



SEND Information Report 2025-2026

Whitehouse Primary School is a fully inclusive school. We ensure that all pupils are supported to reach their full potential personally, socially, emotionally and academically regardless of their gender, ethnicity, social background, religion, physical ability or educational needs. We recognise and value the need for a full range of educational and pastoral support. To aid and support our SEN provision, we have a SENCO (Special Educational Needs Coordinator) and a range of support staff. The SENCO works closely with our pastoral lead, attendance officer, educational psychologist, speech and language therapist and other multi-professionals from a wide range of outside agencies. Our Trust also employs a counsellor to support pupils with emotional or mental health difficulties; relationships, bereavements and self-esteem issues.

Relationships are an integral part of Whitehouse Primary School. We pride ourselves on knowing our children and families well, ensuring that any obstacles and barriers are removed, so that all pupils can thrive. Working closely with our parents and community is an incredibly important aspect of our school's success. As a school, we are committed that all learning is purposeful and builds upon what has come before, to enable all pupils to be ready for the next stage of their academic career. Our wider curriculum enrichment ensures that all learners are ready to tackle any of the challenges pupils might face beyond our school gates.

'When I leave Whitehouse Primary School, I will be a confident, resilient and independent learner, prepared for the next stage of my education and ready to deal with any challenges ahead....'

This is the overarching statement of intent which informs all aspects of life at Whitehouse Primary School and was designed in collaboration with pupils, parents and staff. (April 2024)

Whitehouse Primary School has 157 pupils on roll (July 2025). There are currently 46 pupils on our SEND register, with a range of needs. There are 14 pupils with an EHCP (Educational Health Care Plan). 6 pupils are in the process of applying for an EHCP. In addition to this, there are 32 pupils on our SEND register without an EHCP and a further 8 pupils who are currently being monitored for their potential SEND needs.

We have a well-established Additional Resource Provision (ARP) which caters for up to 12 pupils with moderate learning difficulties. The pupils attending the ARP have an Education Health Care Plan (EHCP), with cognition and learning as their primary area of need. Places in the ARP are awarded through a consultation process through the Local Authority SEND team. The ARP is staffed by a teacher and two teaching assistants.

This document is intended to provide parents, carers and families with information on how we support pupils identified with a special educational need or disability.

Whitehouse SENCO: Gill Watts (0191 2497879)

Whitehouse Pastoral Lead: Richard Stretton (0191 2497879)

Whitehouse Primary School operates its SEN provision in line with North Tyneside Local Authority's SEN and disabilities policies and procedures. To access more information in relation to this, view North Tyneside Local Offer at: <https://my.northtyneside.gov.uk/category/1243/local-offer-special-educational-needs-and-disabilities-send>

Parents can also contact their local **Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)** for impartial information, advice and support in relation to their pupil's SEND and/or disability. They can be contacted on via telephone on (0191) 643 8313 or (0191) 643 8317 or via email on www.sendiassnorthtyneside.org.uk

What is SEND?

The 2014 Code of Practice states that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The 2014 SEND Code of Practice outlines four areas of special educational need that include a range of difficulties and conditions:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

The Principles

The major principles of the SEND Code Of Practice are as follows:

All children have a right to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals and live fulfilling lives
- make a successful transition into becoming an adult – whether that's into further and higher education, training or work

All children with special educational needs (SEN) or disabilities should have their needs met, whether they are in early years settings (like a nursery or a childminder), in school or in college.

When making decisions about SEN or disabilities, your local authority must:

- have regard to the views, wishes and feelings of children, their parents and young people
- make sure that children, their parents and young people participate as fully as possible in decisions that affect them
- provide support to children, their parents and young people so that children and young people do well educationally and can prepare properly for adulthood

For all pupils with SEND at Whitehouse Primary School:

- We use pupil centred SEND support plans which clearly state the pupil's area(s) of need, their targets and the provision and resources to be implemented to support them in meeting the targets set for them.
- We use North Tyneside Universally Available Provision to support provision.
- We involve the pupil, families and key staff members in the writing, implementing and reviewing of individual SEND support plans.
- We work closely with parents to gain a full understanding of their child's additional needs and communication is regular and consistent to ensure the best outcomes for all pupils.
- We deliver high quality teaching, an accessible and adapted curriculum and resources to meet the needs of individual pupils and to promote pupil progress.
- We seek support and advice from a range of outside agencies to ensure barriers to success are fully identified and responded to.
- We operate a graduated response based upon need: assess, plan, do, review which is monitored by the SENCO.
- All school-related activities are evaluated in terms of their positive impact on the learning success and inclusion of pupils with SEND.
- We use strategies to reduce anxiety/ promote emotional well-being, in line with our relational behaviour policy.
- We ensure that our school activities and trips are accessible to all our SEND pupils.
- Support staff are placed where they are needed throughout the school to ensure pupil progress and independence.

