Whitegrove Primary School
Local Offer 2025-2026

Schools are asked to give their responses to the following questions for publication in the Authority's Local Offer. This information will help parents, carers and young people to understand how you manage Special Educational Needs and Disabilities (SEND) in your school.

Local Offer Description

Whitegrove is a thriving, community school in Warfield, Berkshire. We have 60 pupils across two classes in each year group from reception for year 6.
We aim to:

- Provide a safe, happy, stimulating environment
- Encourage curiosity and inspire a lifelong love of learning
- Identify and nurture the talents of every child, celebrating their individuality
- Promote high academic standards
- Develop caring, independent-thinking, confident and well-balanced young people
- Promote respect and collaboration with others
- Put learning into context within the real world.

Identification of Special Educational Needs and Disabilities (SEND)

1.1: How does the school identify those young people with special educational needs and disabilities?

All our teachers are responsible for identifying children with SEND and, in collaboration with the SENCO, making sure that those children needing different or extra support are identified at an early stage in their time with us at school. Assessment helps us to identify which children have SEND and the progress they make, or not, towards meeting age related expectations (ARE) is a major factor in considering the need for SEND provision.

Where concerns are raised, the SENCo considers additional internal support provided by our own specialists or the need to bring in the support of outside professional agencies (e.g. Speech and Language Therapy (SALT) or the Educational Psychologist Service).

2. Support for young people with special educational needs

2.1: If a young person is identified as having SEND, who will plan their education programme?

The class teacher, with the support of the SENCo, will plan your child's educational programme through the use of a provision map (detailing interventions and resources for addressing your child's needs). An Individual Education Plan (IEP) will be created with targets considering your child's individual needs and this will focus on supporting your child through small personalised steps.

2.2: How will I be informed / consulted about the ways in which my child is being supported?

Your child's IEP and/or provision will be shared with you you will be able to contribute to this. If your child has an Education, Health Care Plan (EHCP), a review will be held annually to look at the progress made against your child's identified targets. All of the professionals involved with your child's care will be invited to attend this meeting. When necessary, meetings will be held more frequently.

2.3: How will the school balance my child's need for support with developing their independence?

We will review termly how the interventions and support your child receives impacts on their progress. It is important to us that your child develops their independence and that they are as best prepared as possible for the next phase in their education. Support that includes the child in their class activities will be prioritised and, where possible, will be put into the classroom. It is important to facilitate your child through a range of support methods (e.g. group work, 1:1 support, in-class resources and peer support) but we aim to give the lowest amount of support required to encourage your child to be as independent as possible. This is under constant review of the class teacher, support staff and SENCo. We also encourage all of our children to participate in activities outside of the classroom, for example sporting events and musical productions

2.4: How will the school match/differentiate the curriculum for the young person's special educational needs?

We offer a broad and balanced curriculum for all children, including those with SEND. Careful monitoring through assessments and teacher liaison meetings will help the school to make the curriculum suitable for your child's needs. Each teacher differentiates or scaffolds their class curriculum to meet the needs of the children they teach with the aim of developing independence and the child meeting his/her potential at whatever level they are working at. We can also draw on external support from agencies such as Speech and Language Therapy (SALT) and specialist teachers who further help to advise and differentiate the learning for your child. Your child's IEP also identifies activities that your child may need to practise, e.g. reading at home, sensory circuits, etc.

2.5: What teaching strategies does the school use for young people with SEND, including ASD, hearing impairment, visual impairment and speech & language difficulties?

Teaching staff use multi-sensory approaches, combining seeing, listening and doing, as much as possible. Every child is unique and has different needs even with similar diagnoses. The teaching strategies we use are tailored to the child's needs. These needs may also change across the child's school life; therefore the teaching strategies used vary to support each individual child.

- Scaffolding learning to give additional support at each stage
- Framing tasks
- Chunking of tasks into smaller parts, building the challenge up
- Literacy supports such as vocabulary sheets, reference cards
- Visual aids supporting listening
- Multi-sensory activities, combining all senses
- Opportunities for overlearning – repetition and reinforcement
- Enlarged worksheets

• Building regular breaks into learning to support maintenance of attention and concentration
• Learning outside
Where necessary, additional resources can be used to help support your child through a school day, e.g. visual timetables. Staff are also advised by specialist services such as Autism Support and the Berkshire Sensory Consortium.

