Whitestone Infant School

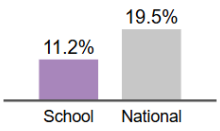
Annual SEND Report to Governing Board 2026

Name of School	Whitestone Infant School
SENCO	Jane Webster
Date of report	June 2026
SEND Governors	Dean Robinson, Sally Farmer

SEND profile:

Pupils with SEND

	# Pupils	% Pupils	National
SEN Support	22	8.2%	15.4%
EHC Plan	8	3.0%	4.1%



			Number on register	GENDER	code k	EHCP	Cognition and learning MLD	Comminucation and interaction SLCN or ASD		SEMH	IDS - HI	IDS - VI	IDS - Sensory and	SALT
TOTAL			30 chn-267	Gender - 11 girls - 16 boys		10	13	5	8	3	1	1	2	16
percentage			11%		25	33%	43%	17%	26%	10%	4%	4%	7%	53%

Reception - 7 0 EHCPs
Year 1 – 11 chn 2 EHCPs
Year 2- 13 chn 6 EHCPs
33 chn children being "monitored" for SEND – which is recorded on a separate list

Outcomes for SEND pupils in past 12 months

Attainment: EYFS end of year - 7 CHN

L+U	S	SR	MS	BR	GM	FM	R-C	R-W	W	N	NP	GLD
43%	**43%**	**29%**	**29%**	**29%**	**43%**	**57%**	**57%**	**57%**	**57%**	**71%**	**71%**	**29%**

Year 1 – 11 chn 2 EHCPs	**Summer 2026**
Level	**ARE and above**
Reading	**0**
Writing	**9%**
Maths	**18%**

Year 2- 13 chn 6 EHCPs	**Summer 2026**
Level	**ARE and above**
Reading	**0**
Writing	**0**
Maths	**8%**

Progress:

Reception SEND progress data:

Year One SEND progress data:

YEAR 1 Summer TERM steps		Expected progress = 2+ steps	more than expected = 3+
READING		55%	36%	9%
WRITING		9%	82%	55%
MATHS		17%	81%	18%
ACROSS THE YEAR (Y1 Baseline – Summer End)			Expected 5+	More than 6+
READING		64%	27%	18%
WRITING		27%	63%	45%
Maths		27%	63%	36%

Year Two SEND progress data:

Summer TERM			
	50%	50%	8%
	50%	50%	8%
	17%	84%	17%
ACROSS THE YEAR		Expected 6+	More than 7+
	75%	25%	8%
	83%	16%	8%
	42%	59%	42%

Arrangements for early identification of SEND

- Clear graduated approach
- The school website, SEND information report and SEND policy continue to provide clear and concise protocols for the identification of SEND at Whitestone Infant School.
- This continues to lead to earlier identification of SEND as well as earlier input of provision for children that may have ended up on the SEND register.
- External professionals have been utilised, where possible, and ensure staff putting in recommended strategies and interventions sooner.
- The transitions between pre-schools and reception are strong.
- The SENDCo and Head Teacher have attended and arranged meetings and observations of new pupils with pre-schools, families and services to gather information in more detail which has allowed staff to prepare resources, strategies and interventions before pupils start in Reception as well as the school employing suitable staff. It has also allowed the school to consider children who may have a SEND need in the future.
- IDS are not providing transition funding for most pupils like they have done in previous year so this may impact how children transition into Reception.

Update on Accessibility Planning Duties and Equality Objectives where they relate to disability

The school's accessibility plan needs to be updated – and this is in process

To meet the objectives, this year, the school has:

- Offered after school clubs to **all** children with some children supported by staff within these.
- Provided school trips in which **all** children had the opportunity to attend regardless of disability.
- Presented assemblies have taken place to promote inclusion and to celebrate achievements of people with a variety of needs.
- Used 'InPrint' a visual communication program. It has been encouraged to use this for individuals as well as for whole class representations.
- Continued to use whole class visual timetables for the school day.
- Regular liaison with IDS, Physiotherapy, Occupational Therapy and the Vision Support Service to support a range of children's physical and access needs around the school as well as how best to prepare for school trips.
- Personal evacuation plans have been made or updated for new and existing pupils respectively.
- IDS have provided manual handling risk assessments for three pupils.