- We utilise the strengths and areas of expertise of staff to ensure support and guidance for staff and pupils.
- Access arrangements considered for internal and external assessments.
- All staff have completed and continued to receive on-going training in relation to meeting pupils' needs.
- We offer support to all pupils and families during all periods of transition.
- We liaise closely with other schools at transition times to ensure that SEND pupil information is clearly communicated so that the move to the next school is as smooth as possible.
- We use 'child alert' referrals for a range of support in Early Years.
- We use One Page Profiles for pupils with the most complex needs, so that all staff know how to best meet their individual needs.
- The SENCO conducts regular surgeries to observe and quality assure SEND provision throughout the school.
- We follow a new onboarding process for all pupils new to the school, where information is gathered from previous settings, class teachers, parents and pupils to determine if a pupil has special needs and requires extra support.
- We follow our new SEND principles and practice document to ensure that pupils with SEND are identified effectively and efficiently, so that the appropriate actions are taken to support them.

Types of SEND	Support and provision at Whitehouse Primary School
<p>Communication and Interaction</p> <p>This may include</p> <ul style="list-style-type: none"> • Autism • Speech, Language and Communication Needs (SLCN) 	<ul style="list-style-type: none"> • Visual timetables to support pupils to understand what will happen and when • Areas of classroom are clearly defined and labelled • Areas of low distraction / individual workstations • Social skills support through small group intervention e.g: social stories, Lego therapy or equivalent • Use of ICT where possible to reduce barriers to learning • Support or supervision at unstructured times of the day e.g. break time and lunchtime where appropriate • Resources to support pupils with speech and language difficulties e.g. word banks, visual prompts • Opportunity to communicate in various ways • Small group or one-to-one support for developing pupil's speech, language and communication following programmes of work provided by outside specialists such as speech and language therapists • Resources to reduce anxiety and promote emotional wellbeing e.g. fiddle resources, stress ball, sensory space, 5-point scale • Use of individualised reward systems to promote learning and enhance self-esteem • Advice / training from outside agencies
<p>Cognition and Learning Needs</p> <p>This may include;</p> <ul style="list-style-type: none"> • Learning Difficulties (Moderate – MLD) • Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia) 	<ul style="list-style-type: none"> • Strategies to promote and develop learning skills with increasing independence • Additional small group support in class from the class teacher and support staff • Small group or one-to-one intervention programmes are delivered to improve skills in reading, writing and maths. • Small group daily phonics teaching for pupils at their level of phonic acquisition • Use of ICT to support and evidence learning in a variety of ways. • Readily available resources, visuals and manipulatives to promote independence • Opportunities for pre teaching and revisiting key learning • Additional processing/thinking time for responding to questions, completing tasks, sharing ideas • Strategies to reduce anxiety e.g. 5-point scale • Multi-agency involvement with the family as required • Advice and support from outside agencies

