

The Whiteoak Academies of Hannah More Infants and Grove Juniors

SEND INFORMATION REPORT

Planting Dreams.
Nurturing Hearts.
Growing Minds.

This SEND Information Report was last updated in September 2026 and will be reviewed next in December 2027 and updated annually or if an amendment is necessary.

Department for Education

"A child has a special educational need if they have a learning difficulty or disability which requires special educational provision to be made which is different from or additional to that normally available to pupils of the same age."

SEND Code of Practice 2015

☆ What Special Educational Needs and Disabilities (SEND) do we support at The Whiteoak Academies?

The 0-25 SEND Code of Practice (2015) identifies '***four broad areas of [special educational] need and support'*** (see section 6 for detailed descriptions)

- Communication and Interaction (Speech language and communication difficulties, including Autism)
- Cognition and Learning (Specific learning difficulties, including Dyslexia)
- Sensory (Hearing and Vision) and Physical difficulties/ disabilities
- Social, emotional and mental health difficulties

The 0-25 SEND Code (2015) emphasises:

'The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time... .' (section 6.27)

This SEND Report has been written in-line with legislation from *section 69 of the Children and Families Act 2014, regulation 51 and schedule 1 to the Special Educational Needs and Disability Regulations 2014 and* The 0-25 SEND Code of Practice (2015)

Further detailed information can be found by reading our ***Trust SEND Policy***, and our ***School Accessibility Plan***, both available on our school website.

At the Whiteoak Academies we aim to provide an inclusive education for all of our pupils which meets their individual needs and removes barriers to learning. We provide a broad and balanced curriculum which both inspires and encourages independent learning.

Within this curriculum we support all of our children, no matter their level of ability. Whether they have exceptional abilities and talents, face particular challenges in their learning, or have medical or emotional needs, everyone is included at an appropriate level. Our staff aim to develop good working relationships with pupils and parents, which enables them to encourage our pupils to aim high and achieve their very best.

☆ How do The Whiteoak Academies identify if my child has a Special Educational Need or Disability (SEND)?

SEND can be identified at an early age and for some of our pupils their needs may have been identified prior to them attending our schools. In this instance detailed liaison with the child's Pre-school; transfer school, if moving from another school and the North Somerset SEN Team, is conducted by the SEND co-ordinator (SENCO). At the point of admission it is vital that as a school we are fully prepared so that we are able to meet a child's needs appropriately and to the best of our ability.

However for some pupils their Special Educational Needs or disabilities can emerge later. At the Whiteoak Academies, in-line with the 0-25 SEND Code of Practice, the class teacher is responsible for their pupils' education. Class Teachers will observe and monitor assessments of pupils regularly, to identify students who may be making less progress than expected given their age and individual circumstances. Persistent withdrawn and disruptive behaviours can also be taken into consideration.

High quality first teaching is adapted for individual pupils within each class. If a pupil is not making the expected progress and is performing below Age Related Expectations (ARE) they will be raised at Pupil Progress Meetings held with the Senior Leadership Team which includes the SENCO. Concerns might also be raised to the schools by a parent or guardian and the first point of contact should be the Class Teacher. Any further concerns should be raised directly with the SENCO. The 'Graduated Approach' will then be initiated and a plan will then be written, following the four steps (Assess, Plan, Do, Review). Staff will meet regularly with parents to involve them in the process.



At the second “review” stage, if concerns continue or if progress is not made, liaison with external agencies or health professionals such as Speech and Language therapists, Community Paediatricians, Occupational Therapists and Educational Psychologists will be encouraged. At this stage a pupil will be recorded as “SEN Support” and recorded on our SEN register.

A flow chart of this process can be found on the next page of this document. Open communication with parents and carers through all stages is vital in supporting the pupil.

The Whiteoak Academies

Identifying Special Educational Needs and Disabilities

Entry level assessments of skills and attainment by class teachers, to ensure a baseline for progress to be monitored and barriers to learning identified early. Advice can be sought from the SENCO about the nature of these assessments.

Initial concerns identified by the class teacher based around the four broad areas of need as defined in the SEND Code of Practice 2015:

Communication and interaction, e.g. Autistic Spectrum Disorder (ASD), Speech & Language difficulties.

Cognition and learning, e.g. dyslexia, dyspraxia, developmental delay.

Social, emotional and mental health, e.g. Attention Deficit Hyperactivity Disorder (ADHD), Attachment Disorder, developmental trauma, extreme anxiety.

Sensory and/or physical needs, e.g. visual impairments, hearing impairments, processing difficulties, epilepsy, medical condition such as spina bifida.

Class teacher raises concerns with SENCO. The SENCO will complete observation / assessment / offer advice.
Class Teacher meets with Parents to share initial concerns and actions planned by school to support improvement.
First cycle of 'Graduated Approach' begins. (Approximately 12 weeks or 2 half terms.) WISP issued and Pupil added to school SEN Register (K Code).

