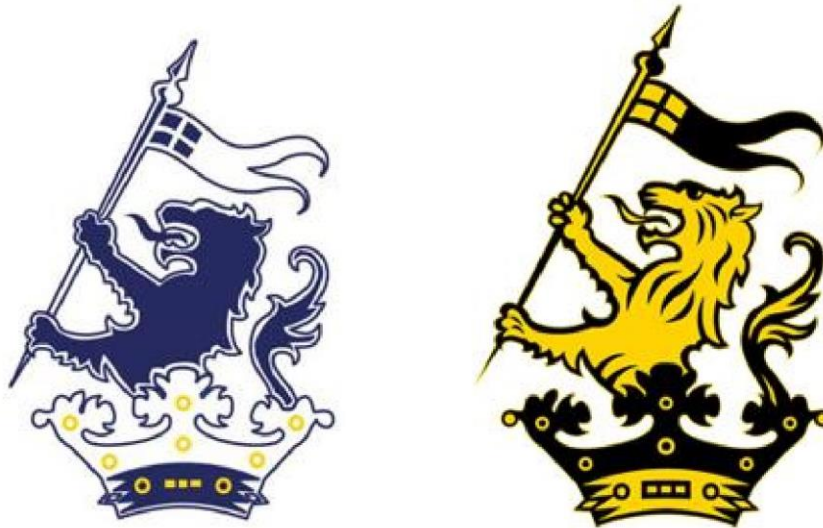


Wellington Primary Academies SEND Information Report 2023 – 2024



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At the Wellington Primary Academies we embrace and value the fact that every child is different and that, therefore, the educational needs of every child are different – this is certainly the case for children with Special Educational Needs and Disabilities (SEND). Currently, 11% of children at Wellington Eagles Primary Academy and 17% of children at Wellington Lions Primary Academy are identified as having SEND. We are committed to providing an inclusive education which enables all children to participate successfully in all aspects of school life. This Information Report provides information about how we support children in our school, including those who have SEND. It includes information about who you should talk to if you have any concerns about your child, how we identify their needs and how we monitor and assess progress.

We realise that some of the terminology in this report is very education-specific. Please see the table in Appendix 2 for an explanation of the educational terms used.

1. What is SEND?

A child or young person has Special Educational Needs or Disability (SEND) if they have a learning difficulty or disability that calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or if they have a disability that prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Around one in five children has SEND at some point during their school years and will, therefore, require ‘SEND support’.

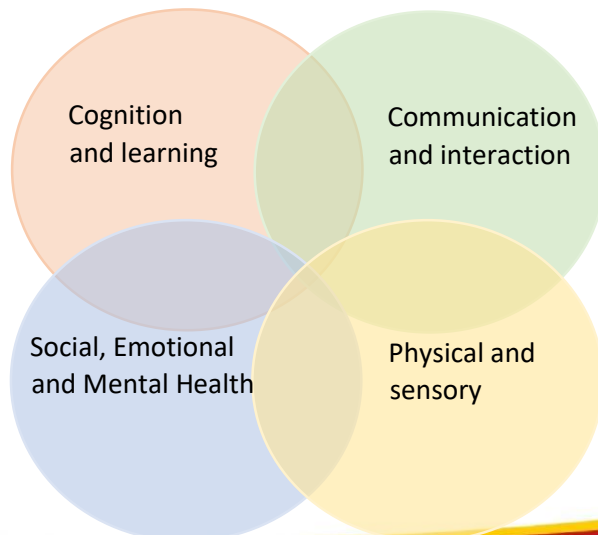
The SEND Code of Practice (2014) identifies four areas of special educational need and support:

- Cognition and learning needs (COG) - specific learning difficulty (SpLD), moderate learning difficulty (MLD), severe learning difficulty (SLD), and profound and multiple learning difficulty (PMLD);
- Communication and interaction needs (CI) - speech, language and communication needs (SLCN), and autistic spectrum disorders (ASD);
- Social Emotional Mental Health (SEMH);
- Sensory and/or physical needs (SIP) - visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), and physical disability (PD). Pupils with medical needs are usually included in the sensory and physical needs section.

It is important to recognise that individual children often have needs that extend across these areas (see diagram 1) and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEND, and children with Autism, for example, may have needs across all areas. It is also important to note that a child can have a disability but not have any special educational needs arising from that disability that may require additional support in school.

If you are concerned that your child may have SEND, in the first instance, please speak to your child’s class teacher. Should you require further assistance, please contact our SENDCo by emailing wpsendco@wpschools.org.uk. Additional SEND information can be found on the Wiltshire Local Offer at <http://www.wiltshire.gov.uk/local-offer>

Diagram 1:



2. What are 'SEND Support' and the 'Graduated Approach'?

The SEND Code of Practice (2014) replaced the categories of 'School Action' and 'School Action Plus' with the single category: 'SEND Support'. Where a pupil is identified as having additional needs due to SEND, the school should take action to remove barriers to the child's learning and put effective special educational provision in place in order to enable the pupil to participate, learn and make progress.

SEND Support

SEND Support arises from a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

The four stages of the cycle are:

