

Whirley Primary School
SEND Information Report

VERSION INFORMATION

Annual review date: July 2026

Welcome to Whirley Primary School

We are proud to be part of the Halliard Trust, a family of academy schools committed to providing an exceptional education that equips young people with the character, knowledge and skills to meet the challenges of a changing world.

Find out more about Halliard Trust

Who are we?

We are an inclusive mainstream primary setting catering for children with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with adaptation, differentiation and support. We are one form entry with a pupil admission number (PAN) of 30 children.

Below are a range of frequently asked questions or concerns which many parents/carers ask. If you are unable to find the answer to your concerns/ queries, please contact the SENDCO or the school office head teacher k.whalley@whirley.ht.school

who can advise you further.

All our policies, including our Accessibility Plan can be found at Whirley Primary School website. Please use the drop down menu under 'About us' to find policies.

Vision

Whirley Primary School aims to raise the aspirations and outcomes for all pupils with SEND by providing a focus on outcomes for children.

Objectives

- To identify and provide for pupils who have special educational needs.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.

- To provide a Special Educational Needs Co-ordinator (Sendco) who will work with the SEND Inclusion Policy.
- To provide support and advice for all staff working with special educational needs pupils.

Key roles for SEND

Head teacher: Mrs K Whalley

SENCO: Mrs R Gregory

Chair of Governors: Mr P Walsh

How do we know if pupils need additional help?

Children with Special Educational Needs and Disability (SEND) are identified as early as possible within our setting. Initial identification is usually through comments or concerns brought by school staff who work directly with the child or by parents. These concerns may be based on the pupil's general wellbeing, their emotional or behavioural presentation, their progress in comparison to their peer group, or their profile against recognised characteristics of specific forms of SEND. School staff receive training to support them in the identification of SEND and make reference to the Cheshire East Toolkit for SEND (https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/send-toolkit.aspx). Early identification is important, and therefore staff working in school, monitor the children's progress carefully on a termly basis through pupil progress meetings which are led by the senior leadership team. The class teacher and the SENDCO meet after the pupil progress meeting to discuss issues raised at the pupil progress meeting.

Concerns are initially raised with the school SENDCO who would discuss them with those working with the pupil, the pupil's family and the pupil themselves. This discussion focuses on the desired outcomes for the child and looks at what provision might be necessary to enable the child to reach those outcomes. Depending on the level of the child's needs, the decision might be made to offer class-based support approaches, for example advice might be offered to the class teacher in order to support scaffolding, adapting and /or differentiation for the pupil. For some pupils, in addition to the class-based support approaches, a package of out of class interventions might be offered. Those pupils with the highest levels of need might be referred to other agencies for further advice and support. The SENDCO keeps a register of pupils requiring additional support in order to monitor the progress of these pupils, and to contribute to planning for provision across the school.

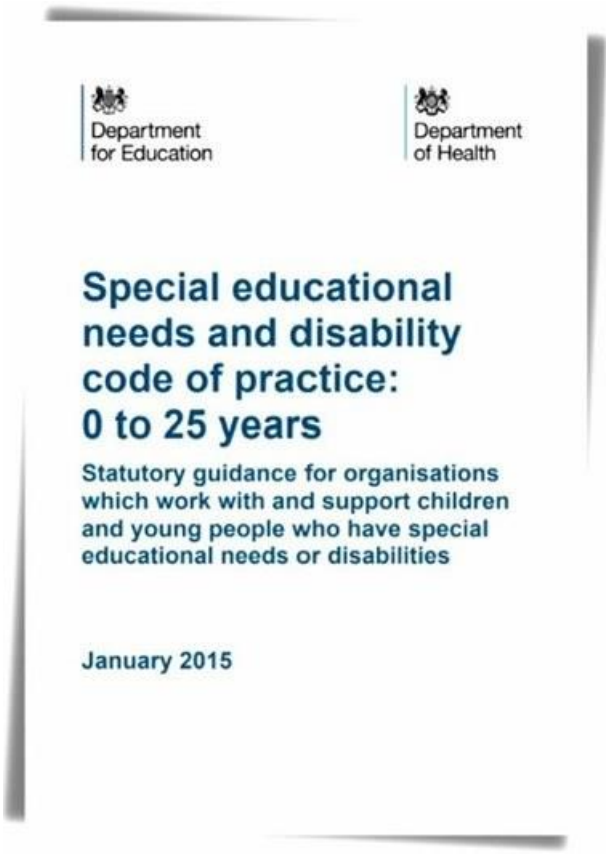
At Whirley, a range of specific more specialised tests are used (usually by the SENDCO) to assist in the identification of an individual child's needs in order to plan targeted programmes for them and to use as a benchmark for measuring the impact of subsequent interventions. To obtain further understanding of a child's learning difficulties we may use:

