



# SEND Information Report 2025-2026

At Watling Primary School, we are proud of our nurturing, child-centred learning environment where we work together to enable children succeed to their full potential. We provide a safe environment where children can be happy, creative and confident in their learning.

Watling Primary is an inclusive school. We promote equality of access and opportunity in all areas of the curriculum for our learners. Our Watling Way value 'include' sets out our commitment to 'include everyone and celebrate individuality'.

It is the responsibility of all members of our teaching team to help every pupil reach their potential through supported and adaptive/differentiated teaching across the curriculum. Where children have been identified as having a Special Educational Need or Disability (SEND), our SENCo will act as a source of support and guidance.

The SENCo in our school is Miss Beth Shepherd. She can be contacted at [watlingprimarysenco@thedenbighalliance.org.uk](mailto:watlingprimarysenco@thedenbighalliance.org.uk) or by phone on 01908 049500.

### Our aims at Watling Primary School

- to identify pupils with SEND as early as possible and ensure their needs are met
- to have in place systems whereby teachers and staff are aware of pupils with SEND
- to provide all pupils with a broad and balanced curriculum that is adapted to meet the needs and ability of the individual
- to have high expectations and aspirations to achieve ambitious goals for all pupils, including those with SEND
- to be sympathetic to the needs of each pupil by promoting a strong partnership between the pupil, the parents or carers and school staff
- to actively engage in support from the Local Authority and other external agencies
- to ensure that all pupils take a full and active part in school life by including everyone equally
- to create a culture where the whole school community demonstrates a positive attitude towards SEND

### We will do this by ensuring that:

- all pupils receive quality first teaching
- high expectations and aspirations for all pupils are maintained
- there is an emphasis on early identification of needs through preventative and supportive strategies which reduce barriers to learning
- children with additional needs receive targeted interventions and personalised support, where appropriate

- we work in a flexible way to develop effective partnerships with children and their parents/carers and our SENCo
- we utilise expertise that is available to us to ensure that we can meet a broad range of needs e.g. specialist teaching staff in our school, external professionals such as Speech and Language Therapists, Educational Psychologists, the Inclusion and Assessment Team and Occupational Therapists
- we consider the involvement of counsellors, the Child and Adolescent Mental Health Service (CAMHS) and the Mental Health Support Team to engage in 1:1 services with children and families, where appropriate

## Special Educational Needs

The SEND Code of Practice (2014) states that:

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person 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
  - has a disability which 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.

## Disabilities

The Equalities Act (2010) defines a disabled person as someone who has “a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.” “Long term” means at least 12 months. “Substantial” means more than minor or trivial.

## Children are disabled if they:

- Have a sight, hearing or speech impairment or suffer from a mental disorder of any kind.
- Are substantially and permanently disabled by illness, injury or congenital deformity or such other disability as may be described.

## Areas of SEND

The four main broad areas of SEND are:

### Communication and Interaction, including:

- SLCN - Speech, Language and Communication Needs
- ASC - Autistic Spectrum Condition

**Cognition and Learning - when pupils learn at a slower pace than their peers, even with appropriate differentiation, including:**

- MLD - Moderate Learning Difficulties
- SLD - Severe Learning Difficulties - where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.
- PMLD - Profound and Multiple Learning Difficulties - where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- SpLD - Specific Learning Difficulties affecting one or more specific aspects of learning - this encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

**Social, Emotional and Mental Health Difficulties, including:**

- A wide range of difficulties that manifest themselves in numerous different ways e.g. becoming isolated, withdrawn, displaying challenging or disruptive behaviour. This may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
- ADD - Attention Deficit Disorder
- ADHD - Attention Deficit Hyperactive Disorder
- Attachment Disorder

**Sensory and/or Physical Needs, including:**

- Visual Impairment
- Hearing Impairment
- Multi-sensory Impairment
- Physical Disability

In some cases, children will have needs that span more than one of these areas. The purpose of identification within the broad areas is to help in the decision regarding the support for the individual and ensure this takes into consideration the needs of the whole child as well as their Special Educational Needs. This allows for the most appropriate intervention to support the individual pupil and ensure their needs are fully met.

### **Identification and assessment**

At Watling Primary School, children are identified as having SEND through a variety of different strategies and assessments including:

- Concerns raised by parents or carers.
- Concerns raised by teaching staff or previous school.
- Attainment and progress information collected

- Noticeable changes in a child's behaviour or self-esteem which impacts on their learning.
- Liaisons with external professionals.
- A medical or SEND diagnosis.

Watling Primary School will make ongoing assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by:

- progress which is significantly slower than that of their peers starting from the same baseline.
- progress which fails to match or better previous rates of progress.
- progress which fails to close the attainment gap between the pupil and their peers.
- progress which widens the attainment gap.

