Special educational needs (SEN) information report

Water Orton Primary School

Approved by: Full Governing Body	**Date: September 2026**
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The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website.

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

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	

	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity 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?

SENCO	Intervention Manager	Learning Mentors	Acorn Lead
Mr Plow	Mrs Mach	Mrs Williams & Mrs Addis	Miss Price

Evergreen Teachers	Evergreen Learning Team
Miss Dourneen (Evergreen Lead) Mrs Brewer	Miss L Pang Mrs K Milburn Mr K Bowerbank Mr Beasley Miss Halldearn Mrs Scott Mr Steadman Smith

Class Teachers

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

Teaching assistants (TAs)

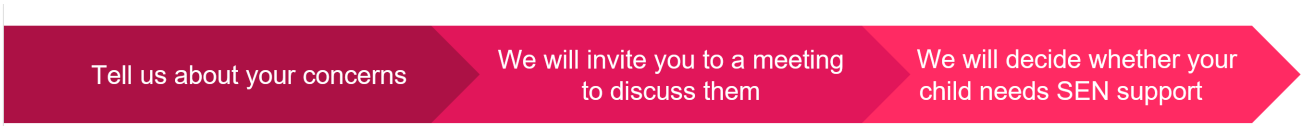
We have a team of TAs who are trained to deliver SEN provision. Training needs of our staff are reviewed each year in order to ensure that the skills and knowledge of staff is current and appropriate to meet the needs of children who attend our school. This is part of our continuous professional development.

External agencies and experts

Sometimes we need extra help to offer our pupils the support 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:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

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



If you think your child might have SEN, the first person you should tell is your child's teacher.

Parents/carers can get in touch with their child's teacher by emailing admin2618@we-learn.com

They will pass the message on to our SENCO, Mr Plow, who will be in touch to discuss your concerns.

You can also contact Mr Plow directly: plow.c1@welearn365.com

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.

We will make a note of what's been discussed.

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

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

All of 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.

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 additional support 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.

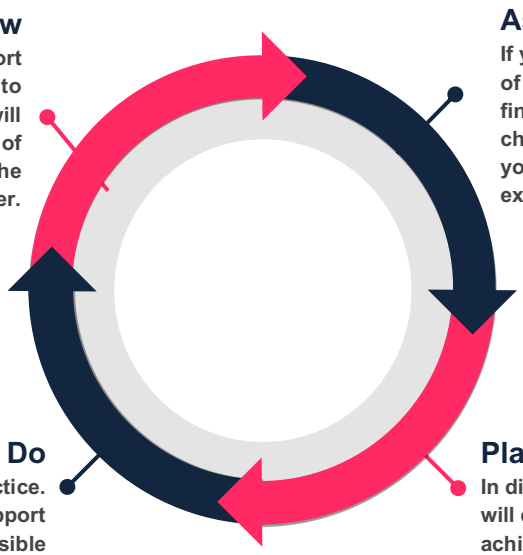
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND 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?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **Assess, Plan, Do, Review**.



Review

We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as getting help from external professionals where necessary.

Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a ‘baseline assessment’. We do this so we can see how much impact the intervention has on your child’s progress.

We will track your child’s progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

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

We will provide annual reports on your child's progress.

Your child’s class teacher will meet you 3 times per year to:

- Set clear outcomes for your child’s progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you’re the expert when it comes to your child’s needs and aspirations so we want to make sure you have a full understanding of how we’re trying to meet your child’s needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child’s needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child’s class teacher. This can be achieved by emailing your concerns to admin2618@we-learn.com. The admin team will then forward this on to your child’s class teacher.

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

The level of involvement will depend on your child’s age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child’s views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

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.