- Assess
- Plan
- Do
- Review

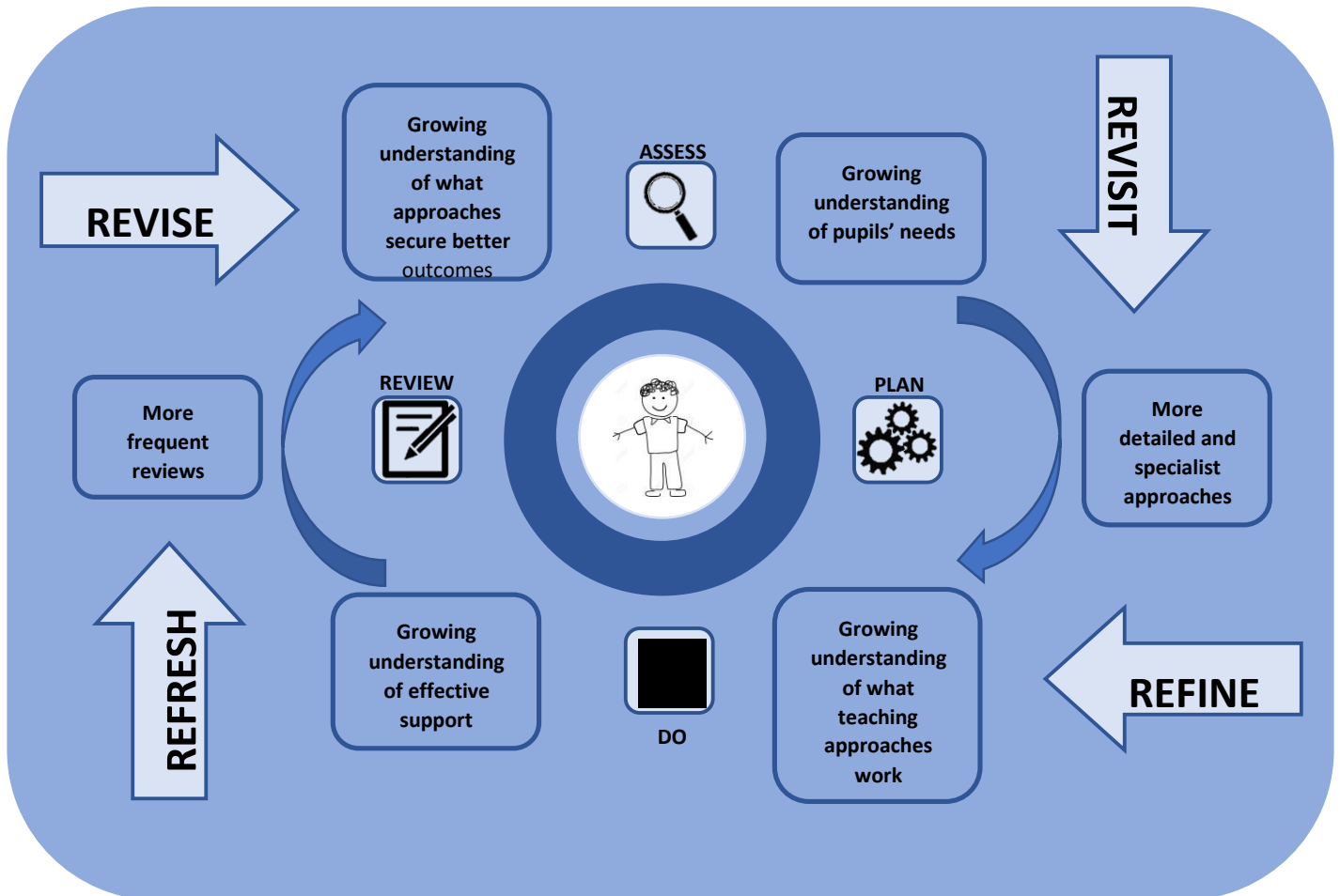
This is known as the 'Graduated Approach' (see diagram 2 below). Teachers continually assess, plan, implement and review their approach to teaching all children. However, where a potential special educational need has been identified, this repeated process becomes increasingly personalised as it progressively draws on approaches that are more detailed, more frequent and more specialist in each cycle so that intervention and support becomes tailored to the individual needs of SEND pupils.

A pupil is defined as having Special Educational Needs where their learning difficulty or disability calls for additional special educational provision. This is namely provision different from, or additional to, that normally available to pupils of the same age in order for them to make progress. At the Wellington Primary Academies, when a pupil receives 'SEN Support' provision, it is known as Wave 3 provision. Special educational provision is underpinned by high quality teaching (Wave 1*). The majority of pupils receiving Wave 3* SEN Support provision will have experienced rigorous Wave 1* and 2* support before receiving Wave 3* provision. As part of the Graduated Approach, SEN Support provision is initially collated into an individual 'Learning Support Plan'.

**Please see Appendix 1 for a comprehensive list of Special Educational Wave 3 provision provided at Wellington Primary Academies. Schools must use their best endeavours to ensure that Wave 3 provision is made for those children who need it.*

Once a child is placed on 'SEN Support', the Graduated Approach is revisited in increasing detail and with increasing frequency in order to identify the best way of securing good progress for the pupil. If, after applying the Graduated Approach, the child makes good progress and no longer requires the need for additional or different resources, the child is then removed from 'SEN Support' following consultation with parents/carers. If, after applying the Graduated Approach, the child does not make enough progress, a 'My Support Plan' is developed in order to collate evidence for an EHCP/My Plan application (see section 7 **What is an EHCP?** For further information on this process). Learning Support Plans and My Support Plans are not statutory but they are person-centred and outcome-focussed, concentrating on individual needs and priorities. The school holds termly meetings with parents and invited professionals in order to review Learning Support Plans and My Support Plans as part of the graduated approach. The child's voice is also fed into the meetings.

Diagram 2 - The Graduated Approach:



3. How does the school identify that a pupil has SEND?

In the 'assess' stage of the Graduated Approach, our class teachers gain a growing understanding of a pupil's needs. All pupils at the Wellington Primary Academies are continually assessed and monitored by the class teacher through formative assessment and termly summative assessments against age-related expectations and national expectations. Whole school tracking informs pupil progress meetings which take place each term between class teachers, the SENDCo and other members of the senior leadership team to discuss individual need and any further support required in order to secure progression.

All pupils new to the Wellington Primary Academies are screened with WellComm - a speech and language toolkit which helps us to identify and address pupil difficulties with receptive and/or expressive language delays. Class teachers complete whole class Thrive assessments three times a year in order to support the identification of pupils who may be having difficulties with their social, emotional and mental health. Cognition and Learning needs are identified through regular analysis of academic data - including the EYFS Profile, Standard Attainment Tests (SATs), standardised assessments, reading ages and termly pupil assessments may indicate the cause of a child's difficulties and suggest what might need to be done to get a pupil back on track. When a pupil is not making expected progress despite high-quality, suitably differentiated teaching (wave 1) and additional small group intervention (wave 2), our class teachers will draw upon the following in order to request Inclusion Team (see appendix 3) involvement (wave 3):

- Their assessment and knowledge of the pupil;
- Information on the pupil's progress, attainment, attendance and behaviour;

The individual's development in comparison with their peers;

- The views and experience of parents;
- The pupils own views.

