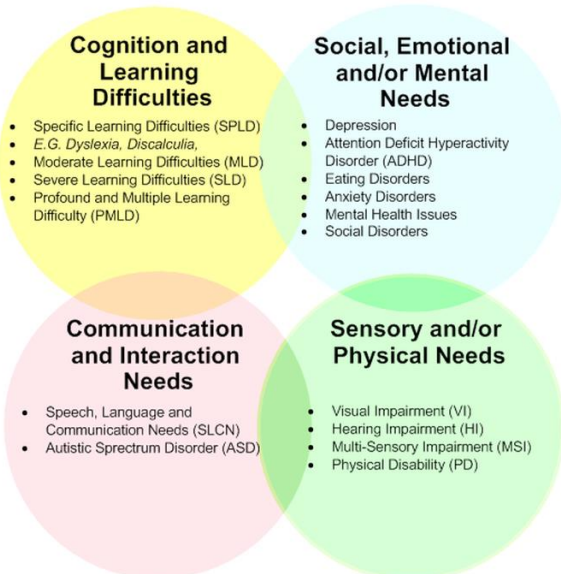
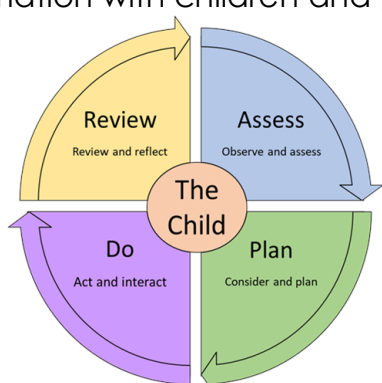


SPECIAL EDUCATIONAL NEEDS and DISABILITY REPORT 2025

1	What kinds of SEND are provided for at Whitby Heath?	Whitby Heath Primary is a two-form entry mainstream primary school that provides an education for all pupils who want to share in our school community. We support children that demonstrate SEND within the four areas of need; • communication and interaction • cognition and learning • social, emotional and mental health needs • sensory and/or physical difficulties.  Cognition and Learning Difficulties • Specific Learning Difficulties (SPLD) • <i>E.G. Dyslexia, Dyscalculia,</i> • Moderate Learning Difficulties (MLD) • Severe Learning Difficulties (SLD) • Profound and Multiple Learning Difficulty (PMLD) Social, Emotional and/or Mental Needs • Depression • Attention Deficit Hyperactivity Disorder (ADHD) • Eating Disorders • Anxiety Disorders • Mental Health Issues • Social Disorders Communication and Interaction Needs • Speech, Language and Communication Needs (SLCN) • Autistic Spectrum Disorder (ASD) Sensory and/or Physical Needs • Visual Impairment (VI) • Hearing Impairment (HI) • Multi-Sensory Impairment (MSI) • Physical Disability (PD)
2	How do we identify children and young people with SEND and how do we assess their needs?	All children are continually monitored and are assessed through teacher judgements as well as formative assessments. Actions are taken at the earliest opportunity to support pupils through class-support and/or interventions in order to address any specific needs. To support this process, class teachers and the SENCO meet formally at least three times per year to discuss the needs of the children in class and ensure that where necessary, additional support is put in place. In addition, we have an internal 'watchlist' where we track children beginning to show signs of needing additional support to help us with early identification and swift action. We work with children and their families from the beginning of this process. If parents believe that their child has a special educational need, we will discuss this with them, and monitor and assess their child accordingly. Often these assessments will be carried out by school, but we sometimes request advice from more specialised services such as Community Paediatricians, Mental Health Support Team, Speech Therapy, Autism Team or CAMHS. We will

		always share the findings with parents and in consultation, plan the next steps to best support their child. Children who need additional support will be placed on the SEN register and have an SEN Support Profile, (alternatively known as an IEP) which will be reviewed at least 3 times a year. Using the Assess, Plan, Do, Review cycle, we monitor the impact of interventions and support upon the holistic progress of our pupils and share this information with children and parents. 
3	Who is our SENCo (Special Educational Needs Coordinator)?	Mrs Ellison (Mrs Beach during Maternity Leave September 2025-May 2026) You can contact her on 0151 355 1781 or Via email at senco@whitbyheath.cheshire.sch.uk Our SEND Governor is Mrs E Scorer
4	How do we involve parents of children with SEND?	At Whitby Heath we facilitate on-going conversations with parents about their children. We are always here to talk to and are happy to arrange informal meetings to discuss any concerns. We also ensure that parents are able contribute to their child's learning through the SEND Profile and review process at parents evening. When we assess special educational needs, we discuss with parents if their child's understanding and behaviour are the same at school and home; we take this into account and work with our parents so that we have a joined-up approach across home and school to help them make progress. Annual reviews for children with Education, Health and Care Plans and/or additional funding ensure parents' views are important. They allow the pupil, family, school staff and other appropriate outside agencies to be able to share information, celebrate success and plan next steps. Where appropriate, in line with our graduated response, we will write and review targets with pupils and parents/carers, a copy will always be available to all.

