Whitegate End Primary School and Nursery
SEND Provision 2026-2027

General School Details	
School Name:	Whitegate End Primary & Nursery School
School Website Address:	info@whitegateend.oldham.sch.uk http://www.whitegateend-oldham.co.uk/
Type of school:	Mainstream Primary School with Resource Provision
Description of school:	LA Community
Number on Roll:	222
Date of last Ofsted:	28th and 29th January 2025
Accessibility Information About the School:	Access plan in place, School has accessible toilets in EYFS with a changing area. All classrooms have blinds and have percentage of carpet.
Expertise and training of school based staff about SEND	Specific members of staff Team Teach Trained Whole School Autism Trained 2018 – QEST Whole school Autism trained - Kingfisher Whole School Graduated Response Cognitive Behavioural Therapy Training Speech Sound Difficulties WellComm Toolkit Autism and Behaviour Management Boosting Reading Social Skills and Practical Strategies Vocabulary & Word meaning Phonics training – Little Wandle Fine motor skills Expert advice feedback to teachers where QEST have been involved Expert advice feedback to teachers where PIP have been involved SEMH success playtimes, time to talk to the teachers and implementing care and support plans (SENCO) Golden goodbye training Widgit online training Social stories training via SENCO ELKLAN trained teaching assistant Early identification of need training – Newbridge SENCO – NASENCO Qualification

Documentation Available	SEND Policy Safeguarding Policy Behaviour Policy Equality Policy & Access Plan Pupil Premium Information Complaints Procedure
Range of Provision and Inclusion Information:	
How we identify special educational learning needs as a school and how we involve pupils and their parents in planning to meet them.	EYFS is the starting point for most children and is where early identification of special needs is taken place. If a child enters the school at a different point in their academic education, it is expected that the school receives information from the previous school or setting and a meeting with the SENCO, headteacher and parents will take place. Once a file has been received by current school, an observation and a COP's screening by the SENCO will take place, where appropriate. Graduated Response - Range of Provision and Inclusion Information Early Identification A child may have an identified medical condition or specific learning need and for most of these children, their needs will be addressed within the inclusive teaching environment that the school provides. If a teacher has concerns about a pupil's progress in school, then they will share their concerns with all staff working with the pupil and monitor the child's progress carefully. If concerns continue, then the class teacher will discuss such concerns with the pupil's parents /carers and complete a SENCO referral form. This will involve the class teacher reviewing current classroom practice and or setting up some different or extra approaches to help to address the child's difficulty e.g. extra reading sessions, targeted work for completion at home or school; individual reward charts, extra visual cues etc... This will be monitored over a period time (this will be determined by the needs of the child) and if the child still continues to present barriers to their learning, then it may be agreed by school and parents/carers (within a structured conversation) that the pupil should go onto the 'SEND Support Register' and begin the stages of the graduated response to SEND. This is when the SENCO will become involved with the child. In addition, the end of year EYFS data will be analysed on 6 aspects which could be indicators of a social, communication disorder. The SENCo will then begin the stages of the graduated response to SEND for any identified children. Additional Support A child may enter school already at the stage of the graduated response or may start at this stage following the 'Early identification' process. A child will be placed on the school 'SEND Support Register' if the provision they require to meet their needs is additional to and different from the majority of their peers. At this stage of the Graduated Response, a child's provision might involve additional adult time in planning and monitoring the impact of a particular intervention or strategy; the provision of different learning materials or special equipment, or individual or group support. The class teacher will always discuss with parent/carers first about their child's learning and then complete a parental permission form to put the children on the SEND register.

	Specific assessment tools may be used to help assess a child and this will help identify next steps in learning. Support will be outlined on a 'SEND Support plan' and will be discussed during termly 'structured conversations' or "SEND Review meetings". The Assess-Plan-Do-Review process will be followed and any SEND support plans will be created if the child requires a higher level of support than our Universal Offer. High Support A child may enter school already at this stage of the graduated response or may start this stage following insufficient progress, despite the inclusive quality teaching and support at 'SEND Action.' A child will enter at 'High Support' stage when a range of outside agencies are called upon to provide more specialist help, support and advice e.g. an educational psychologist, specialist teacher or a speech and language therapist. The involvement of outside agencies will always be discussed with parents/carers first and a signature of permission requested. A pupil at 'High Support' will have a Child Centred Review with Multi Agency Involvement and will have a SEND Support Plan. Within a SEND Support meeting there will be targets set and information shared about the child. The provision and specific targets on these documents will be reviewed with the class teacher and SENCO at least three times a year and will involve the parents/carers and the child in those reviews. Educational Health Care Plan (EHC) A child may enter school already at this stage of the graduated response or if school and or parents/carers feel that the child's needs are still not being met at High Support Level, despite continued quality inclusive teaching. A child will enter the 'Exceptional Support Stage' when the child needs are extensive and the provision needed is long term. The local authority has clearly defined criteria for deciding when this is appropriate, and at the end of the assessment will reach a decision about whether or not it is necessary to issue an EHC Plan of the pupil's special educational needs. This is a legal document that outlines the pupil's needs, how they can be met, and the provision and resources necessary to achieve this. This EHC plan will be reviewed annually, whereby all professionals involved with the pupil, all school staff that work with the pupil and the pupil's parents/carers will review the child's progress. The child will also have a 'Child Centred Review' that will be reviewed at least twice a year, with three reviews in total. The SENCO will attend most meetings about pupils with an EHC as well as involving the child, parents/carers, class teacher, outside agencies and any support staff. In some instances, a member of the Local Authority SEND team will attend, for example when transition to high school is taking place. Parent/Carer Partnership with School A partnership between parents/carers and school i.e. a regular consultation, sharing of information and progress, is vital to the progression of every child's learning, and particularly for children with SEND. There are numerous ways to achieve this at Whitegate End Primary School. In addition to the yearly welcome parents' meetings, reports, parents evening, parent forums or Child Centred Review meetings, parents and school staff can communicate by: • Commenting/asking questions via the home/school book • Sending notes/letters to and from school