The class teacher and Inclusion Team work together to identify a pupil's SEND and support their needs through: identifying key concerns, pupil/teacher observations and information from assessments already carried out. A member of the Inclusion Team may complete further screening assessments, or may seek more specialist advice and assessments, for example from a speech and language therapist or an educational psychologist.

4. What is the school's ethos/approach to teaching pupils with SEND?

At the Wellington Primary Academies we value and encourage the uniqueness of each child and recognise that everyone has a positive contribution to make to the life of the school community. Staff, Governors, pupils and parents/carers work together to create an environment in which we seek to understand individual pupils; fostering and encouraging an individual's strengths and supporting weakness through inclusive classroom practice and quality first teaching. It is our aim to celebrate neurodiversity and to meet pupils' needs within an inclusive classroom in order to allow all pupils to access their learning, make the greatest possible progress and reach their full potential.

5. How does the school make provision for pupils with SEND?

We utilise the expertise of all school staff, particularly that of the SENDCo. Where necessary, specialist outside agencies may be approached in order to ensure SEND pupils are correctly supported. The school does not diagnose any type of SEND e.g. ADHD, ASD, dyslexia. A diagnosis does not affect the support your child receives in school, and is not required in order to secure an Education, Health Care (EHC) Plan. Reasonable adjustments will be made for individual need, regardless of whether a diagnosis is in place, or not.

The class teacher is responsible for overseeing, planning and regularly working with SEND pupils and their parents/carers in order to correctly support a child's development and monitor their progress and attainment. Our Inclusion Team provides additional guidance to colleagues and works closely with parents/carers and with external professionals. SENCo is responsible for overseeing the provision of each child receiving 'SEND support' and for monitoring the effectiveness of this.

When medication is prescribed for attention-deficit/hyperactive (ADHD) disorder it is usually as part of a comprehensive treatment programme and always under the supervision of a specialist in childhood behavioural conditions. A lunchtime dose of medication may be required to control the child's symptoms during the afternoon, thus allowing effective learning to take place. The day-to-day administration of ADHD medication should be discussed on an individual basis with our Welfare and Attendance Officer.

6. What teaching approaches are used and what additional provision might be available?

For pupils requiring SEND support, there are two areas that need to be considered when planning provision:

- High-quality class teaching
- Targeted provision

High-quality class teaching

It is an expectation that the first step (wave 1 – see appendix 1 for an overview) in responding to a pupil's identified needs is for class teachers to provide 'quality first teaching'. Our teachers adapt the curriculum, learning environment and their practice in order to meet the needs of pupils with Special Educational Needs and Disabilities. The Inclusion Team support the class teacher in determining the kind of adjustments to the teaching that would be most effective where necessary.

At the Wellington Primary Academies, teachers carefully plan lessons to build upon prior learning and take into account pupils' strengths and needs in order to maximise full learning potential and remove/mitigate barriers to

learning. Teachers utilise the school rules and values as set out in the behaviour policy in order to ensure pupils have the best opportunity to make progress within the classroom.

Our teachers endeavour to boost pupil self-esteem and have high expectations for all pupils in their class. Due to this, the class teacher supports and extends varying groups of pupils in their class as well as setting work that pupils can manage independently. All children are encouraged to be independent, curious learners and to self-reflect upon their work, which may involve editing with a 'Purple Polishing Pen'. The 'Graduated Approach' begins in the classroom, and teachers use of informal assessment of all pupils in each lesson informs future planning as well as informing them of individual need.

Learning environment adjustments are made, such as utilising reader friendly fonts and coloured interactive whiteboard backgrounds to reduce visual stress and glare. Classrooms are equipped with clearly marked and neatly arranged resources so that they can be found easily, and classrooms are organised so that there is little movement around the room, which is kept as quiet as possible. When completing displays, teachers consider pupil accessibility, and pupil work fully reflects the achievements of the range of learners in the class. Key Classroom areas have visual signs and labels, and learning walls are relevant and referred to regularly in order to support all learners. All classrooms display a visual timetable for each day in order to inform pupils of the day ahead and reduce anxiety.

All class teachers consider individual pupil seating plans, both at the table and on the carpet. Pupils may be nominated a 'peer buddy' in the form of a carefully selected talk partner to enable the scaffolding of their learning. Teachers give pupils thinking time in order to allow pupils to process verbal or visual information and they are expected to reduce memory load by, for example, using signal words.

Further increased modifications to the classroom environment may be required in order that a pupil can fully access their learning. The pupil may require equipment such as a wobble cushion, pencil grip, an individual sloped writing board, individual timers, individual timetables, sound field systems, workstations, weighted blankets, a nominated quiet area, or assistive technology that is provided by the school to aid access to the curriculum. The school is committed to the integration and inclusion of pupils with a wider range of physical needs, and has access ramps, disabled lifts and disabled toilet facilities to improve accessibility in accordance with the Equality Act (2010) and the Equality Act 2010 (Disability) Regulations. All other needs are discussed on an individual basis.

Access Arrangements

Some SEND pupils may require additional arrangements to be put in place so that they can take part in the end of Key Stage 2 (SATs) tests. These are called 'Access Arrangements' and are adjustments that can be made to support pupils. Phase Leaders and class teachers consider whether any of their pupils will need access arrangements before they administer the tests. Access arrangements are based primarily on normal classroom practice and they must never provide an unfair advantage. Access arrangements might be used to support pupils:

- who have difficulty reading; □ who have difficulty writing; □ with a hearing impairment;
- with a visual impairment;
- who use sign language;
- who have difficulty concentrating;
- who have processing difficulties

Due to the diversity of pupils' needs, the above list is guidance and does not list every circumstance where it would be appropriate to use access arrangements. Should you have concerns regarding your child's ability to access the Key Stage 2 tests, please speak to your child's class teacher in the first instance. Should you require further assistance please contact our SENCo on wpsendco@wpschools.org.uk.