- Non-verbal and/or verbal reasoning tests
- The digit memory test
- Phonological assessment battery (PhAB)
- Helen Arkell Spelling Test (HAST)
- York Assessment of Reading for Comprehension (YARC)
- Visual stress (overlays)
- Lucid Rapid dyslexia screener

Other specialised assessments which may be used in school to identify barriers to learning include:

- Social, emotional and behavioural checklists e.g. Boxall Profile, Spence children's anxiety scale, strengths and difficulties questionnaire
- Strengths and difficulties questionnaires (SDQs) e.g. for behaviour, concentration, attention
- British Picture Vocabulary scale (BPVS)
- Developmental dyspraxia – assessment using Madeleine Portwood's book

Motor Skills United assessments of gross and fine motor skills



1 - The Code of Practice (Jan 2015) identifies 4 key areas of SEND:

- *Communication and interaction*
- *Cognition and learning*
- *Social and Emotional Mental Health*
- *Sensory and/or Physical*

What should I do if I think my child or young person needs extra help?

If you have concerns about any aspect of your child's education, the first port of call should be your child's class teacher. Class teachers are usually available at the end of the school day and are happy to make appointments if you require a longer discussion. The class teacher may then seek the involvement of the school SENDCO. Alternatively, the school SENDCO can be contacted directly by e-mail.

Where can I find the setting/school's SEND policy and other related documents?

The school's SEND policy and other relevant policies can be found on the school website. Whirley Primary School website. Please use the drop down menu under 'About us' to find policies.

Teaching, Learning & Support

How will you teach and support my child or young person with SEND?

The school teaches pupils with SEND in accordance with the Cheshire East Area Wide Offer.

It is our aim that all children are given the opportunity to access appropriate learning opportunities in an inclusive manner. Our priority is the provision of high-quality class teaching which is scaffolded, adapted and/or differentiated to meet the needs of all our learners. Class based approaches might include alternative forms of recording work, visual prompts, small group or individual teaching etc. Professional development opportunities support class teachers and teaching assistants in adapting and/or differentiating learning opportunities for the pupils in their class.

The school has a range of intervention programmes available to support children who require support that goes beyond class-based approaches. Some of these intervention approaches are published or commercially available packages of support for example 'Indirect Dyslexia Learning', others are bespoke/personalised approaches for example social skills groups.

For those with significant or complex needs, the school seeks the advice of specialists, for example Speech and Language Therapists. In some cases, these specialists might work in

school with the child, or school staff might attend therapy sessions out of school with the pupil.

Where additional levels of support are required, a school focused plan, will outline the provision available to each child and will be available to parents. In addition, parents will be fully involved in the planning of support for their child and will have the opportunity to discuss their child's progress at regular parent- teacher meetings. There is also the opportunity to contact the school SENDCO via email or in person to discuss pupil's needs in more detail.

How will the curriculum and learning environment be matched to my child or young person's needs?

All class teachers take responsibility for meeting the needs of all learners in their class by adapting and/or differentiating the learning. Where pupils have SEND, class teachers will be aware of the pupil's areas of strengths and weaknesses and will make every effort to accommodate these. For example, for learners with literacy difficulties, the class teacher may provide spelling aids, or for those with language processing differences, visual supports may be used to accompany auditory information. Information about individual pupils with SEND is shared with supply staff via the school focused plan. Where learners are working at an attainment level below that of their peer group, class teachers adapt teaching to ensure that gaps in learners' knowledge are covered, for example by re-visiting objectives covered in previous year groups. We aim to encourage independence in all learners, and this is promoted by ensuring that independent work tasks are matched as far as possible to the strengths of the learners. For those learners who require a more specialist approach to learning, class teachers are encouraged to discuss approaches to scaffolding, adaptation and/or differentiation with the school SENDCO. All additional provision for pupils with SEND is overseen by the school SENDCO and monitoring of these pupils' progress takes place at pupil progress meetings and additional meeting held between class teachers and the SENDCO.