Review after 12 weeks – IMPROVEMENT

Continue with High Quality First Teaching and Universal Provision. Removal of WISP and removal from SEN Register.

Review after 12 weeks – NO IMPROVEMENT

Pupil discussed at Pupil Progress Meetings so that concerns are shared / updated with SLT and SENCO. Further discussions with Parents and Class Teacher.
Review of intervention and 'reasonable adjustments' required to address identified need.
Second cycle of 'Graduated Approach' begins. (Approximately 12 weeks or 2 half terms.) New WISP issued.

Review after 12 weeks – IMPROVEMENT

Review after 12 weeks – NO IMPROVEMENT

Referral to relevant outside agencies. (Parental Consent required.)
Educational Phycologist (EP): Dr Leona Black
LSP: Suzy Divine, Lead Teacher for SEND
Weston Area Health Trust – Sirona: Occupational Therapy, ASD pathway, Speech & Language

One Page Profile and WISP targets set and reviewed bi-termly.
Monitored and reviewed every 12 weeks through:
- Pupil Progress meetings.
- Meeting with Teacher / SENCO and Parents.

NO IMPROVEMENT

Multi-professional meeting including Parents.
Decision made around application for 'EHCP' for support and funding to meet needs in school.

IMPROVEMENT - Continue with High Quality First Teaching removal of WISP and removal from SEN Register.

☆ What are the different types of support available for my child?

We provide a wide range of supportive strategies at The Whiteoak Academies, dependant on the level of need and for pupils with or without an Education Health and Care Plan (EHCP). These strategies and interventions are outlined in detail in our Provision Maps, which are available from class teachers. A brief, and by no means exhaustive, description of the support available is:

- Wave 1: Reasonable adjustments to normal classroom practice to ensure inclusion of all pupils. – Universal Provision.
- Wave 2: Targeted support within class e.g. scaffolded tasks, spelling support, use of ICT, adult in small groups.
- Wave 2: Intervention groups — tailored support for small groups.
- Wave 3: Where appropriate, some 1:1 support for personal targets.
- Wave 3: Specialist support from external agencies that will be accessed after two 'Graduated Approach' cycles have been completed.

☆What are the specialist services that The Whiteoak Academies can access?

When a pupil has a specific need, we can access support from specialists such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Behaviour Support, SEN Advisory Teachers etc. Parents' consent is always required before any referral can be made and we will complete two cycles of the 'Graduated Approach' to determine if a need cannot be met by our own expertise.

☆What training is provided for staff ?

In line with our school vision; ***"Planting dreams. Nurturing hearts. Growing minds."*** we ensure that our staff have regular training and professional development related to Special Educational Needs and staff are able to access a range of support from professionals with a wide range of expertise. Staff work in teams to share knowledge, expertise and best practice. Senior Leaders offer staff advice and training on quality first teaching, adaptive teaching within the classroom and strategies for supporting individual needs. External specialists may be used to deliver additional specific training when required as part of our staff's continuing professional development.

Our most recent training has been related to specific educational needs associated with "Dyslexia", "Autism", "Attachment", "ODD" and "Speech and Communication." Our staff have regular training during staff meetings and INSET days but are activity encouraged to complete "Online" training courses to further develop their own skills and knowledge related to pupils with SEND. In order to ensure compliance with Local Authority standards our staff working with pupils with ASD, attend Autism training at least every three years.



☆How do you involve my child?

Pupils are encouraged to talk about their learning and future outcomes particularly their targets. Pupils are involved in reviewing their personalised, SMART targets. Opportunities to talk about what works well for them and what could be even better – "One Page Profiles" are produced for our SEN Support pupils and also incorporate parental views and contributions. These profiles enable staff to have a "picture" of the needs associated with a pupil and ensure that transitions run as smoothly as possible.

☆How will I know about my child's progress?

At the Whiteoak Academies we have a wide range of ways of communicating with parents. Just a few of the opportunities would be:

- Discussions with class teachers
- Open classes
- Parents' evening consultations
- Annual reports
- Discussions with SENCO and/or Headteacher
- Home / School Link Books
- Annual review meetings for pupils with EHCPs.
- Multi-agency review meetings
- WISP review meetings (If your child is on the SEN register, their class teacher will set personalised targets; a WISP, which are informally monitored every three weeks and then formally reviewed bi-termly by the SENCO as well as being monitored using the school's assessment system, 'INSIGHT'. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled). At the Whiteoak Academies an IEP is known as a WISP - 'Whiteoak Individual Success Plan'.

☆How will my child be included in the school curriculum?

