SEND Information Report October 2026

Wellington Primary School & Nursery is an inclusive school where every child matters. We aim to address our children's needs and support their development in the most appropriate ways possible and celebrate effort as much as achievement.

Our school's Special Educational Needs and Disabilities (SEND) policy document is available on this website as is information on the local offer.

What types of SEND do we provide for?

Our school supports the needs of a range of pupils including those with SEND.

Additional and/or different provision is currently being made in school for children with a range of needs, including:

- cognition and learning – Moderate learning difficulties; Specific learning difficulties
- sensory and physical/medical needs
- communication and interaction difficulties
- social, emotional and mental health needs

What we offer children with SEND is different for every child and it is important to emphasise that as much as possible, this provision is designed by the relevant staff members working alongside the child, the child's family and, where necessary, outside agencies.

A child with SEND will have an individual education plan (IEP) which sets out achievable targets for areas where the child is struggling and any interventions that are currently in place to help the child reach those targets. The content of the IEP is shared and agreed with the child and the child's family at each parents' evening.

How do we identify and assess pupils with SEND?

At our school children are monitored closely so their additional needs will be highlighted early. Our main ways of identifying pupils will be by:

- Talking to parents / carers and following up any concerns they may have.
- Rigorous monitoring of pupil progress. If pupils fall behind age-related national expectations action will be taken and they will be put on the additional needs register. If they are more than two years behind age-related national expectations they will be put on the SEND register.
- Children will also be put on the SEND register if they have a formal diagnosis or condition that impacts upon learning, are receiving timetabled speech and language intervention(s), or are receiving regular pastoral support for behaviour that impacts upon learning.
- Talking to staff, especially if they are concerned about a pupil's behaviour or self- esteem.

- Talking to external agencies who will support in identifying specific needs.
- Working with health professionals who may have already identified needs and health issues.
- Talking to pupils themselves; they often know when they need additional support.

Who is our special educational needs co-ordinator (SENCo) and how can she be contacted?

The Special Educational Needs Coordinator (SENCo) is Mrs Adams who can be contacted using the following email address and telephone number. cadams@fernacademytrust.co.uk Tel: 01432 266643

Mrs Adams is based in St Martin's Primary School but she does visit Wellington Primary School during the week. She can be contacted through school or by email- see above.

She spends time observing children in class, referring to relevant external agencies and offering advice to school staff when concerns have been raised.

Who are our Student Support team?

We have a team of people in this department who are available to support children, parents, carers and extended family members as necessary.

What is our approach to teaching pupils with SEND?

All of the children in our school receive quality first teaching. This means that activities are planned and adapted according to the level at which the children are currently working in order to ensure that they make good progress towards or beyond national expectations. At different times in their school career, a child or young person may have a special educational need or disability (SEND). The Code of Practice (2014) defines SEND as:

> "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:
>
> (a) have a significantly greater difficulty in learning than the majority of others of the same age: or
>
> (b) 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."

If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' the normal adapted curriculum, intended to overcome the barrier to their learning. The most important point is this; interventions depend on the needs of the child. If a child's needs are more specific, then they will have individual targets connected to their area of need. A pupil with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in school and to ensure that they have full access to the taught curriculum.

Where it is decided that special educational provision is required to support the progress of a pupil, the class teacher and, if necessary the SENCo will meet with parents / carers to agree and put in place any actions required. The child will be included on the schools SEND register and a gradually increasing level of support will be provided. The child's needs will be assessed in detail and support will be planned, carried out and reviewed regularly to ensure that the provision is appropriate. If progress rates are still judged to be inadequate despite the delivery of high-quality intervention, advice will be sought from external agencies regarding strategies to best meet the specific needs of the pupil. If a child has a care plan from outside agencies, such as Occupational Therapy then these specific activities will be linked to their IEP. Progress of all pupils' is reviewed half termly through assessment but it is also monitored through observations, questioning and teacher's marking. Children with more complex needs may require an Education, Health and Care Plan which sets out the provision schools are required by law to make. If this is the case the SENCo will discuss the process with parents / carers and will include information from them and the child's class teacher in the family conversation application document.

