

Whitmore Park Primary School

SEND Information Report 2026 – 2027



Our School

To be the best you can be!

We provide our children with an ambitious and aspirational curriculum to ensure they can 'be the best they can be'.

At Whitmore Park Primary the well-being and development of each child underpins all that we do. We want our children to leave Whitmore Park Primary School ready to embark on the next stage of their education, to be equipped with the academic skills and knowledge and have developed the personal attributes needed to enable them to become successful citizens of the future.

Whitmore Park Primary School is a 3-form entry mainstream school. All children are expected to make progress related to their age and ability.

Whitmore Park Primary currently has 672 children on role (December 2025)

There are currently 152 children on SEND register with a range of needs from universal to specialist including 23 children with an Education Healthcare Plan (December 2025).



Meet our SENCO
and Inclusion Lead.

The Inclusion Lead is Ms R Phagura

The SEND Lead and SENCo is Mrs A Hennessey

If you would like to contact the school SENCo,
please call school on 02476 335697 or email
senco@whitmorepark.org



Special Educational Needs

At Whitmore Park Primary School we support children with a variety of differing special educational needs, and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

We have pupils that have specific learning difficulties (e.g. dyslexia, dyspraxia, dyscalculia, autism spectrum disorder, attention deficit hyperactivity disorder). We also have pupils with SEND who have physical needs which, affect or inhibits their learning (e.g. vision or hearing difficulties). Other pupils have difficulties with speaking, listening and understanding and in severe cases a global delay. We also support a number of children with social and emotional needs within the school.

SEND is categorised into the following areas in the SEN code of practice 2015:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical



Identifying and Assessing Need

At Whitmore Park Primary we work closely as a team and if staff have a concern about a child, they start a conversation with the SENCo and discuss concerns with parents. A child will then be monitored and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.

If a child needs to be placed on the SEND register we will invite you in for a meeting, where we will share the targets your child is working on and the support they are receiving.

Teachers will assess at 3 assessment points during the year. Pupil's targets will be reviewed and new targets set. This will form the pupils learning plan (if required) and this document will be discussed with parents.

Pupils who have a SEND need but are not academically significantly adrift will have a One Page Profile (if required) and this document will be discussed with parents.

For pupils who have more complex needs a 'My Support Plan' may be written. This will be discussed in detail as parents will contribute to this plan.

Children with an EHCP will continue to have an annual review multi agency meeting.

Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.

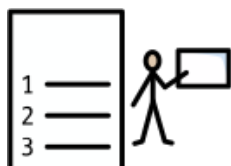
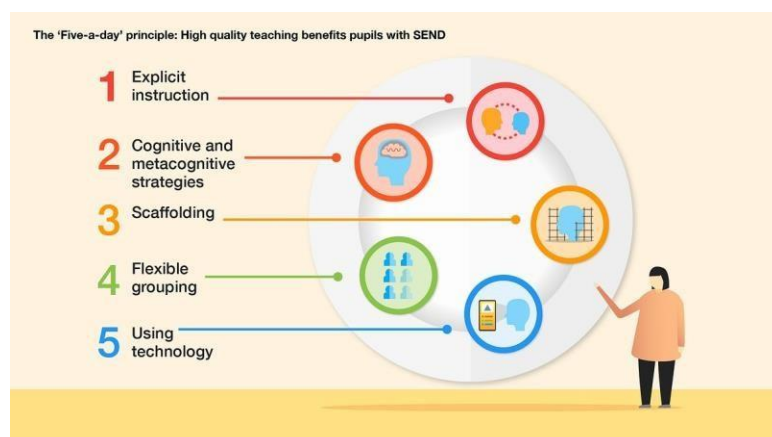


Our approach to teaching children with SEND

We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

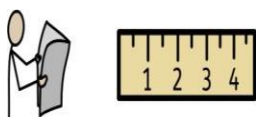
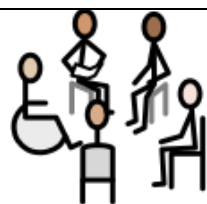
Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.