<p>Social, Emotional and Mental Health Difficulties</p> <p>This may include;</p> <ul style="list-style-type: none"> • Social difficulties • Mental health conditions • Emotional difficulties 	<ul style="list-style-type: none"> • Behaviour policy is implemented with reasonable adjustments where required • Risk assessments are carried out to ensure the safety and inclusion of all pupils in all activities • Referrals to specialists outside of the school where appropriate (Educational Psychology Service, CAMHS, HIVE, ACORNS) • Small group or one-to-one targeted programmes are delivered to pupils to improve social skills and emotional resilience e.g. Counselling service, member of staff for support/mentoring • Additional assessments that focus on emotional development • Lego based therapy or equivalent • Strategies to reduce anxiety e.g. 5 point scale, PACE • Residential trips which help to develop social, emotional and behavioural resilience and promote independence • Staff trained in positive handling • Use of RISE program to develop strategies to support pupils with SEMH needs • Advice/training from outside agencies
<p>Sensory and/or Physical Needs</p> <p>This may include:</p> <ul style="list-style-type: none"> • Hearing impairment (HI) • Visual impairment (VI) • Multi-sensory impairment (MSI) • Physical Disabilities • Medical Needs 	<ul style="list-style-type: none"> • Physical aids or resources where necessary or where advised by specialists e.g. posture cushion, pencil grips, spring scissors, therapy putty • Support with personal and intimate care, if and when needed • We make every effort to be as accessible as possible, for example, disabled toilet facilities, lift into KS2 if required • Our staff understand and apply the medicine administration policy. Designated first aid trained staff are assigned to break, lunchtimes, trips or visits, etc. • One-to-one support for gross and fine motor skills in the classroom as and when required • Movement breaks for pupils with motor coordination difficulties as and when required • Alternative ways of recording ideas/writing/investigations • Adjustments to physical environment and resources where appropriate • Advice/training from outside agencies • Personal emergency evacuation plan (PEEP) in place where required

If you have any concerns about your child's SEND, progress or provision, we would advise parents/carers to arrange a meeting to discuss the matter further with your child's class teacher or the school's SENCO. Although we would always hope to resolve any issues or concerns informally by working in partnership with parents/carers, school complaints procedures are in place. (See School Complaints Procedure as outlined on the school's website)

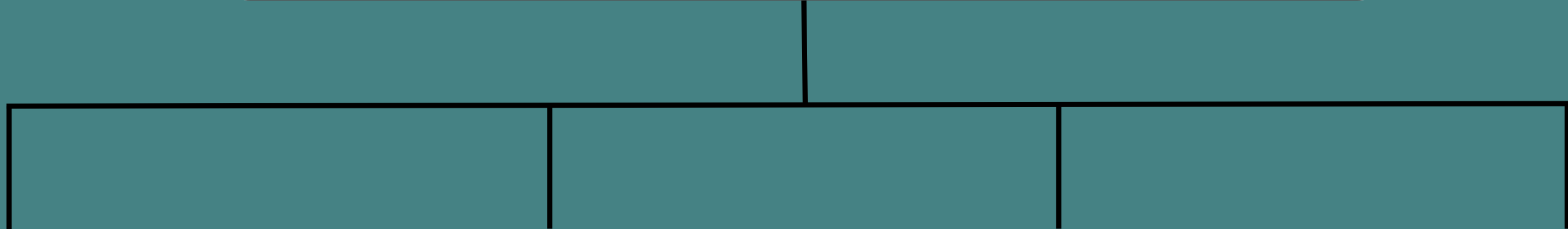


SEND PRINCIPLES & PRACTICE

‘When I leave Whitehouse Primary School, I will be a confident, resilient and independent learner, prepared for the next stage of my education and ready to deal with any challenges ahead....’

This statement shapes all that we do at Whitehouse. We want all children to be the best they can be, including children with Special Educational Needs and Disabilities. Our SEND Practices are designed to support us in helping children realise this ambition.

Principles of SEND Practice



High quality first teaching.

Efficient and effective monitoring and quality assurance.

Early identification of need.

Holistic education

High quality first teaching.

At Whitehouse we work on the principal of ‘what is essential for some, is useful for all’ and work to adapt our practices to meet the need of all learners. We pride ourselves on offering all learners a strong offer with High Quality First Teaching adapted to meet the needs of all learners, regardless of their ability, needs or background. The principles of which are highlighted below. These are the tools our teachers use to deliver the curriculum to our children. This should be cross referenced with our Teaching and Learning Policy for more detailed information on these.



SEND Procedures @ Whitehouse

Early identification of needs

New arrivals

School try to 'Build a Picture' of the needs of a child to ensure a smooth start to their life at Whitehouse Primary School.

- School 'on boarding' proforma used.
- Needs are identified during the application process.
- Home visits are conducted to see children in their home environment.
- SENCo/EYFS Lead/Class Teacher liaises with previous settings or schools to gather relevant information.
- Views from other professionals working with the family are sought.
- Pupil voice is sought (where appropriate).
- SENCo is present and available during open mornings/phased starts.
- Actions are followed up as part of SENCo Surgery - additional advice, support/actions/referrals can be offered.