During Physical Education (P.E.) activities, the majority of SEND pupils will be able to take part in the same way as their peers. However, some modifications or adjustments may need to be made to consistently include everyone. Some SEND pupils may require adapted, modified or alternative activities that offer an equivalent degree of challenge to the activities in order that the pupil makes progress. Other pupils may need specific support in order to take part in certain activities or types of movement, or careful management of their physical regime to allow for their specific medical conditions. Alternatively, for some P.E. lessons, a 'parallel' activity for SEND pupils may be provided so that they can work towards the same lesson objectives as their peers, but in a different way. Occasionally, pupils with SEND will have to work on different activities, or towards different objectives, from their peers. Just as with classroom-based lessons, P.E. is carefully planned and differentiated with careful consideration of individual needs. Please see individual subject policies for subject specific adjustments.

Targeted Provision

Targeted (Wave 2*) provision is provision that is additional to or different from that made for most pupils in the school. It is overseen by class teachers. This provision is time-bonded and intended to accelerate pupil progress in order to enable a pupil to work at age-related expectations. It is available to all children based upon current needs and is not exclusive to those pupils on 'SEND support'. Our teachers work closely with teaching Assistants and specialist staff to plan and assess the impact of interventions.

** Please see Appendix 1 for a list of the targeted provision often used to support our pupils.*

7. What is an EHCP?

An Education, Health & Care Plan (EHCP) is a document that sets out the education, health, and social care needs of a child or young person. They replace former 'Statements of SEN' and are official documents that record a child's special needs. They note what reasonable adjustments schools or colleges need to make, what extra support or therapy the child is entitled to and what kind of school or college can meet their needs. The process of a pupil receiving an EHCP is firmly rooted in the Graduated Approach.

EHCPs are not automatically issued following diagnosis but are awarded where great need is demonstrated following a Local Authority panel meeting. Pupils who require an EHCP are likely to be more complex than those who a Learning Support Plan (see section 3 **How does the school identify that a pupil has SEND?** section) is sufficient, and the approach to meeting these needs will be even more personalised and individualised. Provision is organised around the planned outcomes written in the pupil's EHCP which are agreed prior to the EHCP being approved by parents/carers.

In Wiltshire, an EHCP is called a 'My Plan'. They are a holistic way of supporting planning for children with SEND, looking at the whole person, their strengths and interests as well as their needs and challenges. Solutions will focus on what is important to the child concerned, as well as capturing the views of their parents/carers.

Further information for parents/carers can be found on the Wiltshire Local Offer at <http://www.wiltshire.gov.uk/local-offer>

8. What support will there be for my child's overall well-being or behaviour?

We have a school ethos of being kind, caring and supportive to all our pupils. The child's class teacher has the overall responsibility for the pastoral, medical and social care of each child in their class and they deliver personal, social, health and economic lessons and have circle time through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain.

At the Wellington Primary Academies, we promote good behaviour through child-centred reflection, restoration and celebration of achievement. The expectations for all children are set out in the Relational (Behaviour) Policy and should be adhered to by all pupils, members of staff and other stakeholders. We recognise that for some children, this is a challenge and there may be times where further guidance is needed. Children with diagnosed mental health

difficulties, SEN or, in exceptional circumstances, children with rapid deterioration in health or moves into the country or county, may not be able to follow the steps set out in the whole school procedures. Adaptations are applied on an individual basis for SEND pupils where necessary. Please see the school's Relational (Behaviour) Policy on the individual school's website for further information on how the school extends rewards and sanctions to all pupils.

The Wellington Primary Academies are Thrive schools. This means that we adopt a Thrive Approach in order to understand, identify and tackle the root causes of behaviour, to support well-being and ensure that classroom learning is productive. Children may be offered group or one-to-one Thrive sessions with one of our Thrive Practitioners following an assessment. Alongside this, our pupils can also access Place2Talk once a week. Place2Talk provides drop in sessions in which pupils can discuss their worries or concerns with a trained counsellor.

Also employed within the inclusion team is an experienced behaviour support teaching assistant who offers advice and support to teachers and works restoratively with our pupils, and a Welfare and Attendance officer to support our families.

If, following targeted Thrive sessions, there are still concerns regarding your child's social, emotional and mental health, it may be necessary to contact outside agencies such as the Behaviour Support Service, Children's and Adults Mental Health Service (CAMHS) or the Educational Psychology Service for further professional advice and to work with the pupil, school and parents/carers. Permission will always be sought prior to any outside agency support takes place. At this point there is the possibility that, as an interim measure, your child could be offered sessions with the school's Place2Be counsellor.

9. How are pupils with SEND included in school life with pupils who do not have SEND beyond the day to day curriculum?

We are committed to ensuring that our SEND pupils have the opportunity to join in with all aspects of school life at the Wellington Primaries. We aim for all children to be given the opportunity to represent their class/school, whether that be, for example, in pupil leadership roles, external competitive events, after school clubs or school trips, and we provide the necessary level of support to ensure this is possible. A risk assessment is carried out before any off site activity takes place in order to ensure the health and safety of everyone, and the school works closely with parents/carers to ensure individual needs are met. In the unlikely event that it is considered unsafe for a child to take part in an activity, alternative arrangements will be made in consultation with parents/carers. If you have concerns regarding the inclusion of your child, please speak to the class teacher in the first instance. If you still have concerns, please contact the SENCo wpsendco@wpschools.org.uk.

10. How does the school plan and monitor pupil progress towards outcomes?

Teachers routinely monitor and review pupils' progress towards planned outcomes established in Learning/My Support Plans, both formally and informally. Through utilising Support Plan targets, pupil voice and whole class data analysis, class teachers evaluate pupil understanding, identify further needs, and identify progress. Parents/carers are invited to termly review meetings at which the impact and effectiveness of provision and progress towards outcomes is discussed with the class teacher and a member of the Inclusion Team. Written or photographic evidence of progress made towards outcomes, both at home and at school, is attached to the Support Plan. This process enables the tracking of SEND pupil progress towards outcomes and ensures a child-centred collaborative approach in which the pupil and their parents/carers feel heard and valued.