Curriculum adaptations

Visual timetables	Task boards	Peer mentoring
Assistive technology	Talk partners	Focus tools

							
	Overlays and reading rulers	Word banks	Positive behaviour				
							
	Ear defenders	Timers	Explicit instruction				
We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment. We also seek advice and equipment from outside agencies as and when the need arises.							
 Parent Consultations	At Whitmore Park Primary School we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND. We hold SEND review meetings every term where teachers and parents can meet together to review the support that is in place for their child. These meeting are used to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps. A copy of this will always be shared with parents and carers.						
 Child Consultations	Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school. Pupils are given opportunities to: <table><tr><td></td><td></td></tr><tr><td>Attend meetings and help decide the support needed.</td><td>Feedback and share views.</td></tr></table>					Attend meetings and help decide the support needed.	Feedback and share views.
							
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Evaluating Provision

Review progress in SLT meetings and discussing next steps.

Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.

Reviewing children's individual progress towards their goals at regular intervals, as a minimum every term.

Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.

Asking our children if they feel the adjustment or intervention is helpful and makes a difference.

Monitoring by the SENCO.

Regularly using a tracking tool to update targets and measure progress.

Holding termly reviews for children who are on Education Health and Care Plans, SEND Support Provision Plans and those requiring specialist support.

Holding annual reviews for children with Education Health Care Plans.



Staff Training

At Whitmore Park, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

Some of our staff have completed training in the following areas.



Colourful Semantics



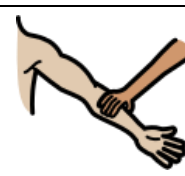
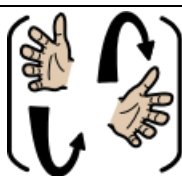
Lego Therapy



Child Development



Bucket time



	Supporting children with Autism	Makaton	Phonics (catch-up)	Positive Handling
				
	Specific Learning Difficulties	Complex Needs training	Thrive	Speech and Language
				
	De escalation	Attachment	TACPAC	Sensory needs



Transition Support

Nursery to Reception

We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and SENCO.

We visit children at home and at their previous nurseries and speak to parents and staff in the summer term before they start.

Transition to Reception, and then into each successive year-group, is supported by meetings, information leaflets and taster sessions in each new class.

End of Year transition

When children move up a year, we provide transition sheets which include photos of the teacher and TA. The teacher will also make a short video to share with their new class.

We hold a transition day during the summer term allowing the children to go up to their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Individual Learning Plans.

Secondary Transition

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible.

Mid-Year new starters

When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.



Outside Agencies

We work with the following agencies to provide support for children with SEND:

- Social Emotional Mental Health and Learning Team – Clairissa Payne
 - Complex Communication Team – Elle Smith
 - NHS Speech and Language Therapy – Laura Cooper
 - Pepper Therapy – Nicola Howkins
- Coventry Educational Psychology Service – Joanne Bayley and Marta Paulo
- Sensory Support Service – Joanne Appleton



- SEND Early Years Team – Sarah Soesan

We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, we will share the advice and this will be reflected in your child's next plan.



All our extra-curricular activities and school visits are available to all our children.

All children are encouraged to go on our trips such as residentials.

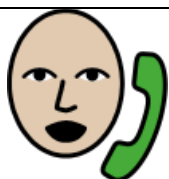
Clubs and Trips

All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.

All children are encouraged to apply for roles of responsibility in school e.g. bagel monitors.

No child is ever excluded from taking part in these activities because of their SEN or disability.

Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.



Complaint Procedure

Your first point of contact is your child's class teacher and/or phase leader.

If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the SENCO or Inclusion Lead. If they cannot solve your issue, then an appointment can be made to speak to the Deputy Headteacher.

If you are not happy with the response, then you may contact the governors through the school office.

Karl Miles – Chair of Governors



Coventry Local Offer

The Coventry Local Authority Local Offer can be found at

<https://www.coventryfamilies.co.uk/page=send-home>

Further independent advice for parents can be found at:

SENDIASS	024 7669 4307. covsendiass.co.uk
IPSEA	https://www.ipsea.org.uk