	• Making an appointment with the class teacher, SENCO or parent (class teachers are usually available for an informal discussion before or after school, without appointment) • Phone calls For those parents/carers who would find it easier to communicate via email the school - info@whitegateend.oldham.sch.uk
What extra support we bring into help us meet SEND: specialist services, external expertise & how we work together	Educational Psychology Service and the Quality Effectiveness Support Team are utilised through referral service as and when it is deemed necessary through the graduated response. All advice, recommendations and support plans are integrated in to the SEND Support plan and reviewed. The Visual Impairment, Hearing Impairment and Sensory and Physical Impairment teams work in school with children, as well as train and liaise with staff. Liaison with Physiotherapy, Occupational Therapy, Orthopaedic Department and Community Paediatric Team and relevant doctors will take place where appropriate. Liaison with the School Health Advisor for Medical Needs and all advice, recommendations and support plans are integrated in to the SEND Support plan and reviewed. All agencies are invited to attend SEND Support Meetings, Annual Reviews and Early Help meetings. Pupils with complex needs and Social Care Involvement often require a Multi-Agency Meeting which is held with or without an Early Help referral/PEP, regularly for pupils and parents. We use this approach to provide support and an action plan to provide the relevant provision to remove the barriers to learning. Class teachers can make a referral to raise concerns about pupils who are not making progress and these concerns are investigated by the SENCO. The Head teacher will track individual pupil progress each term and they will meet with each teacher during the pupil progress meetings. Referrals from this meeting will also be investigated by the SENCO. Meetings between the Head teacher and SENCO will also be held to discuss these children. Parents/Carers can contact the SENCO or Class teacher if they have concerns about their child which they want investigating.
How we provide access to a supportive environment; ICT facilities / equipment / resources/ facilities etc…	Assessment for assistive technology is made by the VI team. The Occupational Therapy Team may also provide recommendations linked to the provision of specialist equipment for pupils with disabilities e.g. posture cushions/chairs, adjustable tables, laptops, iPads.
What strategies / programmes / resources are available to support speech and language and communication including social skills?	School make a referral to speech and language for specialist support and this requires parental permission. Specific interventions are available in school to support receptive an expressive language. We use WELLCOMM screening to assess children's SLC needs. We use Widgit online symbols to support children non- verbally. Our SEND TA and other support staff support social skills/ friendship groups which support speaking, pragmatic and listening development. We use staff expertise across school to determine the most appropriate adult to carry out SALT interventions.
Strategies to support the development of English (reading / writing) and Numeracy	As part of quality first teaching each child will complete a pre-assessment for the focus area of maths or writing. The class teacher then analyses these to pin-point any misconceptions and plan to meet the child's needs. Pre-teaching sessions take place where appropriate so the teaching is tailored to the child's needs.

