Whipman Woods Flying High Academy SEND Information Report 2026/2027

Thank you for taking the time to read our information report about our Special Educational Needs and Disabilities (SEND) provision within school. The report has been written in line with the SEND Code of Practice 2014.

What kinds of special educational needs does the school make provision for?

Whipman Woods Flying High Academy is a mainstream school with an inclusive ethos. We have high expectations for all pupils and so we strive to offer the best possible teaching and support both to our children and their parents and pride ourselves on having open approachable access to all.

We support children with the four main areas of need, which are:

• Cognition and Learning

• Communication and Interaction

• Social, Emotional and Mental Health Difficulties

• Sensory and Physical

We are an inclusive community. Staff know the children, their background, their needs, achievements, social contexts and individual journeys and this enables a personalised approached to learning, stretching beyond the classroom. At Whipman Woods, we believe that all children should be valued equally within a climate of warmth and support in which all pupils feel valued and able to risk making mistakes as they learn, without fear of criticism. The ability to form good relationships with pupils, to plan appropriate and interesting lessons, to implement a consistent behaviour policy and to give praise, encouragement and constructive criticism, are all part of the provision of effective teaching of all pupils but especially those who have special educational needs.

We understand our obligations under the Equality Act 2010 to ensure that disabled pupils are not treated less favourably than others. This is reflected in our inclusive ethos, in the procedures and practices set out in this report and in the policies on our website.

Meet the Inclusion Team

Mrs Jennifer Gibb is the SENDCo in school. She has responsibility for co-ordinating the provision for all children in school who have special educational needs or disabilities.

Training

We recognise the need to train all staff on SEN issues, so we aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENDCo attends relevant SEN courses, Family SEN meetings and facilitates/ signposts relevant SEN focused external training opportunities for staff and cascades information back to staff. The SENDCo, with the Senior Leadership Team, ensures training opportunities are matched to school development priorities and those identified using provision mapping.

External Agencies and Experts

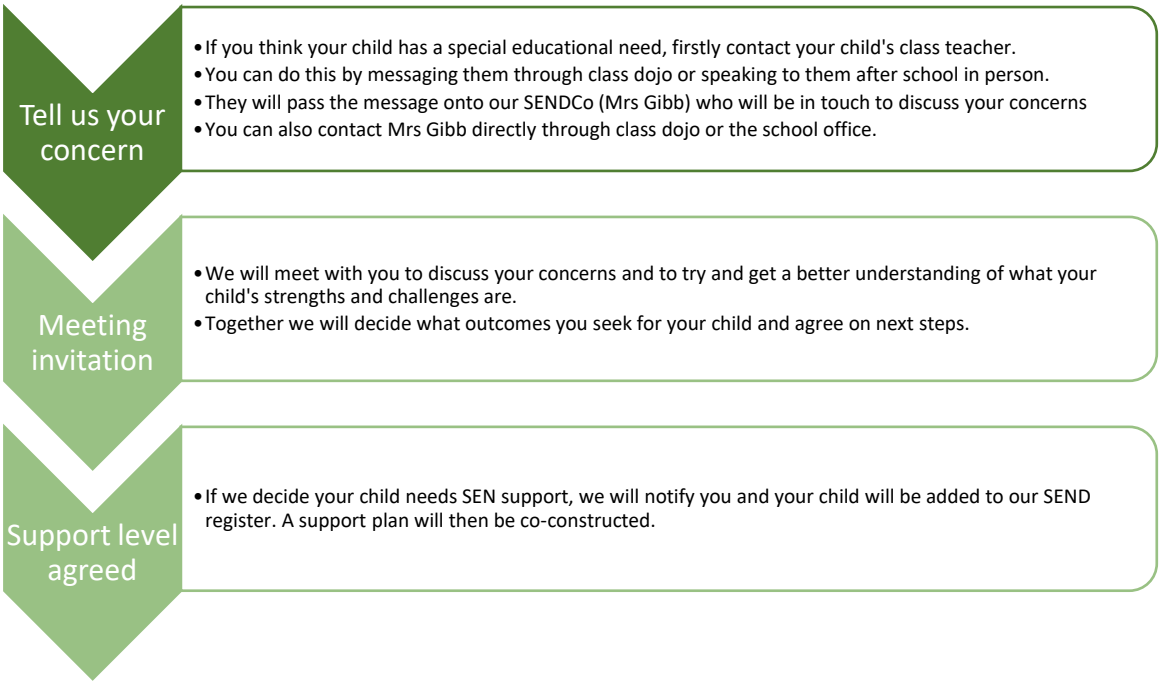
Sometimes we need extra help to offer our pupils the support they need. Whenever necessary, we will work with external support services to meet the needs of our pupils with SEND and to support their families.

