



Whitechapel Primary School

Special Educational Needs

Information Report

March 2026

Key Staff

SENCo	Miss Rebecca Paul
Mental Health Champion	Mrs White
Senior Leadership	Mrs Noblett (headteacher) Miss Paul (SENCO) Mrs White (Behaviour Lead)

The intention of Lancashire's local offer is to improve choice and transparency for families. All schools in Lancashire are expected to identify and support pupils with Special Educational Needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen. Lancashire's Graduated Approach provides guidance on expectations of what should usually be available within school's resources.

1. What kinds of special educational needs does the school provide for?

At Whitechapel Primary School, we provide for children of varying needs. This is done through a number of methods depending on the children's needs. A child is classed as having special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if they:

- a) Have significantly greater difficulty in learning than the majority of children of the same age.
- b) Have a disability, which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LEA.
- c) Is under compulsory school age, and falls within the definition at a) or b) above or would do so if special educational provision was not made for the child.

Special education provision means:

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.
- For a child under two, educational provision of any kind.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. All staff at Whitechapel Primary School will have due regard for the Special Educational Needs (SEN) Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

Disability – Whitechapel Primary School also caters for those having medical and physical needs.

A child is disabled if he or she is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed. A person has a disability for the purposes of this Act if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The range of special educational needs is very wide, from relatively mild degrees of learning difficulty to profound and multiple disabilities. Sometimes, children's learning difficulties are caused or compounded by hearing or visual impairment, physical disability or a specific learning disability. The emotional and behavioural needs of a child may also affect the child's potential to learn. Our school has developed a Behaviour Policy, which provides guidelines for strategies and procedures to be used with children displaying inappropriate behaviour.

Whitechapel Primary School strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LEA Admissions Policy.

2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?

Needs are identified and tested by the school in different ways. The SEN Code of Practice does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas.

- Communication and interaction (speech and language difficulties or autistic spectrum disorders)
- Cognition and Learning (general or specific)
- Social, emotional and mental health difficulties
- Sensory and/or physical (hearing difficulties, visual impairment, physical and medical difficulties).

The SEN Code of Practice 2014 makes it clear that 'all teachers are teachers of pupils with special educational needs.' All teachers at Whitechapel Primary are responsible for identifying pupils with SEN and, in collaboration with the SENCo, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEN can be identified. Whether or not a pupil is making adequate progress, is seen as a significant factor in considering the need for SEN provision.

Our school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Their performance judged against school tracking systems.
- Pupil progress in relation to objectives in English and Maths.
- Standardised screening or assessment tools
- Screening /diagnostic tests
- Reports or observations
- Records from feeder schools, etc.
- Information from parents
- National Curriculum results
- Work with outside agencies e.g. educational psychologists

If you, as a parent, have concerns regarding your child's progress in relation to any of the 'special educational needs areas' identified above, then you should make an appointment to see the class teacher along with the school Special Educational Needs Co-ordinator (SENCo). An action plan may then be put into place to further assess or monitor such concerns.

3. How will both you and I know how my child/young person is doing?

Whitechapel Primary School believes that monitoring pupil progress is crucial in aiding a child's development. Progress is the fundamental factor in determining the need for additional support.

If a child's class teacher, in consultation with parents, concludes that a child may need further support to help their progress, the teacher should seek the help of the SENCo. The SENCo and teacher will review the approaches adopted. Where

support additional to that of normal class provision is required, children will be supported by additional staff within the school. This additional support may include small group support or one to one support. When a child takes part within small group sessions, intervention groups or one to one individual provision, their progress will be monitored half-termly (as a minimum) to measure the impact this is having upon the child's learning. This will be shared with the parent during meetings where necessary. If a child is not responding effectively to intervention, i.e. if there is no change in their progress, groups will be revised and new methods considered, where appropriate.

Where concerns remain despite sustained intervention, the school will consider requesting support from an Educational Psychologist and the possibility of a Statutory Assessment – applying for an Education and Health Care Plan. Parents will be fully consulted at each stage. Through joint parent-teacher partnership, all monitoring will be shared so that everyone involved will be aware of the support in place, as well as the impact it is having in supporting the child's needs.

4. How will the curriculum be matched to my child/young person's needs?

Our school understands the importance of adapting teaching in enabling children to access a curriculum appropriate to their needs. Obviously, adapting teaching is dependent on the individual child's particular/specific needs, as well as the funding given to support the child. The curriculum will be adapted, where is required, as will the learning environment.

In our commitment to inclusivity, class teachers have implemented adapted teaching strategies to effectively support the diverse needs of all children within the classroom. These strategies include differentiated instruction, tailored resources, and targeted interventions, ensuring that every pupil can engage with the curriculum at their own level. By fostering an environment that accommodates various learning styles and abilities, teachers have successfully enabled students with Special Educational Needs (SEN) to participate fully in classroom activities. Regular assessments and feedback mechanisms are in place to monitor progress and adjust support as needed, promoting a positive learning experience for all. This approach not only enhances academic achievement but also builds confidence and social skills among students.