2.6: What additional staffing does the school provide from its own budget for young people with SEND?

In addition to allocated learning support assistants within the phase (EYFS, KS1, Y3/4, Y5/6), the school employs SEND Higher Level teaching assistants. The school also utilises specialist teaching staff to support children with identified needs. We identify key times during the day when additional members of staff are available, for example at lunchtimes, to support children with their social skills. These staff form our SEND Team that work around the child to ensure maximum personalised and targeted support

2.7: What specific intervention programmes are offered by the school for young people with SEND, and are these delivered on a one-to-one basis or in small groups?

Type of intervention	One to one	Small group
Speech and language	Y	Y
Social		Y
Maths support	Y	Y
Phonics support	Y	Y
Reading support	Y	Y
Social/emotional	Y	Y
Handwriting/ fine motor	Y	Y
Physical/sensory	Y	

Interventions are delivered in small groups or one to one depending on the needs and outcomes for the children involved.

2.8: What resources and equipment does the school provide for young people with SEND?

The school seeks resource advice for individual children with SEND from professionals, where appropriate. Resources such as coloured overlays for reading, 'move 'n' sit' cushions, ergonomic pens, slanted desks and 'fiddles' are available if your child is assessed as needing these. The school has resources and equipment found in a mainstream school. Whitegrove Primary school is all on one level but some steps and thresholds would need to be assessed individually for accessibility.

2.9: What special arrangements can be made for the young person when taking examinations?

Standard reasonable adjustments can be made to support children with SEND with examinations including the SATs in Year 6. This could include: extra time, readers and/or scribes. If a child is working at a level over a key stage behind they can disapplied.

3. The child/ young person's progress.

3.1: How will the school monitor the young person's progress and how will the young person and or parents/carers be involved in this, (if appropriate)?

All children including those with SEND are regularly assessed and their progress carefully monitored. Spelling, reading and maths are tested at least annually for those with specific difficulties. Progress is discussed termly at Pupil Progress meetings and with the SEND team at SEND meetings with class teachers.

You will have the opportunity termly, to discuss your child's IEP and their progress with their class teacher. If more frequent meetings are needed this can be arranged with the class teacher and the SENCO.

If your child has an Education, Health Care Plan (EHCP), an additional formal review will be held annually to look at the progress made against the identified needs of your child. All of the professionals involved with your child's care will be invited to attend this meeting.

3.2: When the young person's progress is being reviewed, how will new targets be set and how will parents/carers be involved, (if appropriate)?

Your child's IEP will be reviewed every term, or sooner where necessary. The reviewed and new IEP's can be discussed with the class teacher and you will be invited to contribute. This triangulation of support is considered essential at Whitegrove Primary School. A copy of the agreed plan will be given to you for your records.

3.3: In addition to the school's normal reporting arrangements, what opportunities will there be for parents/carers to discuss a young person's progress with school staff?

You will have the opportunity at parent consultation meetings with your child's class teacher to contribute to your child's IEP or at more frequent meetings if agreed by parents and school. If you would like to discuss your child's progress further, please book an appointment with your child's class teacher and the SENCo.

If your child has an Education, Health Care Plan (EHCP), an additional formal review will be held annually to look at the progress made against the identified needs of your child. All of the professionals involved with your child's care will be invited to attend this meeting.

3.4: What arrangements does the school have for regular home to school contact, if appropriate?

When appropriate, there will be various strategies for regular contact to be set up, for example through a daily contact book, regular phone calls home, regular emails or behaviour report.

3.5: How can parents/carers support a young person's learning?

Parents and carers are given copies of their child's IEP which include advice, where appropriate, on activities and practice tasks. Please follow the advice on the IEP and the class home learning programme. If you want to be involved further with your child's education please discuss this with your child's teacher or the SENCo.

3.6: Does the school offer any help for parents/carers to enable them to support the young person's learning, e.g. training or learning events?

