



SEN Information Report

The SEN code of practice January 2015 highlights (Section 6) and Children and family act 2014 (section 69) sets out a requirement for providers, schools and colleges to publish their SEN provision in a SEN information report and policy, previously known as setting/school offer.

Wiltshire County Council's Local offer can be accessed through www.wiltshire.gov.uk/local offer. If you do not have internet access, it is also available at your local library and selected children's centres. You can also contact the Wiltshire Parent Carer Council (WPCC) who will do their best to assist you. The WPCC can be contacted on 01225 764647, Monday-Friday from 10am-5pm.

1. What types of SEN does the school provide for?

At Eagles Primary Academy we embrace and value the fact that every child is different and that, therefore, the educational needs of every child are different – and this is certainly the case for children with special educational needs and disabilities (SEN). Currently 18% of our children are on the SEN register, 4% with EHCPs and 14% school support. Our highest SEN need is communication and interaction, particularly around speech and language need.

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our SENCo is Lyanne Morrison. She is a qualified teacher and is awaiting accreditation of her NASENCo award. Our SENCo also maintains her knowledge on all aspects of SEN through attending regular training, reading specialist publications, and attending local and national courses, forums and conferences. She also works closely with the Trust Lead for Inclusion. The headteacher, Sadie Broad also holds her NASENCo qualification.

All of our teachers receive in-house SEN training from internal and external providers and are supported by the SENCO to meet the needs of pupils who have SEN.

We have a team of 7 Teaching Assistants and Nursery Practitioners, all of whom are trained to deliver our SEN provision.

Such interventions include:

- Nurture
- Speech and Language
- Training Advice on teaching students with Autism
- Safeguarding Training
- Support and advice from Local Authority in small training groups on cognition and learning
- Communication and Interaction
- Sensory support
- Lego Therapy
- Zones of Regulation

The first person to contact on any issue is the class teacher. If there are still concerns, then then the SENCo can be contacted using the following email address :

wepSENco@wpschools.org.uk

Other useful contact information:

Statutory SEN Service at Wiltshire Council, Wiltshire Council County Hall Trowbridge BA14 8JN

statutorysen.service@wiltshire.gov.uk or phone 0300 456 0108 option 2

What specialist services are available or accessed by the setting?

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include (but are not limited to):

- MISA (Mainstream Inclusion School Advisor)
- CAMHS (Child and Adolescence Mental Health Services)
- MHST (Mental Health Support Team)
- Education Welfare Support (EWS)
- MASH (Multi Agency Safeguarding Hub)
- Small group work Educational Psychologist (Provided by Wiltshire Council)
- Specialist teacher Advisor Services and Support (provided by Wiltshire Council)

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

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher or tutor. You can get in touch with them via the school email or phone to make an appointment.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps.

If we decide that your child needs SEN support, we will formally notify you and your child will be added to the school's SEN register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. We also discuss all children and note any concerns during termly Pupil Progress Meetings with the Class Teacher, the SENCo, the Assistant Head and the Headteacher.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition and/or scaffolds to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment, or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

Teachers routinely monitor and review pupils' progress towards planned outcomes established in one-page passports, both formally and informally. Through utilising passport targets, pupil voice and whole class data analysis, class teachers evaluate pupil understanding, identify further needs, and identify progress.

Parents/carers are invited to discuss progress and the targets every main term. Written or photographic evidence of progress made towards outcomes, both at home and at school, is considered alongside advice from professionals. This process enables the tracking of SEN 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 passports, their teaching approaches or other provision. The impact and quality of support and interventions for pupils on SEN support is evaluated by the 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 passport is revised in light of this. The team also share their findings with the Ascend SEN group meetings and at termly meetings with the SEN Governor.

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

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 'SEN 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 passport is created so that individualised support, targets and outcomes are put in place for the pupil. When creating a passport, 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 discussions at which pupil progress towards targets and outcomes is considered and reviewed with the class teacher and SENCo's input. Parents are also invited to contribute to their child's SEN Passport in the section 'Parent Voice'. If a pupil still makes little or no progress, it may be necessary for the SENCo 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 passports and applications for further advice/ support and these documents are updated accordingly.