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis?

When a child's needs are initially identified, a discussion takes place between teachers, parents and pupils. At this meeting desired outcomes for the pupil will be discussed and the provision or support the pupils needs to meet those outcomes will be agreed. School staff are usually best placed to give advice on the nature of the support / provision needed, but occasionally the school seeks the support of other agencies to advise on this. Parents and pupils will be fully involved in decisions about support and provision, and any decisions to implement provision which is different from or additional to that received by the majority of children, are made in conjunction with parents and pupils. If there are differences of opinion about the nature of support required the school may seek the advice of external agencies to support the decision making process.

How will equipment and facilities to support children and young people with SEND be secured?

In order to ensure that quality first teaching approaches, which are the first wave of provision for learners with SEND, are used fully in each classroom, a proportion of the SEND budget is used towards class-based provision. This might take the form of additional physical resources in classrooms e.g. writing slopes, alternative seating etc. For those requiring provision additional to class-based approaches, funding facilitates the school's 'menu' of intervention programmes. In some cases, it might also be used to provide additional human resource e.g. teaching assistants, therapists etc. Funding is matched to the provision required to enable pupils to achieve specified outcomes (i.e. outcome identified in discussion with teachers and parents or on EHCPs). The SEND budget is the responsibility of the head teacher, and regular discussion and monitoring takes place to ensure that resources are allocated appropriately and cost efficiently.

How will you and I know how my child or young person is doing and how will you help me to support their learning?

All school staff have high expectations for all learners. Monitoring of progress takes place on a day to day basis by class teachers, and they are often best placed to identify where progress is falling or excelling. For learners with the most significant needs, contact with families takes place, for example through informal conversation at the end of the school day, or sometimes in home-school books. Formal monitoring of progress takes place termly in the form of a pupil progress meeting held between class teachers and senior leaders. Information about pupil progress is shared with parents at parent-teacher meetings which are held twice yearly and via the annual school report to parents which is sent home during the summer term. For learners with SEND, the school focused plans will be discussed with parents at termly review meetings, and for those with EHCPs an annual review will be held. Parents are welcome to seek additional appointments to discuss their child's progress as required, and class teachers are usually available for informal discussions at the end of each school day.

How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education?

The staff at Whirley strive to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupil's opinions are sought at a level which is accessible to the individual. For some learners this might mean that they are supported to attend meetings with professionals, for others this might mean enabling them to contribute to meetings without actually attending (e.g. opinions expressed via written, video or audio means). Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them at any meetings. We recognise that there is sometimes a need to protect pupil's self-esteem, and that it may not always be appropriate to highlight to the pupil the range of their

difficulties, in these circumstances, pupil involvement is carefully planned with those who know the pupil best, i.e. families and those working closely with them.

Keeping Students Safe and Supporting their Wellbeing

How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND?

The school's SENDCO, and members of the leadership team, undertake regular monitoring of pupil progress and of the effectiveness of provision. The school works closely with a cluster of schools which enables opportunities for shared monitoring and provides support for senior leaders in undertaking rigorous monitoring. The success of intervention programmes in school is monitored to ensure they provide high quality outcomes and remain good value for money. The individual opinions of pupils and parents regarding the effectiveness of support are sought as part of the reviewing of school focused plans and this can inform future provision.

What pastoral support is available to support my child or young person's overall well-being?

We recognise that pupils with SEND can experience a range of social and emotional issues. Social and emotional wellbeing is addressed through our PHSE teaching, and bespoke interventions are used to address specific issues as they arise. We recognise that for some pupils, social and emotional factors can be complex, and therefore we seek to ensure that the provision we offer in this regard is highly personalised, and is generated through discussion with pupils and their families. We also have access to a range of assessment tools to support us in tracking and monitoring pupil's self-esteem and confidence e.g. Boxall Profile, PIVATS.

