



Whitesheet CE
Primary Academy

SEND Information Report 2025-2026

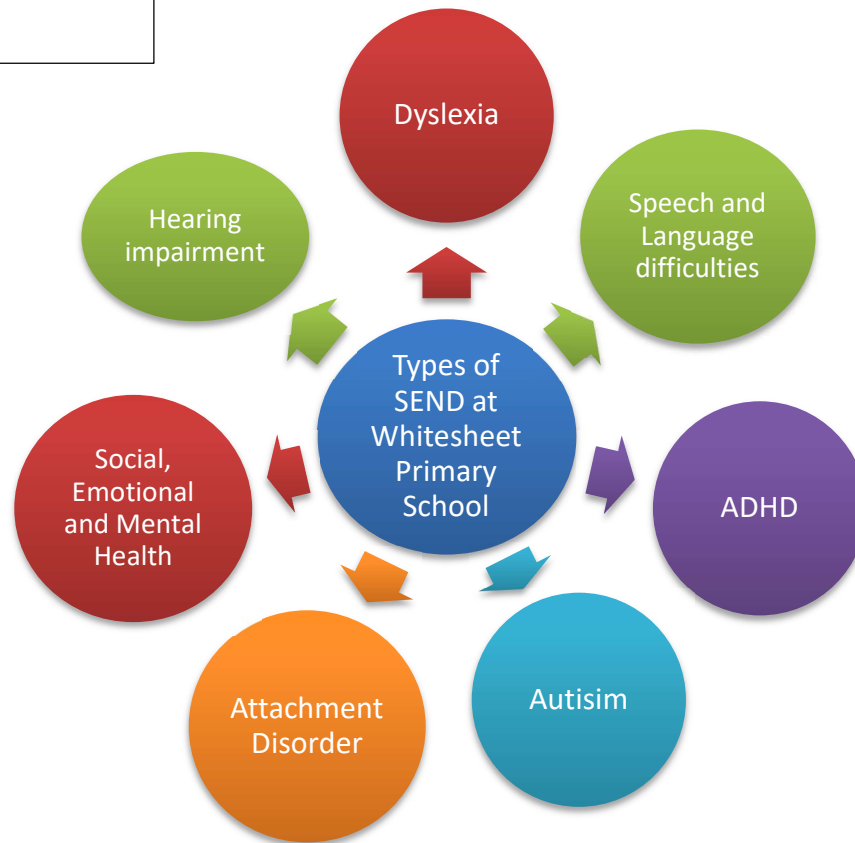
Emily Mullord, Executive Headteacher responsible for Special Educational Needs and Disabilities (SEND) supported by

Bev Davis and Becky Hardy (SENDCOs)

To find out more about SEND at Whitesheet CE Primary School,
browse through the report below, have a look at our SEND Policy

or contact Mrs Mullord or Mrs Davis/Miss Hardy in person on 01747 840394 or Office@whitesheet.dsat.org.uk

What does SEND look like at Whitesheet Primary School?



How are pupils identified as possibly having Special Educational Needs (SEND)?

Teachers and parents are the people who initially raise concerns that pupils are not making the progress that they are expecting. Following this, the SEND team monitors the pupil's progress through our tracking system (where teachers record an assessment of pupils every term) and use formal assessments in reading, spelling and maths or screeners to look into this further. Sometimes a pupil comes from another school with information to explain how this pupil needed further support to be successful and we can build on this. A few pupils have been to see the doctor who has referred them to see other professionals and they send reports to help us in school.

What happens if your child is found to have a Special Educational Need?

Here is an example of a flow chart showing a fictional pupil to highlight what happens to our pupils identified as having SEND.

Francesca is working really hard at school but not always being successful. At home she is finding doing home work very difficult and getting upset in the process.

Francesca had a meeting with her class teacher and her parents to talk about her home work and how school could help. It is decided that sometimes it would be better for Francesca not to do homework and just concentrate on her school work.

Francesca is happy at home but is still finding school work very tricky and her class teacher is concerned that although she is working hard she is not making progress, so the class teacher spoke to Mrs Williams.

Miss Hardy, went to see Francesca in her classroom and talked to her about her learning. She made some suggestions of things the class teacher could try (writing the tasks down in little steps, asking the TA to talk to her about what she needed to do to check she understands).

A person from the SENSS team met with Francesca and completed some assessments (these are little tasks to do) to see if they could find better ways to help Francesca.

Miss Hardu and the class teacher decided with Francesca's parents that although school are helping, they needed some more help for Francesca. She was referred to see a specialist team called SSENS (Special Eductaional Needs Support Service).

At the end of the next term the plan is reviewed. Francesca had made some progress but not enough. Her parents and the class teacher are getting concerned that she is falling behind.

Francesca and the teacher tried these things for a term, but it isn't really helping. They had another meeting with Francesca's parents and completed an Success Plan. This helped them focus on a few things and shared out how everyone is going to help Francesca.

The SSENS team wrote a long report about what they had found out and said they thought that Francesca has Cognition and learning difficulties. They explained some things that would help in school and key areas school needed to help Francesca in.