- Adapted practices and physical environments to suit long and short term physical needs in the school. This has included training when needed.

Complaints relating to SEND in past 12 months

Over the past 12 months the school have not received any formal complaints about practices and procedures relating to SEND.

SEND school CPD arrangements in past 12 months

WHOLE SCHOOL – AET – making sense of ASD 15.10.25
SEND PE training with Rory
Whole school staff meeting focusing on universal provision and the graduated approach – September 2025

Attended by SENDCo

Termly consortia meetings
Termly LA SENDCO network meetings
LA SENDCO conference – September 2025
GAP – led by AET – 22.10.25
Termly GAP network meetings

Individual training

SH – IDS trip planning 8.10.25
BW/PJ -IDS – supporting PE
HP – supporting children with complex needs in EYFS – 1.7.26

SEND parent engagement activities in past 12 months

Parental engagement has mainly been through face to face meetings. Online meetings have still been offered to help with flexibility for parents.
How the school has interacted with parents this year:

- Teachers have met with parents at termly IEP reviews.
- The SENDCo, teachers and professionals have attended meetings with parents to discuss reports and next steps for individual pupils.
- Speech and language have had some contact with parents and then information has been passed to the SENDCo.
- EHCP reviews have taken place with parents and professionals present at the meeting.
- The school's Parent Support Advisor has worked with a number of parents whose children are on the SEND register.
- The school's 'Well-being Teaching assistant' Cathy Mathieson provides parent interaction at the beginning and end of the day. Parents are able to ask for advice or share their worries and Cathy is able to follow up with their children in school.

Impact of partnerships with external agencies and other schools to improve quality of SEND provision in past 12 months

This year the school have accessed these main services: Specialist Teaching Service, Educational Psychology, Speech and Language Therapy, Integrated Disability Service and Mental Health in Schools Team.
Specialist Teaching Service (STS) Parm Paddan
The previous increase in our subscription allows more children to be seen. She works with children identified during pupil progress meetings, with needs ranging across cognition and learning, communication and interaction, SEMH and sensory needs. She also supports with annual reviews and reworkings of EHCPs
EP service Madalaine Nicol (maternity leave)
We are allocated around 8 hours for her. She has supported the application process for an EHCP, as well as children displaying SEMH issues
Speech and Language Therapy (SALT) Kayleigh Charles.
We receive termly visits. For some EHCP children this is well below the time stipulated within their plan. Recently there have also been delays in receiving reports, and I have need to chase.
Integrated Disability Service (IDS)
The school was given a consistent IDS link this year who has supported three children and their physical needs in school. Manual handling risk assessments have been completed and advice given to school on how they can best support the three pupils.
Mental Health in Schools Team (MHST)
The school has continued to make referrals to the MHST. This is organised by Cathy Mathieson along with our named MHST professional Sarah Thomas. This service provides support to children and their parents who may be displaying mental health needs such as anxiety and self-harm. Staff have also received some training sessions from the service.
Other Agencies

The school have had a small amount of interaction with other agencies such as RISE, Physiotherapists, The Vision Support Service, The School Nursing Team, Counsellors and SENDAR.

Arrangements for promoting equality and anti-bullying in relation to disability.

The school have not experienced any incidents of bullying that are linked to SEND.
Nicola Green has provided a range of assemblies that promote equality and accepting differences.
The school's RHE curriculum continues to teach the children that everyone is different and that some people need different resources to help us to progress. Teachers have taught using such schemes as 'protective behaviours' and have now fully implemented the curriculum from the *PSHE Association*.

Other initiatives/achievements in past 12 months to improve quality education for pupils with SEND leading to improved outcomes from SEND Development Plan (now inclusion plan)
Please request separate School Action Plan for SEND document for more information.

SEND Information Report
The SEND Information report is reviewed at the beginning of each year and edited with up to date information. The report is available on the website.