How will the setting, school or college manage my child or young person's medicine or personal care needs?

ADMINISTRATION OF MEDICATION

We are aware that some children with SEND also have medical or personal care needs which require attention during the school day, including the administration of medication. Our usual protocol for the administration of medication is that, following signed parental consent (kept in the staff room), a first aider will obtain the medicine from a locked cupboard or the fridge and it will be administered in the staff room. The first aider will then sign a record to record that the medicine has been administered.

TOILETTING

We would seek, in the first instance, to support toilet training programmes in place at home. Where toilet training is not appropriate, pupils are encouraged to take as much

responsibility as possible for their toileting. For those pupils who wear nappies or continence pads, we request that parents provide us with the appropriate equipment as well as a spare change of clothes in case of accidents. We work closely with families and follow the advice of the continence service when meeting pupil's toileting needs.

PRIVACY AND DIGNITY

For some of our pupils it is most appropriate for medical care to take place in private (e.g. toileting, injections, bodily application of creams etc.), and arrangements for this are made based on the context of the pupil's needs. For other pupils, medical care might take place within the daily routine of the classroom (e.g. ensure drinks given at snack time). Where this occurs, close adult supervision is maintained to ensure the safety and dignity of all pupils.

For those pupils with toileting needs, every care is taken to ensure the pupil's dignity.

SHARING OF MEDICAL INFORMATION

Information about the medical and personal care needs of pupils is noted on pupil's the school focused plan. Where information is required in greater or more personal detail, the location of this information is shared on the school focused plan rather than the information itself. For those pupils with more complex medical needs, medical care plans, produced in discussion with parents / carers and health professionals are used and these are stored alongside the pupil's medication. For those pupils with medical conditions which can present with medical emergencies, a clear and detailed plan is made alongside parents and carers detailing the procedure to be followed in the event of an emergency. This information is shared via the "All about me" plan or more detailed plans as appropriate.

MEDICAL APPOINTMENTS

Where pupils need to take extended periods of time off to attend medical appointments, parents are encouraged to discuss how best to support the pupil with any missed work with the class teacher in the first instance. Sometimes it is appropriate to provide additional "catch up work" for completion at home, at other times it is possible to arrange for appointments to coincide with subjects in which the pupil is stronger. Wherever possible the school will work flexibly to support pupils who miss work due to unavoidable medical appointments or through illness.

TRAINING

Staff undertake regular first aid training and are trained annually by the school nurse in the administration of rescue medication such as epi pens and asthma inhalers. Where necessary, the school seek out relevant training to address the specific needs of pupils.

What support is available to assist with my child or young person's emotional and social development?

Personal Social and Emotional wellbeing is at the heart of our curriculum, and class teachers address this through regular sessions in class. Staff promote an environment in which positive personal relationships can flourish, and seek to support children in managing their emotions and relationships on a day to day basis. For those requiring further support, the school staff might work individually with children or might support pupils in a more holistic way (e.g. family support, peer support etc). School has access to a range of interventions to support pupils experiencing difficulties with emotions or relationships.

What support is there for behaviour, avoiding exclusions and increasing attendance?

BEHAVIOUR

The school has a clear behaviour policy which is implemented consistently. This can be seen on our website. Where pupils are unable to follow this policy or require additional support with behaviour, a range of measures are used to support them in adhering to the school rules. For some pupils this involves alternative arrangements at key "trigger points" during the day, for others this may involve a "time out" arrangement enabling pupils to find a designated safe space at times of stress. A key focus of the school in supporting pupil's whose behaviour challenges is to firstly understand this behaviour. We use an Antecedent, Behaviour, Consequence, Desired behaviour system of recoding and analysing behavioural incidents, in order to try to find patterns in behaviours. When these are identified we then seek to implement strategies to support pupils in avoiding the repetition of these behaviours. Our focus is on proactively avoiding behaviours, deescalating emotional incidents, and supporting pupils to change their own behaviours. We work flexibly in response to pupil behaviour, and aim to find creative strategies to support pupils in managing their behaviour.