		Parents' evenings take place in Autumn and Spring terms and reports are shared in Summer term -these also maintain close links with parents. We keep in regular contact with parents that we don't see as often via Dojo, telephone or email where appropriate.
5	How do we involve children with SEND in shaping their education & future?	All children at School SEN Support and those with Top Up Funding or EHCPs are able to express their views about their learning and have the opportunity to discuss their dreams and aspirations. Children are regularly spoken to during pupil voice and they included in the target setting process where appropriate.
6	What are our arrangements for assessing and reviewing children and young people's progress towards outcomes?	Teachers assess the children's progress regularly, discussing data with the Senior Leadership Team so that strategies can be put in place to intervene early and support children. Following on from identification (section 2), we plan support for pupils using the views of the parents and children, and in some instances, on advice from external agencies. Support is monitored and evaluated on a regular basis. Support Plans are reviewed a minimum of 3 times per year and at all stages of this assess, plan, do and review process, parents (and children where appropriate) are consulted.
7	How do we support children in moving to our school and from our school?	We work closely with the pre-school settings, to ensure that transition into Whitby Heath Primary school is successful for our September starters. Where appropriate, Action for inclusion meetings are held with all relevant professionals and the pre-school setting to share information and agree systems to ensure children are happy and therefore able to learn and thrive at our school. For in-year admissions, when a child has an identified special educational need before they join our school, we work very closely with the people who already know them including parents, previous settings and specialists and use the information already available to identify possible barriers and to help us plan appropriate support strategies. School begins to look at high school choices in year 5 in order to establish if any specialised provision is needed. For those with an EHCP, this process typically starts in Y4. This ensures that our children and families are prepared early for the transition for high school and, if needed, additional transition arrangements can be organised. We can accompany parents to view schools

		on request in order to support them in the decision-making process where appropriate. Whitby Heath works closely with the high schools to ensure that they have all the information that they need in order for our pupil's to continue to thrive in their care. Again, we engage with inclusion meetings to ensure that high schools are well prepared to meet the needs of each child.
8	How do we help to prepare children for adulthood?	We work with children and their families to ensure that they have the skills needed for their futures in secondary education and beyond. We want all our children to become responsible citizens and to contribute positively to society. We work towards these goals by taking a holistic view of our children's needs and prepare opportunities to enable them to fulfil their potential. We have high expectations and aim to help all children develop their confidence and independence. Our whole school community treats one another with respect and tolerance.
9	What is our approach to teaching children and young people with SEND?	At Whitby Heath, our curriculum aims to bring learning to life and wherever possible enables the child to be a part of their learning. We are inclusive school and ensure that children access a full and balanced curriculum. Wherever possible, children are taught alongside their peers as part of Quality First Teaching so that every child has a level of challenge appropriate for them and also experiences success. Additional adult support and a range of resources are used to support children's learning in class and through intervention programmes. Waves of intervention model  Through advice from external agencies such as the Educational Psychologist (if a child has an EHCPNA) Autism Team and

		Speech Therapy, we implement specific programmes to support individual children for targeted support.
10	How do we adapt the curriculum and learning environment for children and young people with SEND?	We are highly reflective and adapt to the needs of our individual children. Children's needs are assessed and addressed regularly and the curriculum is tailored to suit the needs of the individual. Communication between home and school is actively encouraged to ensure that learning is meaningful, enjoyable and can take place in and out of school. We aim to be mutually supportive. The classrooms are adapted to meet the needs of pupils, for example, we have equipment within classroom such as wobble cushions, tilted desks and specialist stationery in classrooms for some pupils and we have areas outside of the classroom that children use for specific interventions or learning times. We have areas within school to which children can withdraw if necessary, including library, intervention spaces, Rainbow room, Treehouse and the Orchard Room. Our Learning Mentor works closely with individuals and small groups of vulnerable children. We liaise closely with professionals and outside agencies to adapt our environment and curriculum to support pupils.
11	What are our areas of expertise in supporting children with SEND and how do we secure the expertise of others? What training have we had and what future training plans are there?	All staff are trained to deliver quality first teaching to all pupils including those with SEND. Staff adapt learning and provide scaffolding opportunities to suit the learning needs of all pupils whilst remaining inclusive to all. Teaching assistants are well trained to support all groups of pupils and in particular, those with additional learning needs. Staff within school have received qualifications and external training in the following areas • Wellcomm – Speech and Language Programme • Power Maths – Maths teaching tools • Read, Write, Inc – phonics based programme • Safeguarding Children – Basic Awareness • ELSA • Understanding Children and Young People's Mental Health • Speech and Language Strategies (ELKLAN) • Understanding Specific Learning Difficulties. • SPOTTS Training (sensory) • Positive Handling – Team Teach • Autism Awareness • First Aid including Mental Health