Transition
The school continues to have robust transition arrangements regarding SEND. The below strategies are in addition to the county wide transition day.
New Reception Starters
All parents are invited to attend a new parent meeting in the summer term. The SENDCo attended this event so that parents were able to meet and discuss initial concerns.
Jane Webster and Nicola Green have attended transitions meetings and observations at several pre-schools for individuals with additional needs.
All children have been invited into story sessions with the teacher over the summer term.
All children were provided with a photo transition book this year.
Year 1 and Year 2 New Starters
Some children on the SEND register will receive transition booklets – it may be considered to send this out to all pupils in school.
Opportunities to meet the new class teacher are provided and extra interactions for those who need it.
There is integration of Reception children onto the KS1 playground at lunch times.
Teachers meet to share pupil information and IEP's are passed on.
Year 3 New Starters
Chetwynd's Head Teacher, SENDCo and Year 3 teachers held a meeting on Teams with Nicky Green, Jane Webster and to discuss key pupils including those on the SEND register.
Jane Webster is to meet with Jodie Marston (New SENDCo at Chetwynd) to discuss children on SEND register in more detail. Electronic files will be sent across in the final month along with physical files.
Pastoral leads from WIS and CJS have met to discuss children's needs and information is transferred between Cathy Mathieson and Dawn Ballard.
Certain children on the SEND register have received extra visits to Chetwynd as well as an individualised transition book.

Barriers Encountered
Being able to get hold of SENDAR/PLANCOS – they take a very long time to respond to emails.
Funding and increased higher-level SEND needs have been the main obstacle for SEND at Whitestone. The school has children who require adult support but plans do not always reflect the funding that is given. The school also has a number of pupils without a plan but who have still required significant support from staff. The Head Teacher, SENDCO, Deputy Head Teacher and business manager have gained as much advice and training so they are better equipped to challenge funding but also work efficiently and effectively to provide provision for higher needs pupils.

Another challenge this year has been the introduction of transition annual reviews for EHCP children in year 2. We are now expected to complete one before the end of September and a further one for the same children during the summer term- with the setting they are going to be attending. This causes a huge additional amount of work, at very busy times of the year.
The LA also keep on changing their paperwork and methods of submission – again having a huge impact on workload.
Further issues this year have been parental applications for EHCPs – against the advice of the school, with the school being legally bound to complete the application and then being subjected to the appeals process by the parents- which results in a huge amount of work – for the EHCP to be ultimately refused – as we originally advised it would be.

We are also being approached by an increasing number of parents regarding home behaviours, we support as much as we can, however, there are always limitations with what we as a school can do to impact on a child's behaviour at home.

Other general barriers-

- Completing EHCP annual reviews, including Warwickshire's new provision matrix.
- Submitting EHCNA's and the relevant documents for these.
- Referring pupils to RISE
- Completing referrals and other forms for wider SEND services.

As a school, we are also seeing an increasing number of parental requests for neurodevelopment referrals for ASD and ADHD

Achievements

- The development of the role of Inclusion Leader
- The relaunching of our Owlet Room – as our own internal provision. Create a space in which higher needs pupils in Year 1 and Year 2 can access provision to meet their developmental needs including a sensory area
- Targeted planning for higher needs children
- Reducing the number of children on SEND register.
- We have taken the policy that just because a child has a diagnosis – this does not automatically mean they need to be on the SEND register. A review of whether the child is needing provision beyond "universal". If this is not the case and the child does not have any measurable targets the child is placed on the "monitoring" list.
- Continuing to develop the SEND Excel spreadsheet for recording all aspects of SEND- this has stream lined record keeping considerably
- Targeted training for staff
- Increase the use of visuals throughout the school.
- Ensure that IEP's are reflective of children's EHCP targets/outcomes.
- The implementation of Insights – it allows you to provision map, write IEPs as well as track data

Priority areas for development next year

- Raise awareness of all staff regarding sensory circuits, guidance documents and wider whole school resources to support sensory needs – sensory training is booked for the January teacher day
- Develop outdoor area linked to our own internal provision
- Finalise the accessibility arrangements policy
- Continue to develop the role of Inclusion leader