It is not necessary for teachers to wait for termly formal review meetings before reviewing progress and, if appropriate, making changes to Support Plans, their teaching approaches or other provision. The impact and quality of support and interventions for pupils on SEND support is evaluated by the Inclusion Team through data analysis, lesson observation, book looks and learning walks as well as collection of the views of the pupil and their parents/carers and discussion with any involved specialists. This feeds into the analysis of the pupil's needs at termly review meetings and the Support Plan is revised in light of this. The Inclusion Team also share their findings with the Wellington Primary Academies Senior Leadership Team and at termly meetings with the SEND Governor.

11. How will I be involved in discussions about, my child's progress?

Our schools are committed to collaborative communication with our pupils and their parents/carers. Where a class teacher has concerns that a child's progress is significantly slower than that of their peers starting from the same baseline; fails to match or better their previous rate of progress; fails to close the attainment gap between themselves and their peers; widens the attainment gap; or if there is a need to make additional progress with wider development or social needs, teacher concerns will first be shared with parents/carers. Should the above concerns persist despite inclusive, 'quality first' teaching (wave 1) and targeted small group (wave 2) intervention, the child may require 'SEND Support'. This is discussed with parents/carers with their child's class teacher and/or a member of the Inclusion Team where parents can also raise concerns and discuss their aspirations for their child. At this juncture, a Learning Support Plan is created so that individualised support, targets and outcomes are put in place for the pupil. When creating a Learning Support Plan, the views, strengths and needs of the child are taken into account whilst outcomes are agreed. Specific, measurable, agreed-upon, realistic and time-bonded (SMART) targets are then discussed in order to facilitate pupil progress towards outcomes. Parents are invited to termly extended review meetings at which pupil progress towards targets and outcomes is discussed and reviewed with the class teacher and a member of the Inclusion Team. If a pupil still makes little or no progress, it may be necessary for the Inclusion Team to involve outside agencies such as a Speech and Language Therapist or an Educational Psychologist to provide specialist assessment, advice or teaching in order to remove/mitigate the child's barrier to learning. Parents/carers are invited to all meetings with external agencies or specialist teachers and are kept fully informed of any individual work undertaken. Review meetings with professionals feed into Learning Support Plans, My Support Plans and My Plans and these documents are updated accordingly.

12. How does the school involve children with SEND in their education and in the decision-making process?

Children have the right to express their views on matters concerning school life. PHSE lessons regularly take place where pupils have the opportunity to discuss any issues. Both schools have a School Council led by a member of the Inclusion Team where children are encouraged to share views and opinions about the school.

In assessing a pupil's needs and planning the correct provision, the views of the child are sought and discussed as part of person-centred planning. This is usually accomplished through pupil questionnaires or an informal interview with a trusted adult. Pupils are encouraged to identify Support Plan targets in their own work or practice, and are therefore able to be involved in the review of these at termly meetings. During the EHCP process, the Inclusion Team are able to support the family in completing 'Section A' should this be required.

13. How do we maintain a high level of expertise, training and experience of school staff in SEND?

Staff are skilled in supporting children with the various types of SEND. Our SENCo is undergoing the National Award for Special Educational Needs Co-ordination. As well as this, she maintains her knowledge on all aspects of SEND through attending regular training and reading specialist publications, etc. She also attends Local Education Authority SENDCo forums and meetings, SEND conferences, works closely with and regularly meets the other inclusion leads in the Trust and is supported by the Trust SEND lead.

We utilise staff meetings and in-service training days to keep all staff informed and up to date on new SEND-related initiatives and to deliver instruction on identified areas of training need. SEND training is provided either by the Inclusion Team, by outside specialists such as an Educational Psychologist or is individually targeted through National Colleges. Governors and parents are also invited to develop their understanding of the strengths and needs of SEND pupils through accessing training that school staff have undertaken. In order to further support the needs of pupils on the SEND register, the school currently employs Thrive Practitioners, an SEMH lead and a school counsellor who assist pupils with social, emotional, mental health difficulties and receive regular ongoing training.

At the Wellington Primary Academies, we are committed to promoting effective partnerships with outside agencies. These associations play an important part in adopting the Graduated Approach and aid the school to identify, assess and make provision for children with SEND to ensure that adequate support is provided. External support services may advise teachers on new targets for Support Plans and provide practical in-class support strategies. Meetings with educational/clinical psychologists, occupational therapists, social services, GPs, the school nurse, Wiltshire Early Years Inclusion Team, paediatricians and speech and language therapists are held, when necessary, to ensure effective collaboration in identifying, making and reviewing provision for children with SEND.

14. What advice is available for school staff regarding SEND? How does the school get that advice?

The Special Education Needs and Disabilities Co-ordinator (SENDCo) – Mrs Morrison - is responsible for the day-to-day operation of our SEND policy and offers guidance to school staff in regard to SEND provision. If the needs of a pupil are likely to be more than a minor concern that can be dealt with by the class teacher, a member of the Inclusion Team will observe the child, talk to other staff members, look at any records that may indicate a difficulty and speak to parents/carers regarding any concerns that they may have. The SENDCo supports in the identification of children with special educational needs through overseeing the Graduated Approach and co-ordinating the resulting provision for SEND pupils. This process may suggest that the child needs extra provision, or that SEND professionals need to become involved to diagnose a greater difficulty, and perhaps initiate an Education, Health and Social Care (EHC) Plan. The Inclusion Team continually liaise with the SEND pupil's parents, their teachers and other involved professionals and ensures that the school keeps the records of all pupils with SEND up to date.

Educational Psychology Service (EPS)

Our inclusion team works closely with the EPS with the aim of building and sustaining positive change for our pupils and their families across all stages of their education. The EPS carry out statutory work related to the assessment of pupils with special educational needs and disabilities (SEND) under the Children and Families Act (2014). This includes completing assessments for the school as part of the Graduated Approach and providing reports for Education Health Care Plans. The EPS also offer specialist guidance as part of the Graduated Approach and advise towards key development priorities at group and whole school levels.