Parents of children across the school are invited to several events which support children's reading, writing and maths skills during the year. The school facilitate meetings between specialist support services and parents when necessary. We forward all relevant local specialist training information to parents and advise of events we know to be useful.

3.7: How will the child / young person's views be sought about help they are getting and the progress they are making?

At Whitegrove all our pupils take part in assessment for learning strategies. The children are involved in setting their targets and evaluating their progress at the level appropriate to their needs. Children in Year 5 and 6 are encouraged to attend meetings with parents to discuss IEP targets and to contribute their thoughts and ideas.

If your child has an Education, Health Care Plan (EHCP), your child's views will be sought prior to their Annual Review through a child report.

3.8 What accredited and non-accredited courses do you offer for young people with SEND?

As a primary school, we do not offer any accredited or non-accredited course.

4. Supporting the young person's wellbeing

4.1: What support is available to promote the emotional and social development of young people with SEND?

All children follow a programme of personal, health, social and emotional (PHSE) skills through our curriculum. We have also introduced a Zones of Regulation curriculum to develop emotional literacy. Opportunities for highlighting and supporting these are taken throughout the week by staff as issues arise, including using circle time. Specific teaching assistants work with children who have more pronounced social, emotional and behavioural needs through ELSA groups, self-esteem and emotional programmes, including outdoor learning. Lunchtime support is focused on developing social skills alongside our peer mediators and pupil play leaders.

4.2: What support does the school put in place for young people who find it difficult to conform to normal behavioural expectations and how do you support young people to avoid exclusion?

All teachers and many LSAs are Team Teach (Positive Handling) trained. This training focuses on recognising and supporting children to de-escalate their emotions where they are finding situations difficult. The school has 'safe spaces' where children who need to 'chill out' can take themselves to support this de-escalation. Where necessary, an adapted or individual curriculum programme can be provided for children through Pastoral Support Plans. If warranted, children who are managed outside the school behaviour policy have an individualised Positive Behaviour Plan which all staff members are made aware of.

4.3: What medical support is available in the school for young people with SEND?
We have qualified First Aiders on site and a member of office staff allocated for medical support. Care plans agreed with the school nurse/ specialist nurses are put into place for

children with additional medical needs. Please see our Supporting Children with Medical Conditions policy.

4.4: How does the school manage the administration of medicines?

The school follows the administration of medicines policy which is in line with the local authority's guidance. We will risk assess and ensure that the child's safety is paramount.

4.5: How does the school provide help with personal care where it is needed, for example, help with toileting, eating?

The school has an intimate care policy. If a child has personal care needs we would consult with the child's parents/social services to produce a Personal Care Plan to ensure adequate provision for that child.

5. Specialist services and expertise available at or accessed at the school.

5.1: What SEN support services does the school use, e.g. specialist support workers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc?

We have professionals from the list below to advise and support the school as and when required.

• Educational Psychology
• Children and Young People's Integrated Therapies (CYPIT) - they provide Occupational Therapy, Physiotherapy, Speech and Language Therapy and specialist Dietetic services for children
• Behaviour Support
• Support for Learning – literacy, maths and motor assessments and direct teaching for individuals and/or small groups
• Child and Adolescent Mental Health Services (CAMHS)
• Autism Support
• Berkshire Sensory Consortium – hearing and sight difficulties

5.2: What should a parent/carer do if it is considered that a young person needs support from one of these services?

As a first point of call, speak to your child's class teacher who will review your request as per our SEND policy and discuss your request with the SENCo. The SENCo may feel that the needs identified meet the threshold requirements for a referral to an outside professional. Referrals are made by the SEND team with input from the teacher and parents, including your consent. Parents are cautioned however that there is a waiting list for many specialist services

5.3: How are speech and language therapy, occupational therapy and physiotherapy services provided?

These services are provided through Children and Young People's Integrated Therapies (CYPIT). Referrals are made by the SEND team with input from the teacher and parents, including parental/carer consent.

5.4: What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?