Actions are recorded on the 'onboarding proforma' - these identify what adjustments (if any) may be needed to support a child settling into the provision. This is uploaded to CPOMs.

In year admits

School has a robust 'Induction' process to ensure a smooth start to life at Whitehouse Primary School.

- School 'on boarding' proforma used - this happens for all children regardless if they have an already identified SEND need or not.
- SENCo (or Senior Leader) speaks to previous settings/schools.
- Parent and pupil voice is sought during the first 6 weeks in school.
- Screening activities are completed where appropriate (e.g. phonics screening, Multiplication Table Check, PixL assessments).
- Previous external assessment data is sought and used to inform planning.
- Actions are followed up as part of SENCo Surgery - additional advice, support/actions/referrals can be offered.

Actions are recorded on the 'onboarding proforma' - these identify what adjustments (if any) may be needed to support a child settling into the provision. This is uploaded to CPOMs.

High Quality First Teaching (Tier 0).

All children receive **High Quality First Teaching** in line with **Whitehouse Primary School Tiers of Need**. We create an inclusive environment for all children using the principles that reasonable adjustments and adaptations are made by teachers to support an inclusive environment - '**What is essential for some is useful for all**'. We are continuously evaluating, assessing and improving the quality of our teaching across school and strive to create a school environment which is inclusive for all pupils by design, regardless of their needs. **(Tier 0)**.

Raising a Concern - Added to SEN 'Watchlist'

Class Teacher will: (Tier 1 Quality First Teaching +).

If a teacher has a concern that a pupil is not making good academic progress or that they may need additional support, they should not waste time in voicing this.

Process:

- Complete a SEND referral form. This will add the child to the SEND 'Watchlist'
- Using the proforma, identify: -
 - The main area of need.
 - Description of the concerns.
 - Evidence of additional provision that is planned to be put in place to address the area of need. This should include completing a provision map.
 - The time scale for review of this provision (this should be a minimum of 6 weeks and a maximum of 12 weeks).
 - Liaise with parents where appropriate. **(Tier 1 Quality First Teaching +)**.

The SENCo will:

- Add the child to the SEND 'Watchlist'.
- Quality assure the referral form, the provision put in place and offer support and advice to try and better meet the needs of the pupil.
- Observe and support the child during a SENCo surgery slot during that half term (or sooner if needed - such as in the case of a new arrival where there is clearly a high level of need).
- Advise to make a 'Child Alert' to refer for EYFS inclusion funding/Early Years Outreach Team etc. to support the children in the EYFS setting where it is clear there are additional needs.
 - <https://my.northtyneside.gov.uk/form/early-years-child-alert>
- Review the provision at the end of the agreed timescale from the referral for and advise next steps.
- If the child has made significant progress, they will continue to be monitored internally as their intervention has been successful. If further concerns emerge, staff should follow the same process.
- If there is limited progress, staff should progress to the next step.

Limited Progress - Added to SEND Register

Class Teacher will:

(Tier 2 Quality First Teaching & Focussed support).

If after a period of support as identified during Tier 1, the child has not made sufficient progress during the allocated timeframe (or sooner if appropriate), the class teacher will liaise with the SENCo and discuss concerns.

The teacher will: -

- Complete a SEND support plan.
- Consider a 'One Page' profile - particularly if the child's primary need may be SEMH and other staff need to be aware of presentations.
- Seek views of children and parents where appropriate.
- Using the plan, identify: -
 - The primary area of need and any additional areas of need - staff should be aware to identify the main area of need as being the biggest barrier to learning (i.e. SEMH).
 - What support and intervention is going to be put in place and over which time period.
 - Provide detail of who this going to carry out this input.
 - Review this provision termly and RAG rate outcomes.
 - Share plans with parents ahead of any meetings.

The SENCo will:

(Tier 2 Quality First Teaching & Focussed support).