Speech and Language therapy

Speech and Language therapy is provided by Wiltshire Children's Community Services - HCRG. The service provides information, assessment, advice and treatment for children and young people with speech, language and communication needs (SLCN) as part of the Graduated Approach. Visit <https://wiltshirechildrenservices.co.uk/speech-language-therapy/> for more information.

Occupational Therapy

The Occupational Therapy is provided by Wiltshire Children's Community Services – HCRG. It provides a coordinated community service for children and young people with significant disability and complex health needs aged 0-18 years. The Occupational Therapy team provide an assessment and advice service to children aged 0-18 years who have significant functional difficulties due to a complex, severe or enduring physical and or developmental condition which significantly affects ability to achieve potential in terms of activities of daily living. They offer advice and strategies to support children with OT needs. Children may be referred to Occupational Therapy by the Assistant SENDCo after implementation of wave 2 and 3 interventions if there is a significant lack of progress or skills deteriorate, given a child's age and level of functioning. Visit <https://wiltshirechildrenservices.co.uk/occupational-therapy>

School nurse

The School Health Service supports young people, their carers, schools and the wider community to promote healthy lifestyles and improve and maintain health and wellbeing. The School Health team provides a service to young people up to the age of 19 who attend schools in Wiltshire. These include health assessments, advice, information, signposting and referrals for pupils with specific health needs, measurements of height and weight of primary school

pupils as part of the National Childhood Measurement campaign, hearing screening for five year olds, support for school staff for children with health conditions and personal, social and health education sessions for groups and individuals.

Referrals

Referrals to most services can be made by any professional who knows a child well, including social care, education and health care professionals (ie SENDCo, School/Nursery, family support worker, key-worker, nurse, GP, paediatric consultant, dietician, speech therapist, health visitor, nurse, occupational therapist or physiotherapist). Parents or carers can also refer their child to most services (please see the *Who, outside of school, can I turn to for advice and support?* section of this report).

15. How will the school support my child when they move schools or move towards adulthood?

At the Wellington Primary Academies, all pupils receiving 'SEND Support' have an end of year transition meeting at which pupil outcomes are discussed alongside what has worked well for the pupil and what could be improved. The pupil's current and future class teacher are present along with the child's parents/carers, any involved professionals, a member of the Inclusion Team and other key members of staff. Where appropriate, the SENDCo of the transition school will also be invited. Pupil voice for this meeting is heard through the usual Support Plan process. We work closely with other primary and secondary schools to ensure smooth transition for mid and end of year pupil transfers. All relevant information, such as recent professional reports and pupil outcomes, is shared. Where possible, we make arrangements for a member of staff from the new setting to meet individuals within the Wellington Primary Academies and speak with key members of staff. A member of the Inclusion Team attends SEND transition meetings with the secondary school SENDCos in the summer term and discusses individual strengths and needs. Local secondary schools provide transition days that involve prospective pupils in a range of different activities designed to allow them to start to get to know each other and their future teachers as well as summer transition events. SEND pupils and their parents/carers are also invited to additional transition afternoons to enable them to feel supported. Pupils with an Education health Care (EHC) Plan receive an individualised transition into secondary school, closely supported by the SENDCo and the local authority SEND Lead Worker.

16. How should complaints regarding SEND provision be made and how will they be dealt with?

Any initial concerns regarding SEND should be directed to class teachers. In the unlikely event that this concern becomes a complaint, please contact the SENDCo either by telephone or in writing (see contact details in Appendix 4. Your complaint will be investigated thoroughly, and every effort will be made in order to reach a resolution. Should a resolution not be reached, your concerns will be escalated first to the Head Teacher followed by the Executive Head Teacher, and then, where necessary, to the governors. For further information regarding this procedure, please see the full complaints policy at [Policies - Wellington Eagles](#) or [Policies - Wellington Lions](#)

17. When was this information last reviewed and when will it be updated next?

This report was published on 1st January 2024 by Mrs Morrison - SENDCo - and a working group of parents/carers whose children attend the Wellington Primary Academies and who are currently receiving 'SEND Support'. It will be reviewed in partnership with parents/carers in January 2025.

18. Who in school do I contact for further information and support regarding SEND?

In the first instance, please contact your child's class teacher. Please contact a member of the Inclusion Team on wpsendco@wpschools.org.uk should you require any further information or support. It may be helpful for you to read the full SEND policy which you can find at [SEND - Wellington Eagles](#) or [SEND - Wellington Lions](#)

19. Who, outside of school, can I turn to for advice and support?

[Wiltshire Local Offer](#)

The Local Offer is a Local Authority's publication of all the provision available across education, health and social care for children and young people in their area who have SEND or are disabled, including those who do not have Education, Health and Care (EHC) plans. It has two key purposes:

1. To provide clear, comprehensive, accessible and up to date information about the available provision and how to access it and
2. To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents/carers, and disabled young people and those with SEND, and service providers in its development and review

Please see [Wiltshire Local Offer - Local Offer](#) for further information.

Wiltshire Single Point of Access (SPA)

Single Point of Access (SPA) is the key point of contact for children, young people, families, GPs and health and social care professionals to access advice and support from all Wiltshire Children's Community Services. It is essentially the single 'front door' for integrated community health services. They aim to ensure that all children with additional needs are identified early, referred to appropriate services and monitored through effective information sharing between professionals. A referral can be made by any individual who knows the child or young person well and can be completed via the website at [Single Point of Access \(SPA\) - Wiltshire Children's Services \(wiltshirechildrensservices.co.uk\)](#). Further information on the service that they provide can also be found on this page.

Wiltshire Child and Adolescent Mental Health Service (CAMHS)

Wiltshire CAMHS offer a range of assessments and treatments to children and young people who are experiencing poor mental health. Where appropriate a combination of approaches is used in line with the young person's needs and as agreed with the family through care planning. Please make an appointment to speak with a member of the Inclusion team - or your GP - if you believe you require a referral to this service. Alternatively, you can self-refer at <https://www.oxfordhealth.nhs.uk/camhs/carers/>

SENDIASS/Kids

SENDIASS/Kids is a free service supporting disabled children, young people and their families every year by delivering over 120 services throughout England. Please see <https://www.kids.org.uk/wisa> for further information and support.