What about children who are below nationally expected levels?

We believe in early intervention therefore children who are not at expected academically but are less than two years behind will be placed on the additional needs register. These children will receive targeted support at the discretion of their teacher in order for them to make accelerated progress towards the expected level.

What does our SEN profile look like?

Our current SEND profile shows that 11.29% of our children have been identified as having a SEND (9 children). Two children (3.23%) currently have an Educational Health and Care Plan.

(Correct at October 2026).

How do we adapt the curriculum and learning environment?

We pride ourselves on being an inclusive school and have created a nurturing, inclusive environment centred on quality first teaching. Staff are trained to develop programmes of study that are adapted and multi-sensory so all pupils can access learning at their level. We use lots of practical equipment and use a range of teaching techniques. All classes have access to a range of IT, including laptops and iPads. Classes are well staffed and teachers are supported by trained Teaching Assistants.

Support could include:

Group intervention work that takes place within the classroom where ever possible.

1-1 support that takes place within the classroom where ever possible.

Individual targeted support programmes either practical or computer based.

Counselling

Visual prompts/resources

Speech and language therapy

Physiotherapy/Occupational therapy

Personalised pastoral support

Alternative curriculum provision such as gardening; cooking; forest school: nurture groups

Throughout these programmes of support pupils are closely monitored and provision is adjusted if that's what's needed.

If pupils still fail to thrive then we seek the support of outside professionals such as Learning Support; Educational Psychologist; Speech and Language Therapist; Inclusion Outreach Service; Specialist Teachers, Health; Child and Adult Mental Health Services (CAMHS) and the Child Development Centre.

Families can also be offered help and advice from our Student and Family Support team. They will meet with parents/carers to discuss issues and concerns and, if necessary signpost to agencies who can help them further.

We do not offer targeted extra-curricular activities for children with SEND, but instead endeavour to ensure that all of our extra-curricular activities, including residential trips, are adapted for children's specific needs. Pupils with special educational needs and disabilities participate fully in arranged trips, optional extracurricular clubs, arts activities, sports teams and school committees. We have educational visits, including residential trips for older children and many visitors to

the school who help to bring our curriculum to life. If needed, we provide staff to support their full involvement. We also have access to a breakfast club with suitably trained staff capable of looking after pupils with both special educational needs and/or disabilities.

What should a parent / carer do if they think their child may have special educational needs?

If parents / carers have concerns relating to their child's learning or physical abilities, then they should initially discuss these with their child's class teacher. This then may result in a referral to the school SENCo. Parents / carers may also contact the SENCo directly if they feel this is more appropriate. All parents / carers will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

How do we consult parents / carers of pupils with SEND and involve them in their child's education?

We actively encourage partnerships with parents / carers as you have a vital role to play in your child's learning. There is a lot of research that shows that where parents /carers play an active part in a child's education the child is likely to make more progress.

If your child is receiving SEN support, this will be written down on an IEP as described previously. Details of any outside agency involvement or reports will be included on the document. The IEP will be discussed with you and your child and targets within the plan will be regularly reviewed. Parents / carers are invited to attend termly review meetings (parents evening) where progress towards identified outcomes and suggestions about how home and school can work together to support your child will be discussed. You will also be invited to meet any professionals brought in to see your child.

In addition, we have an 'open door' policy where parents / carers can talk with staff about concerns. Parents / carers are encouraged to arrange an appointment to discuss their child's progress with the class teacher or the SENCo whenever they feel concerned or have information they feel they would like to share with the school. At our school we value and encourage strong home-school links and we ask for your support at home with related learning activities. Please do not hesitate to ask your child's class teacher for activities related to their IEP targets.

We are keen to shape and develop provision for all of our learners, ensuring achievement for all. These information pages are our offer to learners with SEND, but to be effective it needs the views of all parents / carers, learners, governors and staff. We would therefore welcome constructive feedback from parents.

How do we consult pupils with SEND and involve them in their education?