	Teachers use adaptive teaching strategies to ensure these children have access to quality first teaching challenge is pitched appropriately. Effective feedback is used to address any misconceptions and provide timely intervention. Where appropriate children may work in small groups or have 1:1 intervention for Maths and English and these are put in place when the relevant assessments have taken place or professional recommendations have been given. KUNCU (Keep Up Not Catch Up) sessions are utilised to ensure learning is secure before moving on.
How we adapt the curriculum and modify teaching approaches to meet SEND and facilities access	Our curriculum is designed to include all of our children and takes on board their needs and barriers to learning. We use a range of support and advice from specialist teachers use differentiated teaching; provide differentiated learning experiences, different levels of questioning and adaptation of resources and the learning environment. Adults modify the teaching according to the needs of the children. We record adaptation for children with EHC plans and high-level support using provision plans (within the SEND Support plan).
How we track and access pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased.	The progress of all children is done using our Whole School Data Spreadsheet. This data is used in termly pupil progress meetings to inform next steps in planning and any additional support that may be required from home and school. SEND children who have an EHC plan take part in an annual child centred annual review. SEND Support meetings take place three times during the academic year and they take the form of a 'Child Centred Approach'. The child, parents and agencies are invited to take part in the meeting review. During reviews strategies which are working well are celebrated and strategies which are not working are discussed and adapted accordingly. Within the SEND plans we review the child's targets, provision map, medical needs and action plan. Recommendations from professionals are prioritised and specific interventions are organised by the SENCO using staff expertise across school.
Strategies/support to develop independent learning.	We promote independent learning wherever possible and promote high expectations throughout our school. Where children need support /adjustments are needed we offer a range of strategies for specific needs e.g: task boards, success criteria, differentiated behaviour charts, visual timetables – whole class and personal, the use of ICT where needed, simple instruction that pupils can follow independently.
Support /supervision at unstructured times of the day including personal care arrangements.	Staff support children at break times, together with midday supervisors at lunch times. Teaching Assistants and Teachers are available when needed. Support staff who work with SEND pupils are available, to provide support in different forms. Safe spaces are used by children and adults during interventions. SEMH interventions are used with those children who have been identified as needing support with unstructured times. We used a Trauma informed approach across school with the use of specific scripts to help children regulate their behaviour.
Extended school provision available; before and after school, holidays etc.	We offer a range of after school clubs including cooking club, sports clubs and forest school. Bright Stars - before and after school club uses the school environment to offer childcare. This is regulated and monitored separately by Ofsted.
Strategies used to reduce anxiety, promote emotional	The Class teacher can make a referral to the SENCO to raise concerns about the emotional, social and self-esteem aspect within learning.

wellbeing and develop self-esteem including mentoring	The SENCO may observe or carry out an appropriate assessment around SEMH and then in discussion with relevant staff an intervention would be put in place and impact would be assessed. Referrals to different agencies such as MIND and CAMHS can be made through the MASH Triage Team. In The Hive Resource Provision, sessions follow a bespoke Happy and Healthy Curriculum which teaches children both practical and conceptual life skills from cooking and road safety to self-awareness, self-regulation, social awareness and relationship management.
What strategies can be put in place to support behaviour management?	We use our Whitegate End behaviour policy which links to our Pledges. Additional strategies involve assessment and Emotional Literacy Interventions specific to the difficulty. The children are encouraged to reflect on negative behaviours and repair the situation through restorative justice.
How we support pupils in their transition into our school and when they leave us.	Whitegate End liaises with a number of Secondary schools in Oldham, Manchester and Rochdale. Our SENCO and Year 6 teacher will meet with members of staff from the allocated schools. Children with an EHC plan/ High support SEND will have a specific transition plan which will be agreed by both schools and parents. These pupils will also be given a detailed social story and transition booklet to help this transition. Copies of the individuals SEND records are sent to the new provision though CPOMS and safeguarding/data protection procedures are followed. In The Hive Resource Provision, transition days are arranged for both children entering and leaving the provision. Consultations are conducted before entry and weekly meetings are arranged with the Home School and parents to ensure all information is shared.
Access to strategies, resources, programmes, therapists to support occupational therapy/physiotherapy needs and medical needs	Referrals made through the School Health Advisor for assessments for pupils. School follow the recommendations from Occupational Therapy reports and use published OT interventions.
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	Meet the SENCO meetings are held for parents/carers to come along to have an informal chat. Parents/Carers understand the SENCO will be available to attend review meetings and annual review. In addition to this, parents/carers are encouraged to contact the SENCO at any time as their views are extremely important. We have a highly trained SEND TA Level 3 who is involved in reviews and interventions. School offers parents/carers additional support through the Early Help process. In The Hive Resource Provision, parents are invited to weekly meetings to track the children's progress.
Provision in The Hive – SEMH Resource Provision.	The Hive is our 12 place SEMH Resource Base, which serves children across Oldham Local Authority with an EHCP. We provide short term placements and offer outreach work for Oldham schools, to support children with social, emotional and mental health difficulties. The bespoke curriculum is written to support both their academic and emotional development through our Happy and healthy lives programme. Children partake in activities promoting understanding of practical life skills such as cooking, road safety, online safety, dressing appropriately etc, as well as conceptual life skills

	relating to self-awareness, self-management, social awareness and relationship management. Children will be taught these skills discretely in sequential lessons and in the moment opportunities. Although primarily in The Hive environment, the children will also access sessions alongside the children in their age-related year group, with sufficient support in place to help them succeed.
SENCO Name	Mrs L. Armour
Headteacher Name	Mr R Hollingsworth