Wiltshire Parent Carer Council

The WPCC is an independent organisation which is managed and run by parent carers, for parent carers. It provides a specialist consultation and participation service that enables parents and carers to voice their opinions about the services and support that their families receive. For more information on this service, please visit http://www.wiltshireparentcarercouncil.co.uk/en/Home_Page

Appendix 1

Area of Need	<p align="center">Wave 1 Quality First Teaching</p> <p>Reasonable adjustments made in class for the child(ren)'s needs (some ideas below but further ideas can be researched and implemented).</p>	<p align="center">Wave 2 Targeted Small group 'catchup' interventions</p> <p>Discussion with Parents</p>	<p>Following 6 week implementation of recommendations & review at SEN Clinic</p> <p>During this period Class Teacher, in collaboration with SENCO, can carry out necessary observations and check lists to gather more evidence on the child's needs:</p>	<p>Class teacher to complete GRSS and checklists, meet with CT, SENCO, Parents</p>	<p align="center">Wave 3 Highly personalised interventions</p> <p align="center">ADD TO SEN REGISTER</p> <p>Learning Support Plan issued, external agency involvement where appropriate</p>
<p>Cognition and Learning (COG)</p>	<ul style="list-style-type: none"> -Differentiated planning, delivery, activities and outcome – plan for stage not age -Highlighted Seating Arrangement -Pre-teaching -Visuals & modelling -Now/Next or Task Board -Word banks/Sentence starters -Mind maps -Longer processing time -Chunking of instructions -Multi-sensory approach -Word Aware -From Oral to Written Narrative (KS2) -Dictaphone/Recordable Sound Button Provision 	<ul style="list-style-type: none"> -Narrative (EYFS/KS1) -Read, Write, Inc. Phonics -Fresh Start -Additional English Support -Paired Reading -Early Literacy Support -Year 3 Literacy Support -Further Literacy Support -Additional Mathematics Support -Plus 1 -Power of 2 -Group TA Intervention -Pre/post-teaching (group) 	<p>Steps 1 & 2 have been carried out for at least 6 weeks but concerns are still there: 1) Discuss concerns with parents in an informal chat between Class Teacher and Parent(s) 2) Refer to SIFT (complete SIFT referral form and email to SENCO)</p>	<ul style="list-style-type: none"> - Checklists 	<ul style="list-style-type: none"> -Numicon Intervention Programme (1:1) -Dyscalculia Toolkit (1:1) -Wave 3 Mathematics -Precision Teaching (1:1) -FFT Wave 3 -Multi-sensory Phonics Group (YR – Y2) -Wiltshire Early Screening for Dyslexia (WESForD) -Beat Dyslexia (1:1) -Reading and Thinking 1 - 6 (1:1) -Inference Training (1:1) -1:1 Reading Between the Lines -Pre-teaching Vocabulary (1:1) -Pre-teaching (1:1) -Descriptosaurus (1:1) -Memory Magic (1:1) -Working Memory Activities -Auditory Memory Skills -Specialist Teacher Service (SSENS)
<p>Communication and Interaction (CI)</p>	<ul style="list-style-type: none"> -Highlighted Seating Arrangement -Visual timetable -Now/Next boards -Simplified/modified language -Repeat instructions back -My turn, your turn 	<ul style="list-style-type: none"> -WellComm Big Book of Ideas -School Start -Colourful Semantics (group) -Shape Coding (group) -Narrative (EYFS/KS1) -Time out Card -Behaviour Plan 		<ul style="list-style-type: none"> -Communication and Interaction Scales -WellComm Primary (for speech and language concerns) 	<ul style="list-style-type: none"> -WellComm (1:1) -Speech and Language Therapy Package (1:1) -Colourful Semantics (1:1) -Shape Coding (1:1) -Attention Autism -Individual 'Way to A' plan

	<ul style="list-style-type: none"> -Increased visuals & modelling -Communication in print -Structured routine (social story if there are changes) -Teaching Children to Listen -Word Aware -Colourful Semantics -Shape Coding -Dictaphone/Recordable Sound Button Provision 	<ul style="list-style-type: none"> -Social Skills Group -ELSA 			<ul style="list-style-type: none"> -The Red Beast -Attention and Listening Games (1:1) -TalkAbout 1, 2 and 3 -Lego Therapy -Language for Thinking -Comic Strip Conversations -Social Stories -Homunculi Approach -Laptop Provision -Specialist Teacher Service (SSENS)
Social, Emotional and Mental Health (SEMH)	<ul style="list-style-type: none"> -Highlighted Seating Arrangement -Rewards (Dojo or individual) -Worry monster -Peer support (buddy) -Emotional check-in -Jobs & responsibilities -Whole school/class rules -Social stories (individual or whole class) -Whole Class Thrive 	<ul style="list-style-type: none"> -Time out Card -Positive Behaviour Support Plan -Social Skills Group -ELSA -Group Thrive 		<ul style="list-style-type: none"> -Thrive -Boxall -Strengths and Difficulties Questionnaire 	<ul style="list-style-type: none"> - Thrive (1:1) -Individual 'Way to A' plan -Starving the Anxiety Gremlin -The Red Beast -Zones of Regulation (1:1) -Soft Start in Reconnection Room -Thrive activities at break times - Drawing and Talking -Behaviour Support -Pastoral Support Plan
Sensory and Physical (SIP)	<ul style="list-style-type: none"> -Disco Dough The Following only if referred via external professional/SENDCo: -Ear defenders -Wobble cushion -Fiddle toy -Weighted blanket/jacket -Sensory circuits -Pencil grips -Dictaphone/Recordable Sound Button Provision -Soundfield System 	<ul style="list-style-type: none"> -Fine Motor Skills Group -Speed Up Handwriting 		<ul style="list-style-type: none"> -Sensory Checklists 	<ul style="list-style-type: none"> -Teodorescu Visual Perceptual Programme -Nessy Fingers -Sensory Circuits -Sensory Room (1:1) -1st Move -Specialist Equipment -OT Programme with TA (1:1) -Physio with TA (1:1) -Laptop Provision -Occupational Therapy -Physiotherapy -Sensory Impairment Specialist

