Whitings Hill Primary School

SEND Information Report

Last review date:	06.05.2026
Approved by:	Governing Board –
Next review date:	06.05.2027
Person responsible:	Mrs E. Osabu-Matthews, Assistant Head for Inclusion

What is a SEND information report?

Every school is required to publish a SEND Information Report annually. It sets out what is offered to support pupils with special educational needs and / or disabilities (SEN/D), who attend the school.

Our report details how we identify pupils with SEND, how we ensure inclusion and equality of opportunity for these pupils, what additional support is on offer, how we communicate with parents of pupils with SEND and who parents can contact if they have any questions about Special Educational Needs.

Further information on support and services available locally for pupils with Special Educational Needs is now available as a 'Local Offer' in every Local Authority. The London Borough of Barnet publishes their Local Offer at: https://www.barnetlocaloffer.org.uk/

This information report references the Children and Families Act (2014), SEND Regulations (2014), and the Equality Act (2010). In line with the Equality Act 2010, the school makes reasonable adjustments to ensure disabled pupils are not placed at a substantial disadvantage compared to their peers.

SEND at Whitings Hill Primary School

Within our school we aim for all our children to strive to be the best that they can be, ensuring that we do our absolute best to help all pupils reach their full potential, both inside and outside the classroom. In order to do this, many steps are taken to support children throughout their school life, starting with Quality First Teaching.

The school promotes a team approach to support, recognising that pupils benefit from shared staff expertise, adaptive teaching and inclusive classroom practice rather than over-reliance on individual adult support.

However, we recognise that the educational needs of every child are different, which means that for some children to reach their potential there may be a need for additional support. This support is delivered as a whole school approach with all our staff working together to ensure the best for each child in our school. In addition to this inclusive approach, additional support is also available from the school's TA's, HLTA's, SENDCo, Pastoral lead, and SLT members of staff.

We follow the Special Educational Needs and Disability Code of Practice: 0–25 years (January 2015) which recommends a graduated approach (assess, plan, do, and review cycle). We embed this approach to ensure that the appropriate actions are matched to individual children's needs. No two pupils are the same and we therefore carefully design support to meet an individual's specific needs. We expect all staff to play a part in identifying children with SEND and take responsibility for recognising and addressing their needs.

The school follows Barnet's Ordinarily Available Provision guidance and Quality First Teaching expectations when planning support for pupils with SEND.

For further information, please contact the school office asking for Mrs Osabu-Matthews - the Assistant Head Teacher for Inclusion/ SENDCO.

Safeguarding

The Governors are responsible for entrusting a named person to monitor Safeguarding and Child Protection procedures. They are also responsible for the monitoring and correct administration of the Disclosure and Barring Service procedures and the Single Central Record.

Children with SEND can be at increased risk of safeguarding concerns, bullying, exploitation and mental health difficulties. The school works closely with the Designated Safeguarding Lead (DSL) to ensure that vulnerable pupils are appropriately safeguarded in line with Keeping Children Safe in Education (DfE, 2025).

The school closely monitors attendance and wellbeing for pupils with SEND and works collaboratively with families where concerns arise

Please see our Safeguarding and Child Protection Policy for further information.

Governors

In both a support and challenge role, the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

How does the school identify if a child needs extra support?

We know when a pupil needs additional support if:

- limited progress is being made. Assessment information is discussed in pupil progress meetings and any concerns regarding attainment and progress are raised.
- teachers or support staff have raised a concern.
- there is a change in the pupil's behaviour.
- parents/carers have raised a concern.

How can I let the school know if I am concerned about my child's development?

At Whitings Hill, we have an open door policy and parents are always welcome to

discuss any aspects of their child's education and wellbeing. Parents can talk to their child's class teacher at the end of the school day where, if they require a more detailed conversation, an appointment can be made to enable further discussion. Progress is also

discussed at Parents' Meetings and any additional parent concerns can be raised then. Appointments with the class teacher or the SENDCo can be made by contacting the school office, or speaking with then directly

What specialist service and expertise are available at, or accessed by the school, to support my child?

Our school recognises that at times it may be necessary to consult with outside agencies to receive their specialised expertise. The services used by the school include:

- Educational Psychologist
- Behaviour Support Team
- Multi-Agency Safeguarding Hub (MASH)
- Speech and Language Therapists (SALT)
- Child & Adolescent Mental Health Service (CAMHS)
- Child Psychiatrist
- Participation Team (School Attendance Service)

- Special Educational Needs Disability Information, Advice and Support Service (SENDIASS)
- Social Services
- Barnet Hospital/ Edgeware Hospital/ Whittington Hospital (Paediatricians)
- Occupational Therapist/Physiotherapist
- Child Development Centre
- School Nurse
- Autism Advisory Team
- Teacher for the Deaf
- Teacher of the Blind
- Barnet Early Autism Model (BEAM)
- Barnet Inclusion Advisory Team

The school works closely with an Educational Psychologist (EP) who attends our school on a regular basis. They would normally work directly with pupils whose needs are felt to be quite considerable. The EP will observe and assess children at the school who have displayed dramatic changes in their behaviour, or have not progressed despite the interventions that have been put in place for them. The EP will meet with parents/carers to give feedback after assessments have been completed. They will offer advice to parents/carers and the school on how best to support the child in order to take their learning forward.