When a child has a new IEP the teacher will go through the document with them and give them opportunity to have their say. When children are involved in this process it helps to ensure that they take ownership of their IEP and the targets that they are working on. Often children will know what it is they are struggling with and may have ideas about what would help them.

How do we assess and review pupils' progress towards their outcomes?

All school staff have high expectations for all learners. Monitoring of progress takes place on a day to day basis by class teachers and teaching assistants as they are placed to identify where progress is falling or excelling. For learners with the most significant needs, regular contact with parents / carers also takes place.

We assess and review pupils' progress in a variety of ways:

- As necessary, pupil progress review meetings held between class teachers and a member of the Senior Management Team.
- Book scrutiny with constructive feedback to teachers.
- Classroom observations and learning walks including monitoring the learning environment.
- Use of Provision Maps and observations to plan and review individual pupil's learning.

Several reporting procedures are in place to ensure parents / carers are kept informed of their child's progress:

- Communication through a home school diary, if appropriate, or a conversation with a member of staff.
- The annual school report to parents /carers which is sent home during the summer term.
- Parents' evenings which are held twice a year with a third evening available as an optional meeting following the issue of your child's school report.
- Parents / carers are welcome to seek additional appointments to discuss their child's progress as required, and class teachers are often available for informal discussions.
- The school also offers a range of parent / carer support sessions throughout the year such as information evenings regarding phonics and maths.

How do we support pupils moving between different phases of education?

We aim to make times of transition as easy as possible for all of our children:

When a new child is due to start our school we will:

- meet with the child and parents / carers to talk about any additional needs and answer any questions about school
- speak with staff from the child's previous setting

For children starting Reception in September we will also:

- offer taster sessions in the Summer term
- offer a home visit from the class teacher and a member of the student support team in the Summer term.

When your child is moving to a new class we will:

- introduce the child to their new teacher, teaching assistant and classroom
- have a handover session when all relevant information is passed from the existing teacher to the new teacher so they are fully aware of any specialised requirements children in their class may have.

When your child is moving to new/secondary school we will:

- arrange for pupils to visit their new school
- liaise with the SENCo of the receiving school
- ensure all assessment, SEND and other information is handed over to enable the new school to prepare effectively for the children

Occasionally additional transition visits, accompanied by school staff, can be arranged in order to support familiarisation with the school and new staff. If your child has an Education, Health and Care Plan the Secondary SENCo may be invited to their Y6 annual review or a similar meeting to ensure the new school is aware of your child's individual needs.

How do we support pupils with SEND to improve their emotional and social development?

PASTORAL

We recognise that pupils with SEND can sometimes experience a range of social and emotional challenges. As well as a whole school focus on social and emotional wellbeing through our PSHE teaching, we offer a range of interventions to address specific issues as they arise. We recognise that for some pupils, social and emotional factors can be complex and therefore we seek to ensure the provision we offer in

this regard is highly personalised and generated through discussion with SENCo, pastoral team, the child and their family.

FRIENDSHIPS

Where necessary children in our school are supported to develop relationships with their peers. For those pupils who find this particularly difficult there is support during playtime and lunchtime where positive play skills can be actively taught or modelled by staff. We also offer a range of personalised social skills activities with pastoral staff being available to support pupils and families in a holistic way.

PEER / SIBLING SUPPORT

It is sometimes appropriate for us to offer support to the peer group/siblings of pupils with SEND. Sometimes this takes place in an open and frank manner; enabling peers / siblings to ask questions and learn about the needs of the child (e.g. circle times) at other times this takes a more general form, such as working with the class on celebrating diversity.

BULLYING

The school holds a clear position on bullying and all pupils are taught to distinguish bullying from isolated acts of unkindness. There are a range of whole school events linked to anti bullying and class teachers are vigilant in monitoring behaviour for indications of bullying. Where bullying is suspected, personalised support measures are put in place for both victims and perpetrators which take into account the needs of all the pupils involved.

SAFEGUARDING

We have robust safeguarding policy and procedures in place that follow the national guidelines. All school staff have safeguarding training annually and are aware of how to deal with disclosures, allegations and concerns appropriately.