		• NELI • GLP (Gestalt Language Processing) The SENCO attends Cheshire West SEND cluster meetings, disseminating best practice and raising awareness of current changes in SEN legislation and inter agency working. In the 2025/26 academic year, we have also reestablished the working group for mainstream primary SENCOs in Ellesmere Port alongside our feeder High School SENCO to support further work around transition. We can offer screening tools and provide strategies in supporting EAL children and those with additional needs. School also offer a dyslexia screener to identify dyslexic type difficulties as well as one for dyscalculia. Although not a formal diagnosis, these can indicate need of support. School can direct parents to private assessors should they wish to explore this further. Over the academic year, school staff will have further opportunity to engage with training as part of developing knowledge and understanding of Autism, ADHD, Visual and Hearing Impairment, SALT, Dyslexia and Mental Health.
12	How do we evaluate the effectiveness of the provision made for children and young people with SEND?	Ongoing assessments build a picture of attainment and progress for children. This is monitored by teachers and senior leaders. Interventions are evaluated and progress is analysed. Pupil and parent voice are gathered to help measure impact and effectiveness. In addition, termly meetings are held between the class teacher and SENCO to ensure that appropriate provision is in place and any emerging needs are recognised and planned for.
13	How are children and young people with SEND able to engage in activities available with children and young people in the school who do not have SEND?	We ensure that all children have equal opportunities. Our children are encouraged to join the range of extracurricular activities, be active citizens in and out of school and take part in all school activities, including residential experiences, creative and sporting activities and educational visits. Specialist equipment is purchased by school or accessed through specialist services. This equipment ensures children have every opportunity to access a full and broad curriculum. The school is a single storey building and has an Access Plan to ensure that it is wheelchair accessible. The school has a Disabled toilet, located in the foyer.

14	How do we support the emotional and social development of our pupils with SEND?	The wellbeing of all pupils is paramount and we offer outstanding care, guidance and support across the school. Pupils may also access nurture groups, led by our Learning Mentor that help address self-esteem or social skills. A lunch time nurture group, 'The treehouse' has been launched to offer nurture activities and pastoral support during this unstructured time. We also have ELSA staff to work through a programme of emotional and well-being support; this is supported through the educational psychologist team. Bespoke activities are designed to suit the needs of the children. Children are encouraged to share their aspirations, and we support them with the necessary skills to help them develop socially and emotionally. Over the past few years, the school has developed positive links to the Mental Health Support team and meets with them half termly. The SENCO can support parents with self-referrals or school referrals for children that require further support in managing their mental health and well-being. We also continue to enhance the school approach to Mental Health by building a team of staff to support children. We have a safeguarding team with key members of staff across the school. Our Designated Safeguarding Lead is Mrs E Williams, Deputy Headteacher. We hold regular Safeguarding team meetings to ensure that children are well supported in their wellbeing. We have support strategies in place for all pupils regarding their wellbeing and these strategies are altered accordingly to suit the needs of our most vulnerable pupils. Whitby Heath does not allow any form of bullying and has procedures in place to prevent this from occurring. (see Anti Bullying policy)
15	How does Whitby Heath involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND	Whitby Heath works closely with a range of other professionals and voluntary organisations to support pupils including: • Starting Well Practitioners • Autism Team • Community Paediatrician • Speech and Language Therapy Services • Mental Health Support Team (MHST) • Child and Adult Mental Health Service (CAMHS) • Early Years Specialist support team • Social Care • Family Support Worker • Team Around the Family Advisor • CHAPS • Koala • HI and VI support teams

	and supporting their families ?	• Early Help Navigators We also work closely with families to help signpost them to additional services and support. We liaise with parents about services offered by the Local Authority, including the Independent Advisory Service – previously Parent Partnership. The Cheshire Live Well (previously Local Offer) can be found on the following website: https://livewell.cheshirewestandchester.gov.uk/
16	What are our arrangements for handling complaints from parents of children with SEND about the provision made at the school?	We always ask that you talk to us. We will always do our very best to work with you for the best interests of your child. However, if our parents are unhappy with the provision for their children then they can refer to the Complaints Policy and procedure.