5. How will school staff support my child/young person?

Whitechapel Primary School understands that it is the responsibility of all teachers to cater for the special needs of our children within their classes on a daily basis. The Class Teacher will cater for the child's needs through the delivery of the curriculum throughout the day. Adapted teaching can be applied through many forms, depending on the specific needs of pupils. The Class Teacher, along with the class Teaching Assistant are responsible for overseeing and planning the child's education programme and this will be monitored frequently by the SENCo. Teaching assistants work with children in discreet, small group settings during lesson time, offering one-to-one support where appropriate and sometimes providing intervention groups outside of the classroom.

Every staff member working with the child will have an important role to play. There is a school governor with the key responsibility of SEN. They are aware of the school's policies and procedures and they are updated where appropriate. (Although the governor won't directly support children, they, along with the Headteacher, will oversee that suitable procedures are in place.)

During parent review meetings, discussions will be held between the class teacher /SENCo and parents concerning the support their child is receiving. This is a great opportunity for any opinions and concerns to be shared and any queries explained.

6. How is the decision made about what type and how much support my child/young person will receive?

Whitechapel Primary School believes that a decision surrounding the type and amount of support received is most successful when a holistic approach is adopted. Factors such as environment, existing diagnosis, emotional wellbeing and current provision will be reviewed alongside the views of the child and all those supporting the child including the parents, Class Teacher, Teaching Assistant, SENCo, the school nurse and the Headteacher.

Outside agencies may also be involved, especially when further assessment is required, for example an Educational Psychologist, Speech and Language Therapists etc. Parents will be involved at all stages of the decision process – whether it be concerning in house support from school or greater support as suggested by Lancashire County Council, the local authority. Support is monitored regularly, and any concerns can be raised with the appropriate staff involved.

7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

Children will be included in activities outside the classroom including physical activities and school trips where possible. Arrangements will be made to cater for the physical and medical needs in relation to transport, access to medication and support provided during residential trips. Whitechapel Primary School adopts an inclusive ethos and therefore aims to embrace all opportunities available for every pupil.

8. What support will there be for my child/young person's overall wellbeing?

Whitechapel Primary School also has a number of members of staff responsible for managing medicines. Action plans have been produced for medicines such as epi-pens to ensure they are used safely around school. In some circumstances, a child may need a designated person to administer procedures and this will be dealt with as the need arises and full training will be given.

Class teachers follow Whitechapel Primary School's Behaviour Policy and strategies will be amended as and where needed to cater for children with behavioural needs. The Senior Leadership Team have the overall responsibility of overseeing the management of behaviour across the school and they will be made aware of such needs. As a school, we believe that behaviour management is a crucial factor surrounding the on-going progress of all children, including those with special educational needs.

The mental health and well-being of all the children at Whitechapel Primary School is extremely important. We have a dedicated Mental Health Champion (Mrs White) who monitors support and counselling in this area.

9. What specialist services and expertise are available at or accessed by the school?

Whitechapel Primary School is able to access a number of specialist services through the National Health Service and Lancashire County Council, upon demand. For example – Speech and Language Therapists, Occupational Therapists and an Educational Psychologists. At our school, we also have close links with the school nurse and paediatricians, speech and language providers and other agencies that are involved with families and children.

The SENCo attends termly cluster meetings with the Educational Psychologist and will take specific cases to group meetings for advice and guidance.

10. What training have the staff supporting children/young people with SEND had?

Training and CPD is highly regarded at Whitechapel Primary School and this is seen as an on-going process

- The majority of staff are first aid trained.
- All teachers have received in-house training on providing SMART targets and learning experiences for 1:1 support work.
- Teaching Assistants are provided with regular practical training to match the needs of the learners in their care.
- Speech & Language training has been provided for those Teaching Assistants working in the Early Years and those delivering SALT programmes.
- The SENCo attends termly Cluster meetings to update knowledge and ensure provision at Whitechapel is effective.
- The SENCo organises specific training for CTs and TAs.
- Class teachers have been trained in anxiety and resilience following lockdowns in both 2020 and 2021.
- All staff have received training in social, emotional and mental health needs.

- All staff have received trauma informed training.
- SENCO and relevant TAs attend training according to their current workload e.g. TAs working with children with ASD/ADHD attend training in how to support them.

11. How accessible is the school environment?

The Whitechapel school building is accessible via a ramp leading up to the main entrance. It is a single storey building with floors on one level. There is also ramp access to the Village Hall which is used for both lunch and PE lessons. However, there is a flight of stairs leading down to the Village Hall and the ramp access is via the entrance road to the car park.