Limited progress or attainment in individual subjects does not in itself indicate a Special Educational Need.

### Quality First Teaching at Watling Primary School

At Watling Primary School, we aim to ensure that all children regardless of need have access to quality first teaching across the curriculum. This is the effective inclusion of all pupils in high-quality teaching everyday where the teacher has aspirational expectations of all learners in the class.

The first response to identified concerns about progress will be to ensure that high quality teaching is in place and, where necessary, targeted at more specific areas for development.

Where progress continues to be less than expected over a sustained period, the SENCo, in co-ordination with the Class Teacher, will investigate whether the child has SEND through the 'Assess, Plan, Do, Review' system.

The key actions of the 'Assess, Plan, Do, Review' system used at Watling Primary are:

#### **Assess**

The Class Teacher, in co-operation with the SENCo, should clearly analyse a pupil's needs before identifying a pupil as needing SEND support.

#### **Plan**

Parents or carers must be notified whenever it is decided that a pupil is to be given SEND support and an appropriate plan of support is put in place.

#### **Do**

The Class Teacher retains responsibility for a pupil's learning, even when a SEND Support Plan involving specialist support has been implemented.

## **Review**

The effectiveness of the support and provisions in place will be reviewed regularly. All children who are on the SEND register will have additional targeted support and provision. This may consist of adult support, interventions, use of additional resources, environmental adaptations, additional assessments and the involvement of external professionals where needed.

## **Special Educational Needs Descriptors**

### **Monitoring**

Where pupils are involved in initial interventions organised by the Class Teacher intended as a 'catch up and keep up' programme, they will be included on the SEND Register as 'M' for Monitoring. Some pupils who are included in these groups may not have SEND but will benefit from this support to enable them to make appropriate progress.

Pupils who have been identified as having a Special Educational Need but who are making progress in line with expectations and who do not require support additional to or different from their peers may also be placed on the register as 'M'.

Attainment and progress for any children on our monitoring lists will be regularly revisited. At this stage, involvement of the SENCo is not normally required.

### **SEND Support / External Agency Involvement**

In accordance with the SEND Code of Practice, children may be added to the formal SEND Register if, having followed the graduated approach (including the monitoring stage outlined above), they later require provision different from or additional to that normally available to pupils of the same age.

In such cases, the SENCo in collaboration with the Class Teacher, will oversee the assessment of the pupil and have an input in planning future support. The Class Teacher will remain responsible for planning and delivering individualised programmes within day-to-day teaching.

Pupils with significant and persistent needs, which may require longer term additional support from teachers, the SENCo or other specialist staff will be placed on the SEND Register at SEN Support Plan level.

Indicators that a pupil needs to be placed on SEND Support might be that they:

- make little or no progress in specific areas over a long period despite short-term interventions.
- continue to work at levels considerably lower than expected for a pupil at a similar age.
- continue to experience significant difficulty in developing literacy and/or numeracy skills.

- have difficulties relating to social, emotional and mental health that substantially impede their learning.
- have sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- have communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

The SEN Support Plan is a document that looks holistically at the child and is worked on in partnership between parents or carers and the school. The SEN Support Plan gives a summary of the child's needs, alongside their strengths and areas for development, as well as the provision that is in place for that child.

Approximately 3 times a year (on a 10 to 12 week cycle), parents or carers will be invited to a meeting with the Class Teacher to discuss and record progress against objectives set. Parents or carers and pupils will have the opportunity to share and input their thoughts about progress towards the objectives that have been set as part of these reviews.

For other external agencies such as Educational Psychologists, Speech and Language Therapists or the School Nursing Team, consent from parents or carers will be sought, prior to any consultation appointments being arranged.

### **Education, Health and Care Plan (EHCP)**

The majority of children with SEND will be effectively supported through the monitoring and SEND Support Plan phases. Some children with more complex or long-term needs that are impacting on their ability to access learning and develop independence may require an Education, Health and Care Plan (EHCP).

Children who have an Education, Health and Care Plan may receive a more personalised provision depending on the needs of the individual pupil. This does not mean 1:1 adult support across the curriculum. At Watling Primary School, we promote the independence of all our learners and adult support is used carefully when it is appropriate.

If a child has an Education, Health Care Plan (EHCP), parents or carers will be invited to an annual review meeting. Specialist teachers, Speech and Language Therapists, Occupational Therapists and a representative from the SEND team at the Milton Keynes Council may also be present, alongside the SENCo and Class Teacher.