Francesca and her parents met with a member of the SEND team and her teacher and they wrote a success plan (For an example see appendix one of this report) to plan for some of these things. At the end of the term the plan was reviewed and a new plan was written.

At the moment Francesca is making progress and beginning to catch up with her peers as well as seeing the effort that she puts in rewarded.

The SEND team continues to monitor the provision put in place is effectively supporting Francesca to make progress.

How much did SEND support help in 2024-2025

Part of the SEND team's role is to think about what worked well for pupils with SEND, what didn't work so well and what we need to change. Below you will find some of these things and a plan of things that need to change in 2025-2026.

What is great and needs to stay the same?

- Quality First teaching in every class.
- Teachers knowing their pupils and making sure they plan carefully for them.
- The SEND team meeting with experienced SENDCO's within our DSAT Trust.
- An ELSA (Emotional Literacy Support Assistant) is in school to support other Teaching Assistants
- Reactive groups available in all classes to focus on children's targets.
- Work developing support for pupils with specific emotional difficulties
- Bespoke work is done with a consultant with individual pupils and staff to ensure that pupils are supported with emotional barrier to school

What we changed and why?

- Continued to develop Neurodiverse friendly classrooms with support through outside agencies
- New full-time ELSA joined the Whitesheet Team. Supported to develop her role with vulnerable pupils
- Extra support provided for high need pupils identified for specialist provision, but remaining in school until placements become available
- Developed staff's understanding of individual children's needs and made adaptations to the classroom environments and teaching styles to provide an inclusive school ethos
- Supported a TeachFirst student by helping her to identify pupil's needs through the graduated approach, and to help her to make adaptations to her classroom and in her teaching to include all learners

What we plan to do in 2025-2026?

- Develop new Individual Learning Plans introduced through DSAT Inclusion team
- Identify long term outcomes and the pathway to achieve these for most vulnerable pupils
- Work closely with families of pupils presenting with potential EBSA to encourage improved attendance
- Develop specific social, emotional strategies to support children who have high levels of anxiety
- Develop children's understanding to know how and when to use resources they are given
- Continue to use the graduated approach to make early identification of need and to review and make necessary adaptations and referrals to support learners individual needs

Who helps the SEND Team to help you?

Everyone at Whitesheet wants to be able to make school as positive an experience for the pupils and the parents as possible from the fabulous lunchtime supervisors to our amazing administration team. Below are a few friendly people who have had extra knowledge to help us out.



Outside Agencies: Sometimes we need some help from people outside of school. This year we have worked with an EP (Educational Psychologist), a behaviour specialist, speech therapists and SSENS (Specialist SEN Service). We have also worked with paediatricians and some people from CAMHS (Child and Adolescent Mental Health Service) as well as some organisations to help parents at home.

Teaching Assistants:

Mrs Lickiss is a qualified ELSA and HLTA. She provides emotional and wellbeing support through her structured ELSA sessions. Miss Fielder has been awarded her Teaching Assistant qualification this year. Mrs Naylor and Mrs Paxton are experienced TAs. Miss Stanton provides 1-1 support for some of our most vulnerable learners. All TAs receive a robust programme of Continuous Professional Development.



Parents: Parents know more about their child than we will ever know and are the best source of information and insight we have.



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Pupils: If we want to understand how to help best, we need to be talking to them, which is why they are asked to come to every review (if they can).

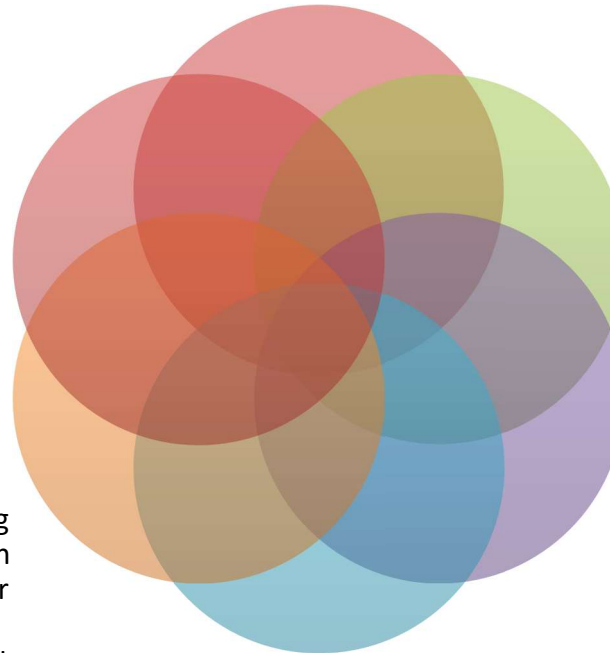


Teachers: They are working with the pupils every day and are the people in school who know them best and can most effectively put things in to help.