A disabled toilet is available both in the school building and the Village Hall.

Information is available on the school website and a community noticeboard in the car park in addition to fortnightly newsletters and class teacher dojos. If necessary information can be made readily available in different font sizes.

We have links with the Lancashire Education Additional Language Service and we are aware of how to make appropriate referrals to the Ethnic minority service if we need to request any further support and advice to communicate with parents and families in other languages.

The furniture within school is modern and of a suitable height appropriate to the age group of the children being taught in that classroom.

We have purchased a range of specialised equipment throughout the years to meet the individual needs of the children within our school these include Social stories, pencil grips, specialised scissors, seating, steps and a variety of intervention programmes.

As our ethos is to be fully inclusive for all children attending our school, we believe it is important to treat disabled children in the same way as every other child.

Education and generating understanding surrounding needs and difference is important for young people and such learning is offered through PSHE and Circle time lessons across the school.

12. How are parents and young people themselves involved in the school?

Home-school communication is regarded highly at our school. Every child is given a reading diary at the beginning of each academic year. This is to be brought into school every day and is used as one of the key points of contact between children, parents and staff. This diary is checked regularly by the classroom staff and notes can be written in here when necessary. Teachers are also able to contact parents directly by class dojo, phone calls, text messages or email.

Appointments can be made with the class teacher/SENCO/headteacher when required.

Children who are receiving extra support through the implementation of Individual Educational Plans (IEPs) will have their targets reviewed on a termly basis. Both progress and new targets will be shared with parents in a meeting held with the class teacher. Children are also invited to these meetings.

There are two Parents' Evening throughout the year, which allows teachers and parents to discuss progress and any issues. If a child has a Support or EHC Plan, an Annual Review meeting will be held with all those involved in the child's education/progress. This ensures, the school is catering for the child in the best ways possible, as well as an opportunity for different professionals and parents to discuss thoughts and ideas.

As the children advance through the school, they are more aware of their own goals, how to achieve them and the level of progress they are making. We try to involve children in their own learning as much as possible and taking part in the review process is key to this.

13. How do you involve other agencies in meeting the needs of children/young people with SEND and in supporting families?

Referrals can be made where it is felt necessary to a variety of different agencies and specialists. The parents are involved during the whole process and once a referral has been sent, updates are shared regarding appointments or assessments that are consequently given.

Regular meetings can be made to discuss the progress with all agencies involved together, discussing current progress and next steps.

Consent from parents is always sought prior to proceeding with a referral to outside agencies unless there is a significant Child Protection concern.

14. Who can I contact for further information?

If you have concerns regarding your child, the first point of contact should be the class teacher. If you have any concerns surrounding SEN, the class teacher may refer you (sometimes along with themselves) to the school SENCo – Miss Rebecca Paul. Contact can be made by phoning the school office, emailing her directly, or by written communication through the school office.

Lancashire County Council also provides other services that may be of use to you, for instance, the Lancashire Family Hub, CAMHs and Educational Psychologists. A list of these can be found through the Lancashire Services directory website.

15. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

Whitechapel Primary School will make preparation accordingly upon entry to the school. Key transition meetings are arranged between Nursery, Pre - School, Home and School before your child starts in Reception. Visits by the class teacher are made to your child's Pre-school setting and there are welcome meetings for parents to discuss your child in the Summer term before they start school. This

enables school to make any necessary adjustments to the learning environment prior to your child's entry to school.

Transition meetings are arranged between Key Stages and Year 6/Secondary school; with parents, teachers and other appropriate professionals to attend as appropriate. This is to ensure a smooth transition for both children and parents. Any issues will be discussed and support will be amended where appropriate, through the Local Authority. It is our aim to equip children effectively for later life by helping them to become as independent as possible in both the short and long term.

If your child transfers outside the usual key stage, the headteacher will liaise with the SENCo and/or headteacher at the new school and all appropriate documentation will be transferred securely to the new school.

16. What other support is available?

Find out more about the local offer of support, which is available for disabled children and young people and those who have SEN on the Lancashire Education Services web site. More details can be found on the NASEN website or contact school for more advice.

Report Review	
Jan 2019	Updated Mental Health Champion
July 2019	Updated SENCO and named persons
Jan 2021	Changed wording of 'he' and 'his' to 'they' and 'their' Updated training offered to CTs/TAs
April 2022	4 areas of SEND updated on page 3 to reflect new terminology Updated CPD Added key people to front cover
March 2023	Wording updated to reflect inclusive language Training has been updated
March 2024	Updated to 'adapted teaching' moving on from 'differentiation'
March 2025	Updated key people on the front cover. Updated key agencies to include educational psychologists. Changed newsletters to fortnightly not weekly. Clarified ramp to the village hall. Updated training.
March 2026	Updated key people on the front cover. Edited to clarify how adaptive teaching works in Section 4.