As a first point of call, speak to your child's class teacher who will review your request as per our SEND policy and discuss your request with the SENCO. The SENCO may feel that the needs identified meet the threshold requirements for a referral to an outside professional. Referrals are made by the SEND team with input from the teacher and parents, including your consent. Parents are cautioned however that there is a waiting list for many specialist services

5.5: What arrangements does the school have for liaison with Children's and Adult's Social Care services?

The school has access and can refer to social care and other related services, included Early Help and family support. The safeguarding team meet to discuss vulnerable pupils regularly and will seek advice from professional agencies if required.

6. Training of school staff in special needs

6.1: What SEND training is provided to teaching staff?

All school staff are aware of the procedures they need to follow when working with SEND children. A variety of appropriate and relevant training is given regularly to meet the needs of all children, including those with SEND. Regular updates in regards to specific SEND – e.g. ASD are revisited on a regular basis with the support of the SENCo an lea\dership team.

6.2: What SEND training is provided to support staff?

All school staff are aware of the procedures they need to follow when working with SEND children. A variety of appropriate and relevant training is given regularly to meet the needs of all children, including those with SEND. Regular updates in regards to specific SEND – e.g. ASD are revisited on a regular basis with the support of the SENCo.

6.3: Do teachers have any specific qualifications in SEND?

Many members of staff have undertaken specific intervention training and have been trained in particular areas where they are delivering specific interventions, e.g. Numicon Maths, Catch-Up Literacy/Numeracy, SALT, Emotional Literacy. This is above and beyond the non negotiable training to undertake their role, e.g. degree and qualified teacher status. Several staff have postgraduate qualifications in education which include SEN and undertake further training in their free times.

6.4: Do learning support assistants or other staff have any specific qualifications in SEND?

Learning Support Assistants have been trained in particular areas where they are delivering specific interventions, e.g. Numicon Maths, Catch-Up Literacy/Numeracy, SALT, Emotional Literacy. They also receive ongoing training from specialists they work alongside to support children int her class. This might include working with speech and language specialists, sensory consortium teachers, occupational therapists and so on.

7. Activities outside the school including trips

7.1: How does the school ensure that young people with SEND can be included in school trips and activities?

Activities and trips are an important part of all children's education. We would make a risk assessment for any children with SEND to ensure that we have the appropriate safeguards in place. Discussions with parents/carers will also help us to ensure SEND children can be included in activities and trips.

7.2: How does the school involve young people and/or parents/carers in planning trips?

We value the parent/carers involvement in planning the support required for their children to take part in activities and trips. Parents will be sent letters and asked to return permission slips for their children to attend activities and trips. Where necessary, the class teacher or SENCo will discuss the needs of SEND children with parents/carers to ensure appropriate support is provided for children to participate in activities and trips.

8. How accessible is the school environment?

8.1: How accessible is the building for young people with mobility difficulties including wheelchair users?

The school reviews its Health and Safety audit on a regular basis and makes reasonable adjustments as and when deemed necessary. The building is accessible to wheel chairs but we are not yet fully compliant with all best practice and there is limited space in the classrooms.

8.2: Have adaptations/improvements been made to the auditory and visual environment?

We are able to print work in large print for visually impaired students. If there are any specific needs we will look at modifying the environment at that point in time. The Berkshire Sensory Consortium are able to visit any of our children with auditory and visual impairments and advise the school on adjustments that can be made to support these children.

8.3: Are there accessible changing and toilet facilities?

We have accessible changing and toilets within the main building toilet blocks and those in our Foundation Stage.

8.4: How does the school ensure that all the facilities can be accessed by children with SEND?

Visual signs on the toilet doors mean they can be recognised by children with SEND who are not yet able to read.

8.5: How does the school communicate with parents / carers who have a disability?

We would endeavour to communicate in whichever means is accessible to the parent/carer. For example: writing to or texting hearing impaired parents. We would also phone a parent/carer who finds reading difficult, to inform them of any news or actions they need to take.

8.6: How does the school communicate with parents / carers whose first language is not English?

Where possible, the school will ask for translators to be present at meetings with parents. The school accesses names of interpreters from Bracknell Forest Council (BFC). The Local Authority (BFC) also provides a number of education leaflets and advice in various language formats. We would endeavour to communicate in whichever means is accessible to the parent/carer.