EXCLUSION

It is very rare that we would consider exclusion for any pupil. The school's exclusion policy can be found as part of the Behaviour Policy on our website**.** Please use the drop down menu under 'About us' to find policies.

ATTENDENCE

We take active steps to improve attendance. We reward 100% attendance each year. Attendance below 95% is investigated by the head teacher. Reasons for absence are identified and considered. The Safeguarding Governor reviews attendance at regular meetings with the head teacher. Attendance is reported termly to the Governing Body.

Working Together and Roles

What is the role of my child or young person's class teacher?

The class teacher has the overall responsibility for pupil's learning and their day to day well-being in school. They are the first port of call for pupils and parents, and act as a hub for information about the pupil. Class teachers are expected to plan and deliver appropriate learning opportunities for pupils, and to ensure that any resources in place to support pupil learning are used efficiently (e.g. additional adults, visual prompts, interventions).

Who else has a role in my child or young person's education?

The head teacher oversees the running of the school, ensuring that all elements of a pupil's education are in place.

The school SENDCO has responsibility for co-ordinating the provision for pupils with SEND. S/he may work individually with pupils, or carry out assessments where required, and will usually host formal meeting such as annual reviews.

In addition to the class teacher and SENDCO, pupils might come into contact with the following:

- The school nurse (parental consent required for any contact).In addition to the class teacher and SENDCO, there are also a number of support staff (teaching assistants) working in school who have a range of expertise and skills. Some of these staff run intervention programmes under the guidance of the teaching staff; others work in classrooms supporting pupils in small groups or on a 1:1 basis. For pupils with the highest levels of need, an additional adult might be assigned to work with the pupil on a 1:1 basis. . The class teacher, in conjunction with the SENDCO, will act as a hub for information about the pupils with the highest level of need.

Occasionally external agencies, or specialists might be brought in to work with pupils. Their involvement will always be with the consent of the parent / carer.

How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

Information about SEND needs of pupils are noted on the school focused plan and this document will signpost staff to the more detailed documents where required. All class teachers and any key workers involved with the child will have access to a copy of EHCP and can discuss the content of these with the SENDCO.

What expertise is available in the setting, school or college in relation to SEND?

All school staff have a good awareness of SEND and attend further training when a specific need arises - staff meeting training sessions are held to enable staff to develop their

practice in relation to the specific needs of the pupils in their classes or they may attend specific external training.

The SENDCO holds a PGCE Specific Learning Difficulties (dyslexia).

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)?

As a school, we closely monitor each child's progress and if appropriate seek further advice as to how to meet the child's need more effectively. The SENDCO, Headteacher and class teacher will discuss possible options of seeking external advice with parents and agree a course of action most suited to the needs of their child at that point. Any advice sought will then be implemented as suggested by the professional, and its impact tracked and fed back to the parents.

We have access to the following Local Authority Support services:

- CAMHS (Child and Adolescent Mental Health Service)
- CEAT (Cheshire East Autism Team)
- Educational Psychology
- Speech and Language (SALT)
- Early Help Brokerage
- Social Care
- Safeguarding Children in Education
- Emotionally Healthy Schools Team
- Early Years Team
- Health Visitor Service
- School Nurse
- Cheshire East Information and Advisory Service (CEIAS)
- Mental Health Support Team
- Sensory Processing Occupational Therapy Support Service (SPOTSS)

How will my child or young person be supported to have a voice in the setting, school or college?

Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupil's opinions are sought at a level which is accessible to the individual. For some learners this might mean that they are supported to express their views in alternative formats e.g. opinions expressed via written,

video or audio means. Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them. The child's views are detailed on their school focused plan.

- There is an active student council which meets regularly to listen to the children's views respond accordingly.
- We have a strong nurturing ethos in the school where a designated staff 'check in' with specific children during the day if required.
- The marking policy ensures time is allocated for children to respond to feedback given and ask questions should they need to.
- We use the 3 houses model to support some of our more vulnerable pupils to explore their thought and feelings and record their views.
- School has a Mental Health First Aider and an Emotional Literacy Support Assistant (ELSA) who are available for children to speak to.
- Subject-leaders all take the time to gain pupil voice in their subject.

What help and support is available for the family through the school?