- Meet with parents alongside the class teacher to gain consent to add the child to the SEND register - a consent form should be filled in and added to CPOMS signed by the parent/teacher/SENCo.
- Quality Assure and SEND Support Plans prior to them being sent to parents.
- Support the class teacher in identifying any provision which may be able support the child.
- Quality assure the provision in class and intervention as part of her SENCo surgery and other monitoring and evaluation processes.
- Circulate all relevant information to all adults working with the child.

Limited Progress - Involvement of External Agencies

The Class Teacher will:

(Tier 3 Quality First Teaching & moderate support).

- Put any advice and guidance from external agencies into place.
- Liaise with external agencies where appropriate.
- Refer specifically to any advice and guidance given and make sure reasonable adjustments are made to ensure all children can access the curriculum.
- Deploy staff as appropriate to provide any intervention.
- Monitor and evaluate progress and attainment and report this to parents and SLT as required.

The SENCo will:

(Tier 3 Quality First Teaching & moderate support).

- Work with parents to class teachers to understand what concerns remain.
- Complete relevant referrals to outside agencies depending on the needs of the child (for example CAMHs, Educational Psychologist, School Counsellor., School Nurse, Mental Health Connect, Behaviour Support Team, ACORNS, PROPS etc).
- Quality assure any provision put into place as part of monitoring and evaluation schedule.
- Support staff to put any recommendations put in place.
- Use SENCo surgery time to offer, guidance and support.

Limited Progress - Potential EHCP

The Class Teacher will:

(Tier 4 Quality First Teaching & significant level of support).

- As above.
- Support SENCo with any information for statutory assessment.

The SENCo will:

(Tier 4 Quality First Teaching & significant level of support).

- Complete a request for statutory assessment.
- Collate evidence to provide a robust catalogue of the school response to try and meet needs, including adjustments to provision and costings of any adjustments.
- Review bespoke provision as part monitoring and evaluation activities.
- Liaise with parents and advise if a change of provision may been needed (e.g. an ARP).

Limited Progress - It is expected that any children beyond Tier 4 will need an EHCP.

Tier 5 -Bespoke individualised curriculum required.

Tier 6 - potential input outside of mainstream environment

Tier 7 - Long term complex difficulties. A provision change is likely required to provide specialist support.

The Class Teacher will:

- As above.
- Be responsible for any provision as outlined within an EHCP and plan to meet the needs of the learner within their classroom.

The SENCo will:

- Review EHCP at least annually or earlier if required.
- Designate a 'pathway' for the learner and support in teachers and staff in planning a holistic approach for learners who require a bespoke curriculum.

Tiers of Need

The diagram below explains our ‘Tiers of Need’ at Whitehouse. They align with our SEND Windscreen levels - a tool used to track and monitor vulnerable pupils across our trust. Children are given a ‘Windscreen level’ based on their needs nd our discussed regularly at our weekly SPOC (Single Point of Contact Meeting) where Senior Leaders regularly discuss barriers pupils may have to learning and action responses to address them.

This also supports our teaching staff in understanding the approach and offer that all pupils should be offered.

Provision	Tier 0	Tier 1		Tier 2		Tier 3		Tier 4	Tier 5
	Quality First Teaching	Initial Concerns Raised - Click here	Quality First Teaching +	Child added to SEND Register	Quality First Teaching & focussed support to access some aspects of NC.	Quality First Teaching & moderate level of support to access aspects of NC.	Potential EHCP Application	Significant level of additional support. Able to access some NC alongside peers with significant adaptations.	Bespoke individualised curriculum required. Very high level of support.
	No additional need		Some additional support needed.		(E.g. Targeted support, intervention, SATs boosters, Phonics intervention).	Support from outside agencies (CAMHS/Ed Psych)		Detailed SEND support plan.	Tier 6
	Professional judgment used to allow a settling in period (E.g. personal circumstances, new to a formal setting, change of schools).		Language and communication difficulties. (EYFS/New admits)		Consider a 'One Page Profile'	No progress in learning.		EHCP Application	As Level 5 - input outside of mainstream environment.
	Universal offer		Targeted Support - Refer to Provision Map		Internal Support and intervention offered	External Agency Support		Potentially remain in Mainstream with blended EHCP support (e.g. ARP).	Tier 7
			Child has obvious needs that will need additional support - EYFS-click here						Long Term Complex difficulties.
			SEN Watchlist Start building evidence from here...						Potential Change of provision

Efficient and effective monitoring and quality assurance.

