright, organised and have ramped

access in KS1. We have accessible toilets and changing facilities to support any children who may need help with transfers or personal care.

Appropriate specialist equipment may sometimes be provided to pupils such as cushions, pens, writing slopes or coloured overlays. All pupils in classrooms have access to toolkits containing specialist equipment that they are taught to self-select.

What are our arrangements for assessing and reviewing children and young people's progress towards outcomes?

- ✓ Data tracking for pupil progress.
- ✓ Education Health Care Plan targets and Individual support plans with individual targets.
- ✓ Assess, plan, do and review cycles.
- ✓ Intervention tracking.
- ✓ Access to TEAM 50 and skills for life.
- ✓ Transition information passed through phases.
- ✓ Baseline testing.
- ✓ Attendance.
- ✓ Engagement in sessions
- ✓ Behaviour

How are adaptations made to the curriculum for children and young people with SEN?

- The curriculum is mapped on a two-year cycle, with all curriculum areas covered. For children with SEND as well as covering their year group expectations, we teach children to meet their own targets, regardless of their year group expectations.
- We have high expectations for *all* children.
- Lessons are carefully planned and differentiated. Teachers use pupil voice when planning, they use lots of different teaching methods to make sure all pupils are motivated and involved.
- The SEND pathway document is always used by staff to ensure that a range of quality first teaching methods are used.
- Extra adult support in classrooms if appropriate.
- Personalised provision and adapted resources.
- Smaller group sizes where appropriate.
- The use of manipulatives and resources where appropriate.

What is our expertise and training of staff to support children and young people with SEN?

- Our commitment to professional development has meant that our staff are trained and continually developing to meet the needs of the children in our school.
- The SENDCo holds the NASENCo award
- Trust SENDCo quality assures SEND provision.
- The SENDCo attends termly network meetings.
- All staff are given training opportunities on additional needs.
- External agencies share expertise with staff.
- WTPS is an IQM Centre of Excellence – staff attend regular IQM network meetings.

How do we evaluate the effectiveness of the provision made for children and young people with SEN?

- ✓ Provision maps
- ✓ Termly reviews
- ✓ Performance management meetings of staff.
- ✓ We update and adapt the provision we offer to suit and meet the needs of the children in our school.
- ✓ Trust SENDCo assessing provision during termly SEND deep dives.
- ✓ Impact tracking is completed and provision changed and reflected on from it.

What support do we provide for improving emotional and social development?

We understand the importance of supporting children and their social and emotional needs.

We offer links to counselling services, behaviour support, support referrals to CAMHs and in school have:

- Zones of regulation
- Equine therapy
- Peer listeners
- Pupil voice
- Lego therapy
- Draw and Talk
- A whole-school well implemented anti-bullying policy.

We also have a strong focus of safeguarding and work with outside agencies.

How do we ensure children with SEND are equally enabled to engage in all activities available alongside their peers?

- Adaptive teaching
- Scaffolding
- Resourcing
- Pre/ post teaching
- Strategic pairings
- Equal access to all sports clubs (supported and adapted where necessary)
- Equal access to all extra curricular activities (supported and adapted where necessary)

What are the contact details of support services for parents of pupils with special educational needs, including those arrangements made in accordance to the SEND code of practice?

- ✓ <https://www.carersinderbyshire.org.uk/>
- ✓ <https://www.derbyshire.gov.uk/social-health/children-and-families/support-for-families/support-for-families-and-early-help.aspx>
- ✓ <https://www.derbyshirehealthcareft.nhs.uk/getting-help/community-support-near-you-infolink/parent-partnership-derbyshire>
- ✓ <https://familysupportderbyshire.org.uk/>
- ✓ <https://www.camhsnorthderbyshire.nhs.uk/other-support-services-parents-carers>

How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children and young people's SEN and supporting their families?

Multi-service working has been adapted successfully in our school. We welcome the support of other agencies to support and aid the development of all children.

We currently work with and have access to:

- School nurse
- School doctor
- Speech and language therapist
- Behaviour support service
- Educational psychologist
- Counselling services
- Early help work
- Occupational therapist

Where can we get information on the Local Offer?

Derbyshire's Local Offer

'Helping and supporting children & young people with special educational needs and disabilities to be more confident in their communities and live independently'.

<https://www.localoffer.derbyshire.gov.uk/home.aspx>

What are our arrangements for supporting children and young people who are looked after by the local authority and have SEN?

- ✓ The Designated Teacher for Looked After Children is Charlotte Butcher.
- ✓ All teachers are aware of the implications for these children who are looked after (in local authority care).
- ✓ The SENDCo and designated teacher work very closely with virtual schools, external agencies, carers and other professional to ensure all any Looked after Child with SEND has their needs met in the shortest possible timescales.
- ✓ The designated teacher will monitor each child's achievement and ensure they have the support they need in school by meeting with the child, ensuring they have a Personal Education Plan.

What are the school's arrangements for supporting pupils moving between phases of education and preparing for adulthood.

We work closely with the local authority and local secondary school to ensure a personalised transition takes place.

We consult parents/ carers/ staff/ the young people on how we can best meet the emotional/ academic/ medical and social needs of the child.

We facilitate visits to and from the new placement/ phase.

We follow a world of work curriculum and kindness curriculum.