9. Preparing my child to join the school or to transfer to a new school or the next stage of education and life

9.1: What preparation will there be for both the school and the young person before he or she joins the school?

All parents of children joining at the start of Reception are offered a briefing meeting with the Headteacher and other key staff at the school. In addition, you and your child have the opportunity to meet your child's new teacher individually.

Reception staff visit your child in their nursery setting and discuss any particular needs with staff. Additional parent meetings with the SEND team can be arranged for children with already identified SEND. Where children transfer to us from another school, parents always meet with the Headteacher or SENCo to discuss any particular needs prior to starting. This will allow us to put any particular support needed in place. We can arrange a slow/staggered transition to the school environment where needed.

If your child has a designated social worker, they might support your child's integration to the school, for example through social stories or visual timetables. Where needed, a transition plan would be put into place for your child agreed with you.

9.2: How will the young person be prepared to move on to the next stage within the school, e.g. class or key stage?

Within our primary school, your child will be familiar with the school buildings and staff. The school hold a moving up day (or two) for children to meet their new classes, teachers and learning support assistants before the end of the Summer Term. We can add additional opportunities for you and your child to meet with your child's new teachers briefly before they move on to the next year group. We also invite all EHCP children to come to visit school and their new teachers on the INSET day in September each year.

Transition meetings are held between current and new class teachers to ensure that information and advice is passed on to your child's new teacher. You can also request to meet with your child's new teacher if you feel this will be beneficial.

9.3 How will my child be prepared to move on to his or her next school?

All children in Year 6 are prepared for the transition to secondary school through our PHSE programme during the year. Transition meetings between staff of both schools are held in the Summer term to pass on essential information about your child, including SENCO to SENCO where needed. Visits are arranged to secondary schools to support transition and additional visits can be arranged for children with SEND or social / emotional difficulties. If your child is moving to a new educational setting, advising the school of this transition as soon as possible will help the school in passing on any information/ advice to your child's

new school. The school's SENCO will be able to liaise with the new school/setting's SENCO to ensure a transition plan is in place for your child.

9.4: How will you support a new school to prepare for my child?

Your child's IEP/Provision map and SEN file will be provided to your child's new setting/school along with the normal information that will move with a child, e.g. school books, school reports, current attainment levels and assessment records. Meeting and pre-visits between both settings can be arranged.

9.5 What information will be provided to my child's new school?

Transition meetings are held between current and new class teachers to ensure that information and advice is passed on to your child's new teacher. You can also request to meet with your child's new teacher if you feel this will be beneficial. Some children also benefit from a 'Transition Passport or social story' which gives them details and photographs of their new setting and teachers in the form of a booklet. If your child is moving to a new educational setting, advising the school of this transition as soon as possible will help the school in passing on any information/ advice to your child's new school. The school's SENCo will be able to liaise with the new school/setting's SENCo to ensure a transition plan is in place for your child.

10. Who can parents contact to discuss a young person?

10.1: Who would be my first point of contact if a parent/carer wants to discuss something about the young person or is worried?

Your child's class teacher will be the first person to discuss any issues you may have.
The school's SENCo may also be contacted if you have specific SEND concern or the Headteacher.
Please phone the office on 01344 861020 to arrange to talk to the class teacher or SENCo or send an emailed request to secretary@whitegroveprimary.co.uk

10.2: Does the school offer any specific support for parents/carers and families (such as Family Support Workers?)

The school has a designated Pastoral Support Worker who meets with children and parents/carers who need pastoral support.

10.3: What arrangements does the school have for signposting parents / carers to external agencies which can offer support, such as voluntary agencies?

The school has direct access to the family support services and all they offer including workshops to support children and parents.

10.4: What arrangements does the school have for feedback from parents/carers, including compliments and complaints?

We talk to families of SEND children almost daily and we receive email or letters from parents at any time of the year. We lso take valuable feedback from parents'' evening, EHCP annual reviews and other conversations. From time to time we ask parents to complete surveys to provide further feedback. A recent example would be a questionnaire regarding neurodiversity.