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

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. The school has a number of pupil leadership groups, led by different members of SLT including the SENCo, 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 passport targets in their own work or practice, and are therefore able to be involved in the review of these during termly discussions.

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, small group focus 1-to-1 work, adapting the teaching style or content of the lesson, etc.
 - Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing to scaffold the child and support their independence.

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants may support pupils in small groups

We may also provide the following adjustments

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy
Cognition and learning	➤ Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Use of specific fonts Overlays Dual coding
	Moderate learning difficulties	
Social, emotional and mental health	ADHD, ADD	Flexible workstation Task-reward
	Adverse childhood experiences and/or mental health issues	Nurture groups
Sensory and/or physical	Hearing impairment	Considered seating Hearing breaks
	Visual impairment	Considered displays and environment
	Multi-sensory impairment	Dual coding, using assistive technology, control lighting
	Physical impairment	Adaptive learning strategies, , creating an inclusive environment

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Regularly reviewing the impact of interventions
- Using pupil questionnaires

- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who do not have SEN?

We are committed to ensuring that our SEN pupils have the opportunity to join in with all aspects of school life at Wellington Eagles. 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 our SENCO on wepSENco@wpschools.org.uk.

12. How does the school make sure the admissions process is fair for pupils with SEN?

At Eagles Primary Academy we follow our Trust Policy on Admissions. ALT schools all have Admissions policies and individuals responsible for the admission arrangements which do not discriminate against pupils with special educational needs or disabilities; this policy has due regard for the guidance in the Code of Practice (2015). Parents and carers seeking the admission of a pupil with mobility difficulties are advised to approach the individual school well in advance so that consultations can take place.

13. How does the school support pupils with disabilities?

At Eagles Primary Academy we take very endeavour to ensure that all our children are treated equally regardless of any disability. For specific details please refer to our Accessibility Policy

14. How will the school support my child's mental health and emotional development?

If there are 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), the MHST 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 group or individual sessions with a teaching assistant following our Nurture program to work on identified targets to support their SEMH needs.

Wiltshire Child and Adolescent Mental Health Service (CAMHS) Wiltshire 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/>

15. What support is available for my child as they transition between classes or settings or in preparing for adulthood?

At Eagles Primary, all pupils receiving 'SEN 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 teacher is present along with the proposed teacher, the SENCo and other key members of staff. Where appropriate (such as Year 6 or school move), the SENCo of the transition school will also be invited. Pupil voice for this meeting is heard through the usual passport 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 Eagles and speak with key members of staff. Additionally, the SENCo attends SEN transition meetings with the secondary school SENCos 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. SEN pupils and their parents/carers are also invited to additional transition sessions where available 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 SENCo and the local authority SEN Lead Worker

16. What support is in place for looked-after and previously looked after children with SEN?

Our SENCO works closely with our teacher in charge of looked after children, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

All complaints will be treated seriously and investigated thoroughly according to the school's complaints procedure.

Any initial concerns should be directed to the class teacher. In the unlikely event that this concern becomes a complaint, please contact the SENCo and when necessary, the Headteacher.

The Trust is committed to working with parents and to keeping them fully informed of sources of independent support and advice in regards to SEN:

SIAS (SEN information and advice Service) in Swindon and SENIASS in Wiltshire.

Details of how to access this disagreement resolution service can be obtained from the relevant Local Authority and support will be given to parents in accessing the information.

18. What support is available for me and my family?

Add from original SEN Information report – point 19 +

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEN family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

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.

ALT schools should have two separate SEN policies relating to SEN – one being the SEN Policy and the other the SEN Information Report. These should be read together.

The SEN Policy and SEN Information Report should be read in conjunction with other relevant policies such as:

- Accessibility Policy
- Exam Access Arrangements
- E-safety
- Safeguarding and Child protection
- Anti-bullying
- Positive handling
- Behaviour for Learning
- Administration of Medication
- Supporting Students with Medical Conditions
- Admissions Policy
- Health and Safety

This report was first published on 23.01.26 by Lyanne Morrison and will be reviewed annually.