We follow the Assess, Plan, Do and Review model for children with SEND needs. This cycle usually takes place over one term, with targets and interventions assessed and reviewed by the class teacher in conjunction with the SENCo.

We use various assessments in school to track where pupils are and assess their next steps in learning. These include things like PixL assessments, phonics screenings, etc. but also additional advice from external agencies where appropriate.

In collaboration with the SENCo where appropriate, teachers plan their intervention of individual pupils based on any assessment data and external advice. These are tailored to the main barrier to learning for each individual pupil.

Intervention is then put into place and it made clear the outcome intention, who is delivering it and how often.

Targets are reviewed and progress measure at least termly (or more often if needed) and new targets are set.

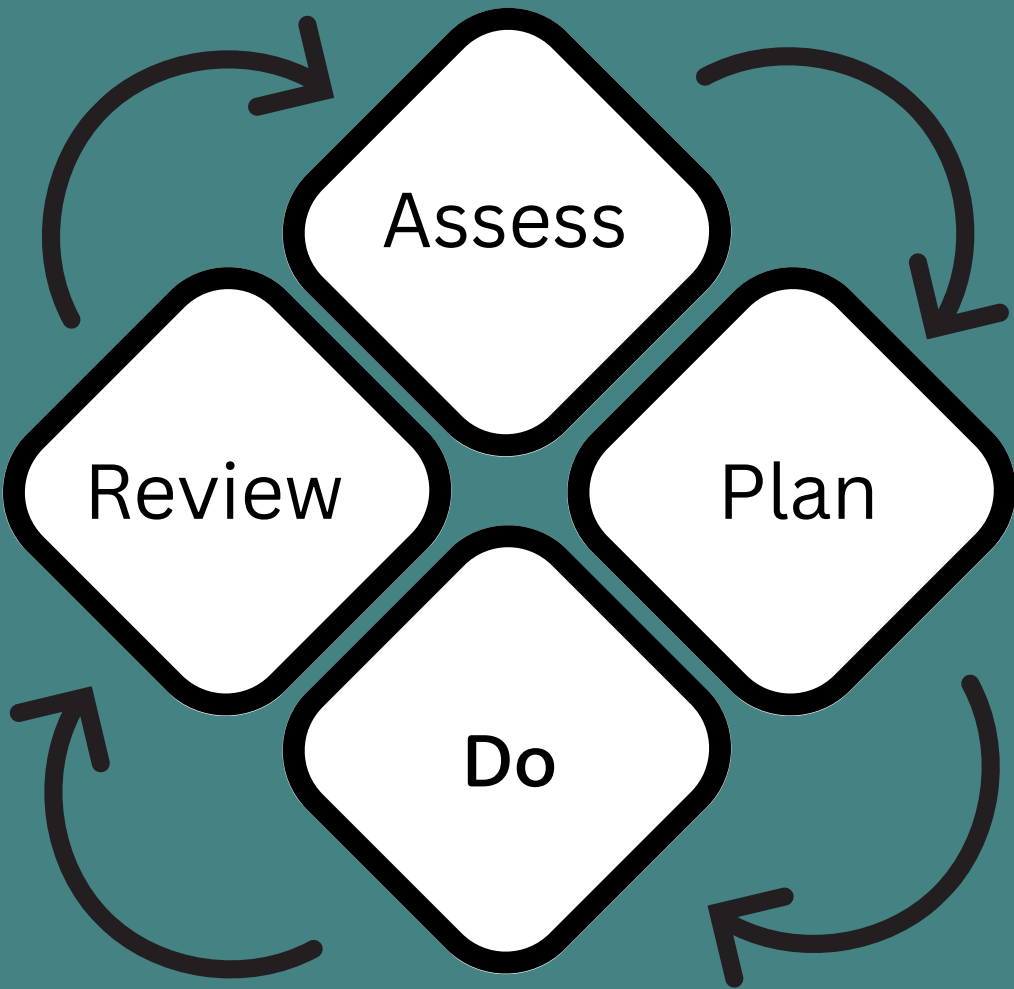
Quality Assurance

Our termly Monitoring and Evaluation timetable has time built into it to quality assure the SEND provision on offer. This aims to:

- 1. Ensure that provision on SEND Support plans is taking place.
- 2. Ensure that the input is quality.
- 3. Ensure that children are making progress.
- 4. Allow the SENCo to offer support to class teachers.