We recognise that there can be a huge amount of paperwork as a parent of a child with SEND. The SEND team in school, led by the SENDCO, provide support to parents as required. This might be completing forms with parents, or signposting them to agencies who can help further. Information about parent support groups is shared with parents in a number of ways throughout the school year: the school newsletter, website and via flyers from Cheshire East Information Advice and Support (CEIAS).

Inclusion and Accessibility

How will my child or young person be included in activities outside the classroom, including trips?

As an inclusive school setting, we seek to ensure that all pupils, regardless of need are able to attend enrichment opportunities such as after school clubs, school trips etc. Therefore we work to make relevant adaptations to enable pupils with SEND to attend. We have a range of out of school clubs and activities which change from time to time (details available on the website), all of which are available to every pupil regardless of need.

Who should I contact about my child/young person joining your school?

For information about entry please email the main school office who will discuss the entry process with you.

How will you prepare and support my child or young person to join your school, and how will you support them to move on to the next stage?

ENTRY

Prior to entry to our school, it is usual for families of pupils with SEND to visit for an informal tour of the school with the headteacher. Information relating to a child's SEND needs is then shared with the prospective class teacher. For those pupils with a higher level of need, if it is agreed at this point that the school is able to meet the pupil's needs, a multi-agency Action for Inclusion meeting is held. This meeting is an opportunity for families and professionals to share information about the pupil, and for actions to be set to ensure the pupil is appropriately included. Following this meeting, the school considers the provision necessary and if appropriate takes steps to acquire any resources needed to implement the provision. The action plan is then reviewed either prior to entry or shortly after. Prior to entry to school, a range of transition measures are put in place. This is personalised to meet the needs of the pupil but may include visits to the setting, visits by school staff to the pupil's home or current setting, a transition pack containing photos etc.

TRANISTION TO NEW SETTINGS

Wherever possible we prepare pupils for transition to new settings in a manner most appropriate to the individual. For some pupils this takes the form of additional visits to the new setting, for others this might be working through materials which address key aspects of the new setting. Some of our pupils benefit from lengthy transition work whereas others find an extended transition stressful, and require a shorter introduction. We work closely with families at this time to ensure consistency of information. We have good links with our local high schools and work closely with the staff from those settings.

Additional Information

What other support services are there who might help me and my family?

The school SENDCO can provide details of further support for families.

The following list details support services who, following parent/carer consent, regularly work with children with SEND and their families:

- Cheshire East Autism Team (CEAT) provides resources for parents/carers of children for who may be on the autistic spectrum.
- Space 4 Autism is a voluntary run charity who support the whole family and provide a range of services.
- Cheshire East Educational Psychology Service provides a consultation process for schools giving advice and support strategies for a wide range of needs and is also involved directly in Education Health Care Needs Assessment (EHCNA) process; the

service will work directly with the child, parents and school to provide a comprehensive assessment of the child's needs as part of this assessment.

- Sensory Inclusion Service for children with visual or hearing needs.
- Speech and Language Therapy (SALT).
- School Nurse
- Family Support Workers through Early Help Brokerage
- Child and Adolescent Mental Health Service (CAMHS).
- Cheshire East Information Advice and Support (CEIAS)
- Cheshire East Young Carers
- Sensory Processing Occupational Therapy Support Service (SPOTSS)
- Occupational Therapy (OT) as part of the provision within an Education Health Care Plan (EHCP)
- Physiotherapy as part of the provision within an EHCP.

Where can I find the Cheshire East Local Offer?

Cheshire East Local Offer can be found at www.cheshireeast.gov.uk/localoffer

What can I do if I am not happy with a decision or what is happening?

As a school we encourage parents to address any worries or concerns promptly initially with the class teacher, and then if they are unable to help, with a senior member of staff such as the SENDCO / Head teacher. In the vast majority of cases we find that by talking things through we are able to find solutions to most problems. However, if after discussing your concerns with these people, you remain unhappy with any aspect of the school's performance our complaints procedure can be found on the website.

Email: *info@halliard.com*

Address: *Halliard Trust, The Fallibroome Academy, Priory Lane, Macclesfield, Cheshire, SK10 4AF.*

Telephone: *01625 813510*

Fax: *01625 820051*