Appendix 2:

We realise that some of the terminology in this report is very school/education specific. Please see below for an explanation of the terms used

Terminology	Definition
Age-related expectations	Age-related expectations identify what is expected of a pupil by age or year group. For the national end of key stage tests there is a defined standard as described by the performance descriptors. There is currently no equivalent published standard for years 3, 4 and 5
Assistive technology	Any item, piece of equipment, or product system, whether acquired commercially, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability
Attainment	What a pupil gets in the form of results in a summative assessment in comparison to their peers.
Barrier to learning	Anything that stands in the way of a child being able to learn effectively. A learner may experience one or more barriers to learning throughout his or her education.
Book look	A school-wide monitoring process that assesses pupil learning and progress across the school.
Cognitive Ability Tests (CATs)	Tests designed to help to understand each child's strengths and weaknesses as an individual. Four specific areas are tested: Verbal reasoning: tasks involving words; Non-verbal reasoning: tasks involving shapes and patterns; Quantitative reasoning: tasks involving numbers and Spatial ability: tasks involving mentally generating and transforming visual images.
Concrete Pictorial Abstract (CPA) approach	A system of learning where pupils are introduced to a new concept through the use of concrete resources (e.g. fruit, Dienes blocks etc), then they are moved onto using pictures – usually pictorial representations of the concrete objects they were using. Finally, pupils are ready to work in the abstract i.e. numbers or other symbols.
Curriculum	A programme of study in schools that is designed to ensure nationwide uniformity of content and standards in education
Differentiation/Differentiated	The process by which differences between learners are accommodated in lessons so that all pupils in the class have the best possible chance of learning.
EYFS profile	A summary of a child's attainment at the end of Reception. It's not a test, and the child can't 'pass' or 'fail'. The profile measures your child's attainment in 17 areas of learning, known as Early Learning Goals (ELGs).
Formative assessment	Teachers monitor student learning to provide ongoing, regular feedback during all lessons that can be used to modify and refine their teaching and learning activities and improve pupil attainment.
Individual timetable	A personalised daily visual timetable used at a workstation. This will have small step pictures of the day's activities and usually feature photographs of the individual child completing said activities
Learning objective	Statements that define the expected goal of each lesson in terms of demonstrable skills or knowledge that will be acquired by a pupil as a result of instruction.
Learning walk	Structured, focused and facilitated small group visits to classrooms that focus on student learning and instructional teaching practice.
National expectations	As of September 2016, the format and marking system for SATs has been overhauled. Now, children no longer get their results as a National Curriculum level, but as a scaled score ranging from 85 to 120 and a judgement on whether or not they have reached the national standard expected for their age.

Neurodiversity	The range of differences in individual brain function and behavioural traits, regarded as part of normal variation in the human population.
Outcome	S.M.A.R.T. long term goal intended to close the attainment gap as a result of intervention.
Pencil grip	A small rubber mould that fits around the pencil which gently guides the fingers into the ergonomically correct writing position
Purple polishing pen	Pupils self-edit (polish) their finished work with a purple pen
Quality first teaching	The effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning.
Screening Assessment	Screening is a brief, simple test used to identify potential barriers to learning. A screener will ensure that pupils receive the correct intervention, professional advice or assessment.
Sound field system	A sound system for schools that improves the learning environment for the entire class by improving the sound environment in the classroom. Designed specifically for speech sounds, these systems greatly enhance speech understanding, particularly for the hearing impaired.
Standard Attainment Tests (SATs)	At the end of each Key Stage (in Year 2 and Year 6), children are assessed formally in Standard Attainment Tests (SATs). The results for each school are reported nationally.
Steps to success	Small steps that the pupils follow in order to successfully meet the learning objective.
Summative assessment	End of term written tests conducted by teachers in order to evaluate pupil attainment against age-related expectation.
Visual stress	Refers to reading difficulties, light sensitivity and headaches from exposure to disturbing visual patterns. It can be responsible for print distortion and rapid fatigue when reading.
Visual timetable	A visual timetable uses pictures to represent the lessons throughout the day.
Weighted blanket	Provide deep pressure touch stimulation without uncomfortable restriction to pupils with sensory processing difficulties. The deep pressure from the weight causes the body to produce serotonin and endorphins, the chemicals our bodies naturally use to feel relaxed or calm
Wobble cushion	A round inflatable device with a non-slip surface on one side and a textured bumpy sensory side on the other. They force pupils to balance while sitting, causing constant micro-movements that will strengthen core, improve posture and provide sensory input
Workstation	An individual desk that incorporates structure, routine and visual cues and also limits distraction in order to develop independence, organisational skills, the concepts of working in an ordered manner, the concept of finished and the generalisation of skills

N.B. This is not an exhaustive list of terminology and further examples can be found by clicking the following link [Jargon Buster - Wiltshire Council](#)

Appendix 3:

The Wellington Primary Academies Inclusion team



Ms Handley Wells
SEMH Lead



Mrs Rose
Attendance and Welfare Officer



Mrs White
Assistant SENDCo Support



Mrs Morrison
SENDCo

Appendix 4:

Inclusion Team Contact Details

<u>Wellington Eagles Primary Academy:</u>	<u>Wellington Lions Primary Academy:</u>
<p>Wellington Eagles Primary Academy Wellesley Road Ludgershall Wiltshire SP11 9LT</p> <p>T: 01264 316400 E: WEPSENDCo@wps.ascendlearningtrust.org.uk</p>	<p>Wellington Lions Primary Academy Oatway Road Tidworth Wiltshire SP9 7FP</p> <p>T: 01264 310780 E: WLPSENDCo@wps.ascendlearningtrust.org.uk</p>