These include:

- GPs or paediatricians
- Speech & Language Therapists
- Educational Psychologists

- Occupational Therapists
- Mental Health support services
- Children and Families support
- Schools and Families Specialist Services

What should I do if I think my child has SEN?



How are young people with SEND identified?

Teachers are responsible and accountable for the progress and development of all of the pupils in their class and therefore high-quality teaching and learning for all our pupils is the first step in responding to children who do, or might have, SEND. This will be adapted for individual pupils to enable them to access the curriculum alongside their peers. If a pupil is still struggling to make the expected progress, the teacher will talk to the SENDCo and will contact you to discuss the possibility that your child has SEND. The SENDCo will observe the pupil in the classroom and in the playground to see what their strengths and challenges are. They will have discussions with your child's teacher/s, to see whether there have been any issues with, or changes to, their progress, attainment or behaviour. The SENDCo will ask your opinion and speak to your child to get their input as well. They may also, where appropriate, gather information from outside agencies, such as Health, Speech & Language or the

Educational Psychology Service. Based on all this information, the SENDCo will decide whether your child needs SEN support and you will be informed of this. Their name will then be added to the school's SEND Support Register and the class teacher/ SENDCo will work with you to create a SEN support plan for them. Where pupils join us with EHCPs, or from a previous setting where they were identified as having SEN, they may be added directly to the SEN Support Register. This will be discussed with you.

'Providers must have arrangements in place to support children with SEN or disabilities. These arrangements should include a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children.' (Department for Education, 2014, 5.4, SEND Code of Practice: 0-25 years

How will the school measure my child's progress?

We follow a 'graduated approach' to meeting your child's needs – that is, a 4-part cycle of assess, plan, do, review.

As part of the planning stage, we will set outcomes for the child on the SEN support plan. We will track your child's progress towards the outcomes that we set over time and refine our approach as we see what works best for your child. The process will be continual. If the review shows a pupil has made

progress, they may no longer need the additional provision made through SEN support. For others the cycle will continue, and the school's targets, strategies and provision will be revisited and refined.

How will I be involved in decisions made about my child's education?

We will provide termly SEN reviews for children on the SEN register as well as parents' evenings in the Autumn and Spring terms and an end of year report in the Summer. During a SEN review, your child's class teacher/SENDCo will meet you to:

- set clear outcomes for your child's progress
- review progress towards those outcomes
- discuss the support we will put in place to help your child make that progress
- identify what we will do, what we will ask you to do and what we will ask your child to do.

We know that you're the expert when it comes to your child. So we want to make sure you have a full understanding of how we are trying to best meet your child's needs, so that you can provide insight into what you think would work best for your child. We also want to hear from you so that we can build a better picture of how the SEN support we provide is impacting your child outside of school. If your child's needs, behaviour or aspirations change at any time, please let us know so we can keep our provision as relevant as possible. After each review, we will make a record of the outcomes, actions and support that have been agreed. This will be shared with all relevant staff, and you will be given a copy. If you have concerns that arise between meetings, please contact your child's class teacher in the first instance.

How will my child be involved in decisions made about their education?

The level of involvement will depend on their age and development, but we always endeavour to take account of the views of the child. We recognise that no two children are the same, so children may express their views by:

- Joining the meeting to discuss their progress and outcomes
- Discussing their views with a trusted member of staff who feeds back in the meeting

• Writing or drawing their views

• Expressing their views non-verbally through their actions in class and at play

How will the school adapt the curriculum or environment for my child?

High quality teaching, scaffolded for individual pupils, is the first step in responding to pupils who have or may have a special educational need. Below are some approaches we might take. This list is not exhaustive, and adaptations will be made in line with individual children's needs. These adaptations allow children with SEND to fully participate in school life alongside their peers.

Adaptations might include:

• Ensuring the child's strengths are used to build confidence, self-esteem and maintain motivation • Using dual coding (images alongside words) to support the learning of vocabulary

• Allowing sufficient repetition to consolidate skills

• Providing pre-teaching opportunities to increase confidence and post-teaching to reinforce learning

• Using a clearly defined step-by-step approach promoting gradual development of concepts and skills

• Providing sensory regulating resources

• Allowing work recorded in alternative formats

• Using a multi-sensory approach to give pupils the opportunity to learn effectively in a way suited to them and their current stage of development

• Supplementing information in books with audio, video, pictures, charts, diagrams

Teaching assistants will support pupils either in class, in small groups or on a 1:1 basis where appropriate.