The SENCo carries out a half termly SENCo Surgery in each class, which allows them to monitor the offer children get ‘on the ground’ and offer support where needed.

All SEND support plans are also Quality Assured before they go to parents.



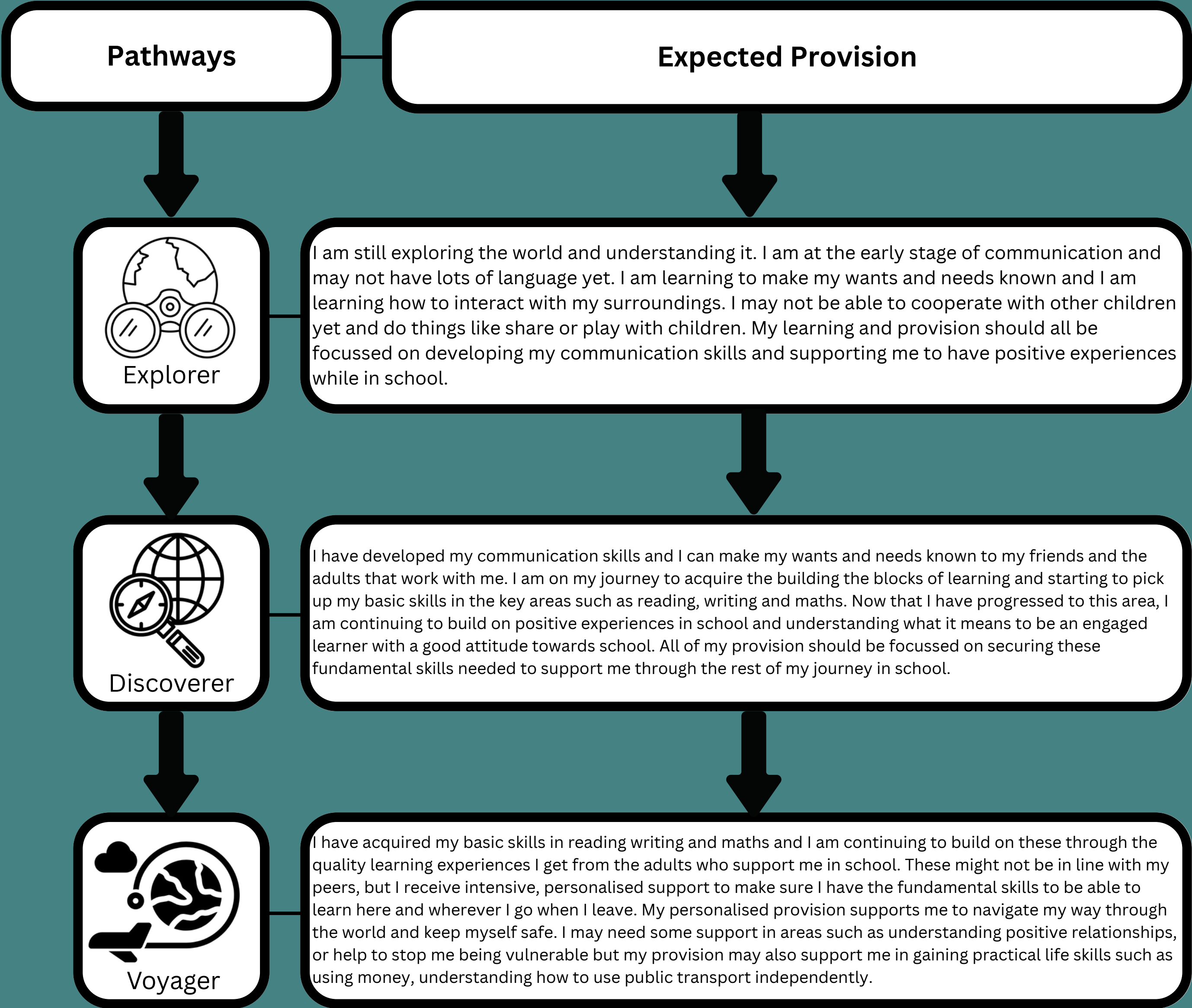
Holistic Education

As with many schools, we are seeing an increasing number of pupils who present with significant challenges which would not normally be seen in a ‘mainstream’ educational environment. We are incredibly proud of the fact that we are an incredibly inclusive school and strive to meet the needs of all learners and create an environment that allows all to thrive.