### **Provision for Social, Emotional and Mental Health (SEMH)**

At Watling Primary School, we pride ourselves on outstanding pastoral support for all members of our school community. However, we acknowledge that at some time within their school life children may need additional support with their Social, Emotional and Mental Health (SEMH). Our Watling Way value 'nurture' outlines our commitment as a school to 'nurture our bodies, minds and each other'.

If children need further support, this may include:

- Opportunities to talk through concerns with members of staff.
- Individual time to further explore feelings, anxieties and behaviour.
- Access to small group work to promote confidence, self-esteem, emotional awareness, anger management or social interaction with our SENCo and/or other identified members of our staff team.
- The opportunity to attend a Nurture group before school.
- Alternative arrangements at lunchtime.
- Visits to our sensory room (The Zone).
- Access to resources which may support the child's individual need, such as worries boxes, sensory/fiddle toys, calming techniques etc.
- Adaptations to timetables.

### Equipment, Strategies and Facilities

At Watling School we are committed to providing a range of equipment, strategies and facilities to support children with SEND. Examples of this include:

- specialist equipment to support children in accessing their lessons such as coloured overlays or pencil grips
- equipment to support children's ability to concentrate in lessons such as fidget toys or visual prompt cards
- alternative methods of recording work
- designated group rooms to facilitate focused group work for identified children
- ample access to accessible toilets throughout the building
- a dedicated sensory room

### Safeguarding

At Watling Primary School, safeguarding and child protection is paramount and we are fully committed to ensuring the welfare and safety of all our children. We believe that pupils have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any pupil in distress and are confident about applying the processes to avert and alleviate any such problems.

Adults who work with children with SEND will be aware of the additional needs children may have that could mean they are more vulnerable to abuse and/or less able to speak out if something isn't right. For example, children may be vulnerable because they:

- have additional communication needs.
- do not understand that what is happening to them is abuse.
- need intimate care or are isolated from others.
- are dependent on adults for care.



## Roles and Responsibilities

### The SENCo will:

- Have day to day responsibility for the operations of the SEND Policy and the coordination of specific provision made to support individual pupils with SEND, including those who have Education, Health and Care Plans.
- Ensure the school keeps the records of all pupils with SEND up to date.
- Contribute to the professional development of staff to ensure that they have appropriate levels of expertise to effectively support children with SEND.
- Provide professional guidance to colleagues and work with staff, parents or carers and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Be the point of contact for external agencies, especially the Local Authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents or carers are informed about options and a smooth transition is planned.
- Work with the Headteacher to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Advise on the deployment of the school's delegated budget for SEND and other resources to meet pupils' needs effectively.
- Work with the Headteacher and the Local School Board of Governors to determine the strategic development of SEND.

### The Class Teacher will:

- Take responsibility for the progress and development of every pupil in their class.
- Follow the Assess, Plan, Do and Review cycle for all children with SEND.
- Work closely with other members of the school community and specialist staff from external agencies to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Work with the SENCo to review and monitor each pupil's progress and development and decide on any changes that need to be made to provision.
- Ensure they follow the SEND policy and promote a consistent approach to following it across the school.

### The Local School Board of Governors will:

- Help to raise awareness of SEND issues at Local School Board Governor meetings.

- Monitor the quality and effectiveness of SEND provision within the school.
- Work with the Headteacher and SENCo to determine the strategic development of the SEND Policy and provision in the school.

#### The Headteacher will:

- Work with the SENCo and Local School Board of Governors to determine the strategic development of the SEND Policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND.

#### External Agencies contact details

##### Inclusion and assessment team

SEND Support Line 01908 657825 (open Monday-Friday 9.30-3.30pm)  
SENDSupport@milton-keynes.gov.uk

##### CAMHS - Children and Adolescent Mental Health Services

For new referrals 01908 724228

##### SENDIAS (Milton Keynes SEND Independent Advice Service)

Advice Line 01908 254518  
Contact@mksendias.org.uk

##### Others

Educational Psychology Service	01908 367333
Milton Keynes Multi-Agency Safeguarding Hun (MASH)	01908 253169
Speech and Language Therapy Team	01908 725614
Children and Adolescent Mental Health Services (CAMHS)	01908 607501

Further contact information for external agencies is available as part of the Milton Keynes SEND Local Offer:

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>

#### Communication and Complaints Procedure

At Watling Primary School, we believe that clear and open communication between all members of our school community is essential.

Where a parent or carer has a concern about their child's learning, initial contact should be made with the Class Teacher. In most cases, any concerns or anxieties are usually resolved at this stage. If this is not the case, the SENCo should be contacted following the guidance in our Communication Guidelines for Parents and Carers.

The Denbigh Alliance MAT Complaint Procedure outlines the escalation process to follow should any concerns or complaints need to be brought to the attention of the school.