How will the curriculum be matched to my child's needs?

Each child's education programme will be planned by their class teacher who will differentiate activities/resources according to the child's needs. If applicable, a child may be given specialist equipment to help address their need e.g. pencil grips, easy to use scissors, coloured overlays, fidget toys. Children may work in a small focus group (classroom based) that is either supported by a teaching assistant or the class teacher. If a child has additional adult support as part of an EHCP their support may include targeted adult support, small group provision, adaptive teaching strategies and structured interventions depending on the pupil's identified needs. High quality inclusive teaching remains the first and most important step in supporting pupils with SEND.

Some children may be part of a small group intervention, which enables them to work on a particular aspect of their learning. The length of interventions will vary according to the need, but will generally be for a fixed period of time (often for a term). The intervention will be reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning, both in relation to teaching in the classroom and to addressing the particular needs of the child.

Targets for children will be set by class teachers based on the child's area of need and will be written as part of their SEND Learning Plan. These targets will be assigned based on discussions with parents and children at Parents' meetings. Targets will be regularly monitored by the class teacher and teaching assistant and will be discussed/monitored with the SENDCo, with reviews held termly.

Occasionally a pupil may need expert support from an outside agency such as Speech and Language Therapists or an Educational Psychologist. If this is the case then, with the parent's consent, a referral will be made by the SENDCo and forwarded to the appropriate agency. After a series of assessments a programme of support is usually provided to the school and the parents/carers.

If a child has an EHCP then the school will follow the requirements of the plan and liaise with outside agencies etc. as necessary.

What support is there for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. The Learning Mentor plays a key role in supporting pupils with a range of social and emotional difficulties and is accessible to children at all times in the day. All members of staff, including the Senior Leadership Team, are readily available for pupils who wish to discuss any issues and concerns.

If a pupil has a medical need then a detailed Care Plan (in consultation with parents/carers) is compiled with support from the school nurse and the relevant specialists. The Care Plan is discussed with all staff involved with the pupil.

A large number of our staff have first aid training; some staff have defibrillator training and diabetes management training. All staff receive EpiPen training, asthma awareness training, with identified staff receiving epilepsy training.

Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a signed Medicine Consent Form is in place to ensure the safety of both child and staff member.

How will my child be included in activities outside the classroom?

We expect all our children to be active participants in our inclusive learning community and therefore children with particular needs will be encouraged and supported to take part in all activities that the school offers, this includes clubs run after school by school staff.

For all external activities and school trips a number of risk assessments are carried out and procedures are put in place to enable all children to participate, regardless of their need, so long as it is safe to do so.

What support do you have for me as a parent to support my child?

Class teachers may suggest ideas and strategies for how you can support your child at home in order for them to progress in school. The school SENDCo along with class teachers are available for parents to discuss any concerns with and are happy to help parents with developing strategies to assist with learning, behaviour and the emotional needs of individual children.

If outside agencies are involved with your child then they will generally give suggestions and programmes of study that can be used at home. A school representative will always attend multiagency meetings and will provide support to parents around their child's and the family's additional needs.

How are parents/ carers/ families informed of their children/ren's progress?

You will receive a written report annually that will inform you of your child's attainment and progress across the academic year alongside being able to discuss your child's progress at Parents' Meetings. Our class teachers are available at the end of each day if you wish to raise a concern, and appointments can be made to speak in more detail to the class teacher or SENDCo.

All parents are encouraged to contribute to their child's education. This may be through discussions with the class teacher, discussions with the SENDCo or other professionals. Parents are encouraged to support and comment on their child's SEN Learning Plan with possible suggestions that could be incorporated. Parents/carers of pupils with EHCPs are invited to attend and take an active part in their child's annual review. Parents/carers are viewed as key partners in their child's education and are actively involved in planning, reviewing and evaluating provision.

How will the school prepare and support my child when joining and leaving Whitings Hill?

There are many strategies put in place to enable a pupil's transition to be as smooth as possible. These include:

- Stay and play visits for parents and children to experience our classrooms and meet our teachers.
- Meet the teacher evenings for Foundation Parents.
- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- If needed, transition books with images of the children's new staff, environment and school.
- Handover days for children to meet their new teacher, and their new classroom.
- Year 6 pupils attending transition days at their new schools. Children that may be vulnerable are given the opportunity to attend additional transition sessions and will work with over the preceding year on developing strategies to enable them to better cope with the change.

- SLT and the SENDCo will meet secondary school SENDCos (and other primary school SENDCos) to collect/pass on information regarding SEND pupils.

Accessibility plan

In accordance with Schedule 10 of the Equality Act 2010, the school publishes and reviews an Accessibility Plan. Our school accessibility plan (available from the school office) covers the following:

- Increasing the extent to which pupils with disabilities can participate in our curriculum.
- Improving our school's physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities or services that we provide or offer.
- Improving the delivery to pupils with disabilities of information that is readily accessible to pupils without a disability.

Who can I contact for further information?

For further information please see the school website at:

https://www.whitingshillprimaryschool.co.uk/

If you require further information on the services provided by the London Borough of Barnet then please visit their website at https://www.barnet.gov.uk/

Barnet SEND Local Offer –https://www.barnetlocaloffer.org.uk