We may also provide intervention/ provision such as:

Cognition & Learning	Communication & Interaction	Social, Emotional and Mental Health	Sensory and Physical
Pre/post-teaching Bespoke phonics interventions	Social stories Individual or visual timetables	Emotion coaching Anger Gremlins Anxiety Gremlins	Physiotherapy FunFit

1:1 daily reading Precision Teaching Memory Fix	Now/next boards Visual prompts Communication boards/ books SaLT interventions (following plans from SaLT therapist)	FRIENDS intervention Hidden Chimp Zones of Regulation	Use of specialist equipment including assistive technology Sensory break Occupational therapy programme

What facilities are available for my child?

All the facilities at Whipman Woods comply with current accessibility arrangements with level access into the building. Ramps allow access to all areas of school; the playground has been resurfaced so it is level and safe for wheelchair users and the corridor width is appropriate for wheelchair access. We have a disabled parking bay nearest the school entrance. There are accessible toilets which are also used as changing facilities for children. All classrooms have curtains/ blinds to control the light and improve the acoustics. We also have a sensory space which is available to children who need it.

How will the school support my child's social and emotional development?

We recognise that some children may need extra support and guidance at some point in their school career. We have a graduated pastoral response in place to support such children.

• The class teacher has overall responsibility for all children in their class.

• Children receive PSHE lessons as part of our curriculum in which issues of friendship, relationships and behaviour are explored.

• We ensure children tackle issues such as bullying, health and economic wellbeing in a whole class supportive framework.

• The school has a nurture room with drop in access and a trained ELSA who provides a wide range of bespoke nurture interventions to support children's social and emotional wellbeing.

• Bespoke lunchtime provision is in place for those children who need to eat in a smaller, quieter area.

• Children with significant behavioural difficulties have support plans drawn up to address specific issues.

• If we feel that the in-school graduated response has not been sufficient, we may (with the consent of parents) involve a child counsellor if appropriate.

• Bullying is never accepted, and we recognise that those with a disability are more at risk of bullying. We teach children to accept and celebrate the differences between us so that bullying is not accepted by the whole community.

How will the school evaluate its provision?

We evaluate the effectiveness of provision for pupils with SEND through:

• Reviewing pupils' progress towards the outcomes on their support plans and holding termly reviews with parents in line with the SEND Code of Practice

• Reviewing the impact of interventions on a regular basis

• Listening to and capturing the pupil's own voice and involving them in reviews where appropriate • Regular monitoring by the SENDCo by visiting children in classes, speaking to staff and children and looking through the children's books

• Consulting with and taking feedback from outside agencies

• Holding annual reviews for pupils with EHC plans For those children where it is not possible, or meaningful, to track progress against the usual methods, we use appropriate small step tracking systems, such as BSquared for children with cognition and learning needs, or the Boxall Profile for children with social, emotional and mental health needs.

How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure extra equipment, more teaching assistant hours, further staff training or external specialist expertise. If so, we will consult with external agencies to get recommendations on what will best help your child to access their learning. The school will cover up to £6,000 per year of any necessary costs. If funding is needed beyond this, we will seek it from the local authority.

What support will be available for my child as they transition between classes or settings?

We support all our children to have smooth transitions between settings whether they are entering our setting, moving to a new class within our school or leaving us for another school. This happens in several ways:

• During the Summer Term, transition meetings are planned to ensure detailed transfer of the child's needs and so the support plans are passed on to the new teacher.

• Additional transition activities may be planned for children who need it, such as those with emotional needs or ASD. These may include additional visits, transition books or social stories.

• When a child is due to begin with us who has a disability, or known additional need, we will contact the family as early as we can so that, wherever possible, we can ensure any adaptations are made or equipment sourced in advance of them joining. This process may include home visits, visits to the previous setting, liaison with professionals and referrals to the relevant agencies (with parental consent).

• Transition for new EYFS children who have been identified prior to starting school in their pre-school setting will be completed by the EYFS Lead with the SENDCo's support.

• For children transitioning to a new setting, we work closely with the destination school to ensure a clear transition plan is in place.

In the case of transition to secondary schools, we have close relationships with our local secondary schools, all of whom offer enhanced transition for those children we identify as needing it.

What support is available for me and my family?

If you have questions about SEND, need information or are struggling to cope in some way, please get in touch to let us know. We want to support you, your child and your family as best we can. Mrs Gibb is often on the gate in the mornings and afternoons, so please stop for a quick chat, send us a Dojo message or contact the office. In Nottinghamshire, support for parents of children with SEND is available through 'Ask Us' (formerly known as Parent Partnership). They can be contacted on 0800 121 7772 or through the contact form on their website www.askusnotts.org.uk

The local authority produces their 'local offer' which enables parents to see the services which are available locally for children with SEND. Nottinghamshire's local offer is published here: https://www.nottshelpyourself.org.uk