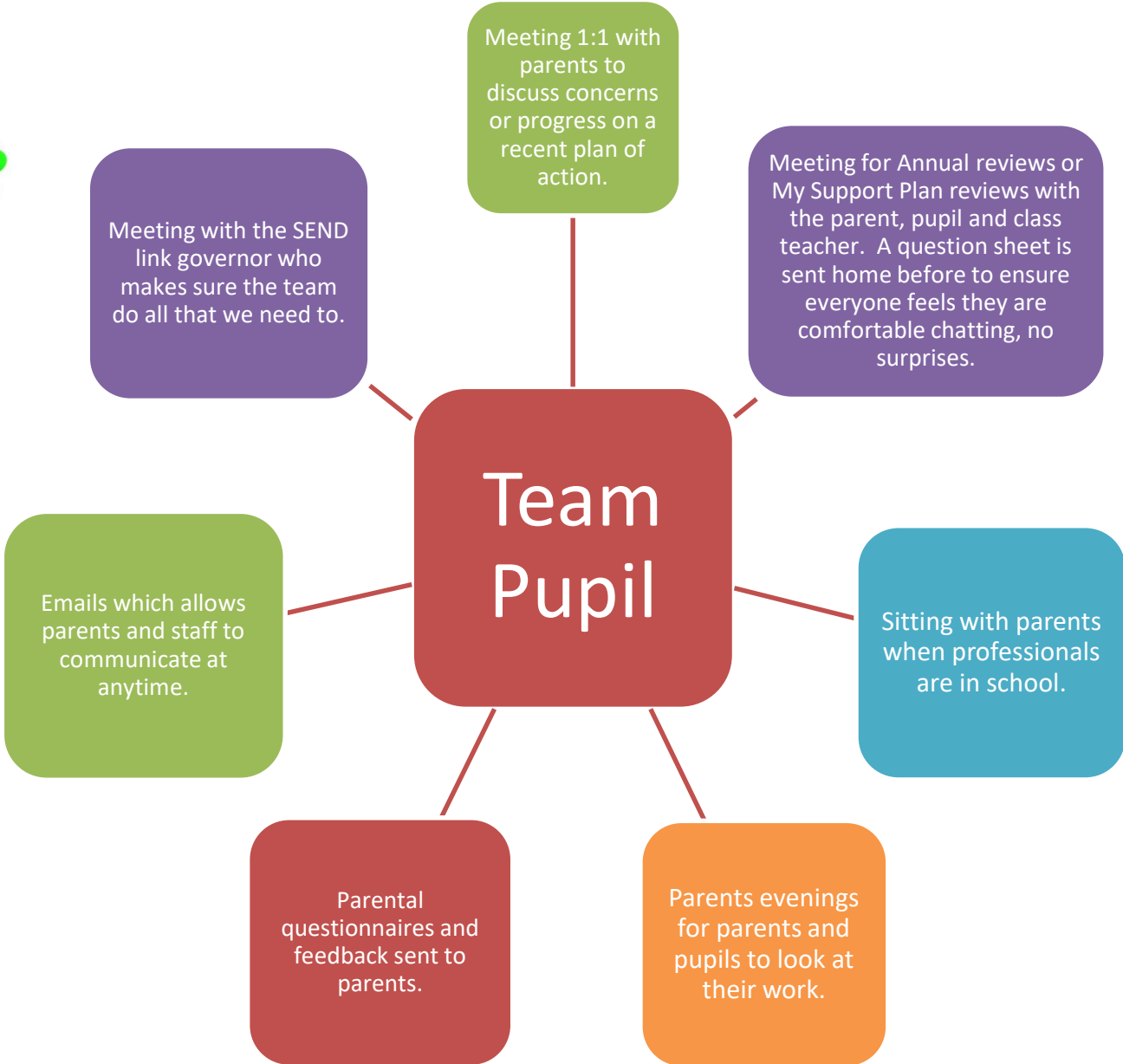
Emotional Literacy Support Assistant:

Mrs Lickiss has an ELSA qualification and runs structured regular ELSA sessions with identified children throughout the week.



How do we work as a team?

To work as a team we have to do lots of talking. Here are just a few times talking has happened this year.



What else does the SEND team do to help SEND at Shrewton?



Transition: Working with pre-schools and secondary schools to ensure that all our pupils, particularly those with SEND transition as well as possible. Arranging to see them in their own settings first and organising extra visits for the pupils and for staff to ensure that all relevant information is passed on. Where possible, the SENDCO from the secondary school comes to all year 6 annual reviews to support this. This also applies on a smaller scale when pupils transition between bases at school.



Helping teachers: Where possible as a school the class teacher leads the SEND process for a pupil in their class as they are the people working with the parents and pupils everyday. They are supported in this and to provide help signposting staff to ideas, resources and professionals who might help this further.



Complaints: If someone has a complaint regarding the SEND process, Mrs Mullord would like to talk to them about it first, however if they can not come to an agreement then she would work through the official complaints process with them outlined on our website. It is also part of her role to make complaints to outside agencies if she feels that the other professionals are not providing the best support for the Whitesheet pupils.

What's next?

As a small school, we do not always need to talk to all the possible professionals and support services out there but we hope that the report highlights that because of our small size, we are able to put our pupils first and we will investigate every possible avenue to help provide them with the support that they need.

The SEND team would always be happy to talk to you about any concerns or questions you have about the information in this report or about a child you have. Contact details are on the front of this document.