What expertise and training do our staff have to support pupils with SEND?

The training needs of staff are identified through the schools' annual performance management cycle as well as performance data and school development plan priorities. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes meeting with the SENCo to explain

the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENCo is an experienced teacher and has completed the National Professional Qualification for Special Educational Needs Co-ordinators (NPQSENCO) through the Best Practice Network. She attends the county SENCo network meetings in order to keep up to date with local and national updates in SEND.

We are fortunate to have our own in-house speech and language team. The team consists of one part time speech and language therapist (SALT) and a part time speech and language therapy assistant (SALT-A). They play a valuable role in the identification, assessment and provision for children who have speech, language or communication difficulties. In the most cases the SALT-A carries out interventions but for some children speech and language interventions are carried out by the class teaching assistant under the guidance of the SALT team. The SALT team provide relevant training to teaching assistants and teachers to support the children within their class.

Teaching assistants are also trained to deliver other specific interventions to support pupils with reading, writing, maths and social skills.

How will we secure specialist expertise?

When a child is demonstrating further cause for concern or their learning need is more complex and persistent than can be met by the school interventions already put in place, the school will engage with relevant external services.

The external specialist may:

- act in an advisory capacity to refine targets set by the school
- extend the expertise of the teaching staff
- provide additional assessment
- be involved in supporting the child directly

In all instances the pupil and their parents / carers will be kept fully involved in the process.

These agencies may include:

- Learning Support Team (LST)
- Educational Psychology Service (EPS)
- School Nurse
- NHS Speech and Language Therapy (SALT)
- Child and Adolescent Mental Health Services (CAMHS)
- Information Advice Support Service (IASS)
- Occupational Therapy
- Physiotherapy
- Child Development Centre (CDC)

- Inclusion Outreach Service

How do we evaluate the effectiveness of our SEND provision?

Monitoring progress is an integral part of teaching and leadership within Wellington Primary School. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in this process. The quality of classroom teaching provided to pupils with SEND is monitored through several processes that include:

- Classroom / lesson observations by the senior leadership team
- On-going assessment of progress made by pupils with SEND
- Provision mapping over time of children's intervention(s)
- Work sampling and scrutiny of planning to ensure effective matching of work to the needs of the pupils
- Teacher meetings with the SENCo as necessary to provide advice and guidance on meeting the needs of pupils with SEND
- Regular meetings between the Governor with responsibility for SEND and the SENCo to ensure that the necessary support is made for any child who is identified as having SEND and that the school is complying with the requirements of the 2014 Code of Practice and the updates in 2015.

What can I do if I am not happy with a decision or what is happening?

As a school we encourage parents / carers to address any worries or concerns promptly, initially with the class teacher and then if they are unable to help, with a member of the leadership team such as the SENCo, Head of School- Warren Hollingsworth or Headteacher- Emma Blankley. In the vast majority of cases, we find that by talking things through we are able to find solutions to most problems.

However, if after discussing your concerns with these people you remain unhappy with any aspect of the school's performance you may wish to pursue our complaints procedure, details of which can be found on the school website.

What support services are available to parents and how do we involve other organisations in meeting the needs of pupils with SEND?

The Special Educational Needs and Disability Information, Advice and Support Service (SENDIAS) offers free advice, information and support to parents and carers about special educational needs for children and young people up to the age of 25.

Information about Hereford SENDIAS can be found at
http://www.hwsendiass.co.uk/

There is also Herefordshire carers Support which is a registered charity providing practical support and advice to the carer community in Herefordshire. They provide a wide range of help, advice and support specifically targeted to meet the needs of parent carers.

We can signpost services to parents where needed.

Where can the Local Authority's local offer be found? How have we contributed to it?

Local Authorities are required to set out and publish a 'local offer'. This will explain how they will work with parents, children, young people, local schools and colleges, as well as other agencies such as Health Services. The hope is that this will encourage a joined-up process when delivering services for mainstream and disabled children and young people. The Herefordshire Local Offer can be found at: www.herefordshire.gov.uk/localoffer

This report is updated annually.