We recognise that not all support should be directed primarily towards ‘Cognition and Learning’ as we recognise that one of the other four areas of need may prove a bigger challenge for children to access academic learning (particularly those with SEMH). We encourage teachers to put intervention in place and identify each child’s primary area of need, as being that which provides the biggest barrier to learning. Support should be put in place to support children with this in the first instance and we support staff to do this, even though this may not necessarily be an academic target.

For example, our ARP provision - for children with Moderate Learning Difficulties - provides as a very solid grounding in basic academic skills that the children will need to move onto the next stage of their education and thrive in their lives. Therefore we believe that individual learning for pupils within this setting, should be tailored to support children with real ‘life skills’ so that they are able to live in the modern world. It is not uncommon to see children within the ARP setting being introduced to Age Appropriate PHSE sessions, or working on targets such as navigating public transport, budgeting money or buying things in shops etc. as we recognise that some of our learners may be vulnerable and it is our duty to prepare them for the world. This also applies to other learners.

It is clear however, that many of our learners with EHCPs - and those who it is clear will eventually need one - need to thrive while at our school. To make sure they do, we have devised pathways for these learners which support them in attaining the skills they need to be successful. These are built into individual support plans to ensure our provision is right for each child and children who need a bespoke, receive one.



Social, Emotional and Mental Health (SEMH)

In Whitehouse, like many other schools across the country, we recognise that the amount of children who experience SEMH issues has increased dramatically. This has been particularly more prevalent since the COVID-19 pandemic. Often, the way that SEMH presents, can present as an individual child's biggest barrier to their education and, without supporting children to regulate their emotions and responses to them, their capacity to learn productively is dramatically reduced. This also leaves children at risk of suspension and exclusion if the presenting SEMH issues are not managed appropriately. At Whitehouse, we have a separate pathway for children with SEMH needs and this runs parallel to other pathways as all children have the potential to be affected. Our provision should be tailored to recognise - where appropriate - that SEMH may well be the child's primary area of need despite the fact the child may have other SEND needs. Where a child is already known to the school to have SEND needs - including SEMH - the school follows procedures as already detailed. Where an SEMH need appears suddenly, the following protocol should be used, particularly if the child presents as a risk to themselves, others or is at risk of suspension or exclusion.

SEMH Pathway

Expected Provision



I may present with challenging emotions and struggle to manage my feelings. I may find certain things, lessons, subjects or times of day difficult. I may experience challenges outside of school that may affect me. I may be at a stage where I cannot articulate my feelings or know why I am feeling this way - my frustration may present itself as big emotions, or occasionally outbursts outside the school rules. Triggers may or may not relate to my academic ability. My provision should be tailored to me - staff know and understand me well and put things in place to help me manage my emotions, regulate myself and be the best I can be; this is the biggest challenge to me being a successful learner.

Sudden increase in presentation of SEMH behaviours

Update these with any changes needed in conjunction with SENCo. Recognise SEMH as primary area of need. Share with all stakeholders.

Yes

Do I have a SEND support plan and/or a One Page Profile?

No

Complete one in conjunction with SENCo and share with all adults working with the child to ensure consistency of approach and knowledge of triggers.

Class Teacher Will:

- Put into place any provision as agreed with the SENCo and ensure that strategies are followed in line with One Page Profile.
- Refer the issues to the Pastoral Lead for the child to be discussed at SPOC meeting.
- Follow any actions and guidance as agreed in SPOC.

SENCo Will:

- Refer to original support plan. Ensure that provision is being followed and adjust to put in place new provision if needed.
- If appropriate, arrange pastoral support with Pastoral Lead.
- If appropriate, refer to Trust counsellor.
- If appropriate, refer to any external agencies inline with WINDSCREEN document to ensure that any external support is available to the child.
- Initiate an EHA if appropriate.
- Request a child centre meeting with all professionals involved with the children and put any support into place.
- Monitor via normal process, adjust provision and based on findings.