All children are included and considered in all areas of the curriculum, through differentiation of tasks and where appropriate the use of physical aids and resources aimed at improving the accessibility for all pupils whatever their needs. We aim to include all children on school trips, making alternative provision, where necessary, to enable this to happen successfully. Risk assessments are carried out prior to any off site activity ensuring everyone's health & safety is considered. Where your child is supported by a 1:1 adult, they will continue to have this support whilst out of school on a trip or working outside the classroom, but only if it is safe to do so. All necessary resources and medical equipment will be taken on the trip and staff trained accordingly.

☆How accessible are the Whiteoak Academies to pupils with SEND?

Our schools are accessible for anyone with physical difficulties or disabilities. We are wheelchair accessible with ramps providing access to buildings and disabled toilets are easily accessible. Specialist equipment can be adapted or purchased for individual pupils if required. We liaise with EMAS (Ethnic Minority Achievement Service) and North Somerset Council School Placement Support Team, UK Resettlement Team, who assist us in supporting our families with SEND and / or with English as an additional language. We also liaise with the Sensory Support

Service to support our pupils with visual and hearing impairments. Our Accessibility Plan is available on our website and contains further detail and information.

☆ How will The Whiteoak Academies support my child's transitions to their new year groups, new schools or moving on to a new setting?

Pupils with additional needs have an enhanced transition programme when transferring between settings or year groups. This can be discussed with your child's class teacher and/or the SENCO. We would encourage all new children to visit the school prior to starting when they will meet their new Class Teacher and to be shown around the school. When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits and a planned programme of "Enhanced Transition Visits", particularly for those children with an EHCP. We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on, in-line with GDPR, and that all needs are discussed and understood.



☆What support will there be for my child's overall wellbeing?

We are currently completing training across our staff to become a 'Nurture School'. This whole school accreditation should be completed in January 2026. Our PSHE curriculum promotes all pupils to develop a healthy social and emotional wellbeing as well as appreciating diversity. We follow the LSP recommended "JIGSAW" published scheme of work. For some pupils there are opportunities for enhanced learning to further develop their social and emotional skills. Individual pupils can talk with a trained Pastoral Lead about any concerns or anxieties. Specific plans will be put into place for pupils experiencing difficulties with behaviour and those needing medical support or intimate care. A number of our staff are trained as "Mental Health First Aiders" and we have children's mental health as a priority within our staff training and development. If you require further information, support or guidance, this can be found on our school website or by contacting the relevant agencies:

- **SHOUT** - text 'Shout' to 85258 for 24/7 crisis text support
- **Childline** - under 19s can call 0800 1111 for free, confidential support
- **Kooth** - go to Kooth.com
- **The Mix** - call 0808 808 4994 for free – lines are open from 11am to 11pm every day or go to www.themix.org.uk

☆How are resources allocated and matched to pupils' SEND needs?

The SENCO, Senior Leadership Team and class teachers meet regularly to discuss, review and deploy staff and resources as appropriate to best meet the needs of the pupils. All support and additional resources are allocated on a needs basis and each pupil will be considered individually so that a personalised programme can be provided.

Some pupils have a very high level of need and may require a higher ratio of support from an additional adult(s). This is usually provided with the additional financial support from an Education Health and Care Plan (EHCP). To obtain an EHCP a pupil must meet criteria set by the Local Authority. If parents or the SENCO feel that a pupil meets the criteria, a discussion will be held with parents and the criteria shared. If the parents are in agreement an application will be made for an Education Health and Care Plan Needs Assessment. The SENCO applies via the North Somerset Online EHC Hub. Parents have the right to apply for an EHCP independently, by writing to the Local Authority to request a Needs Assessment. However, we would always recommend speaking to the school SENCO first, to discuss your concerns.

☆Who can I contact if I have concerns about my child or would like to make a complaint?

1. Your first point of contact should be your child's class teacher.
2. Make an appointment with either Rachel McClive or Kim Steppe, our SENCO team, who can be contacted on School@hannahmoreandgrove.co.uk or by telephone on 01275 851127.
3. Make an appointment with Victoria Reyes, our Headteacher, to discuss your concerns.
4. Refer to our complaints policy on our school website.
5. Refer to North Somerset Local Offer.

☆Who should I contact if I am hoping to send my child to The Whiteoak Academies?

Contact the school office (01275 851127) to arrange to meet the Headteacher, Victoria Reyes, or one of the SENCo team. We would love to welcome you for a tour of our family of schools so that you can see our school in action!

☆Who can I contact for additional support?

- SEND and YOU (Formerly Supportive Parents)
- North Somerset's Local Offer for Special Educational Needs and Disability.
- Contact a family - *For families with disabled children. Access to over 170 languages*

☆Where can I find additional information relevant to The Whiteoak Academies?

You can read our school policies on relevant issues and find out more information from our website. Some of the most relevant policies include:

- Special Educational Needs policy
- Accessibility Policy (Plan)

Further information will be included in our school's Inclusion Strategy.