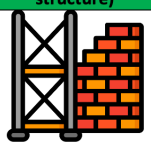
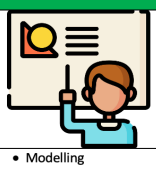
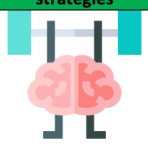
High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no 'one 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:

Adaptive Teaching Strategies At Water Orton

* All subjects may use English strategies to support the recording of that learning.
* Staff will ensure children can record their learning In a range of ways, including writing, drawing, labels, discussion, videos, photos, presentations, matching, practical activities

	Scaffolding (including structure)	Explicit instruction	Cognitive and Metacognitive strategies	Flexible groupings	Use of Technology	Scale	Support
Strategy:							
Reading	• Chunking • Word banks • APE sentnces • Working wall prompts • Matching/Sorting • Phonics cards Visuals • grow the code posters	• Modelling • Shared write • Visuals • WAGOLL and WABoll • Guided practice e.g. guided write Vocabulary explained	• Fluency practise with levelled books • Learning Links	• Mixed groupings for reading • Echo read • Paired read • Intervention groups	• Visualiser • Audio books • IPads • Talking tins • Dyslexia layovers	• Amount of content • Cognitive load • Break task Into manageable chunks • Focussing on the LO and removal of unnecessary skills	• Mixed ability pairs • Teacher support • TA support • Intervention • Visual time tables • Reader for children In tests • (now and next) or sequencing boards. • Speech and language Intervention • A.L.D Boards • Streamed bespoke phonics program • Phonics booster club
English	• Chunking • Word banks INprint • Writing frames • Sentence starters • Working wall prompts • Matching/Sorting • Phonics cards • Visual clips • Colourful Symatics	• Modelling • Shared write • Clozed passage • Visuals • WAGOLLs • Guided practice e.g. guided write • Vocabulary explained	• Working Wall • Steps to Success shared • WAGOLLs • Retrieval • Self- marking • Review sounds / words • Check lists	• Mixed groupings for oracy • Assessment for learning • Mixed ability pairs • Regular assessments • Intervention groups	• Visualiser • Audio books • IPads • Talking tins • Dyslexia layovers		
Maths	• Working wall prompts • Concrete resources • TT grids/place value grids/100 squares/number lines • Opportunities to talk and reason • Sentence stems	• Modelling • WAGOLLs • Guided practice • Answers provided • Vocabulary explained • Fluency • Varied fluency (different	• Steps to success • WAGOLLs • Self-marking • Procedural variation (8+5, 8+15, 8+25 etc.) • Flashback 4 • Small steps	• Mixed groupings or Year groups for reasoning work • Mixed groupings with children choosing level of challenge. • Intervention groups	• Visualiser • IWB • Top Marks • Ipads for times tables		

	• Pictorial representation	representation of same skill) • Silent teach and demonstrate thinking • Visual representation • Hinge question		• EPAT Maths for life groups • Maths booster groups • Assessment for Learning- cold call think pair share			• Learning plan for Individuals • Positive behaviour plans • Thrive • Mentoring groups • Evergreen provison • Nurture groups • ACES and SEMH training • Zones of regulation • Restorative conversations
Science	• Pre-teach vocabulary • Knowledge organisers • Sentence stems • Word banks • Visuals	• Modelling • Widgets with vocabulary • Chunking instructions	• Symbols for working scientifically • Identifying possible misconceptions when planning • Boomerangs- recap previous learning •	• Mixed ability pairs/ groups • Assessment for learning	• Visualiser • Videos • Use of Ipads to record		
History	• vocabulary Inprint • Real artefacts • Sentence stems • Word banks Inprint • Visuals	• Modelling • Using real objects	• Learning links recap previous learning • Teach lessons in logical timeframe • Identifying possible misconceptions when planning	• Mixed ability pairs/ groups • Assessment for learning	• Videos • Photos from the past • Visualiser • Library Boxes		• Toast / Snacks am • Calm Club AM Lunch • Lego club • Sensory room • Safe space • Classroom safe dens • Comfort toys sensory packs • Chewlery • Worry Monster • Parents drop off • Reduced time table • Breakfast club • Putty
Geography	• vocabulary Inprint • Sentence stems • Use of maps, atlases, globes • Word banks • Visuals	• Modelling • Practical where possible	• Learning link - recap previous learning • Identifying possible misconceptions when planning	• Mixed ability pairs/ groups • Assessment for learning	• Videos • Songs • Google maps • Google Earth • Visualiser		
RE	• visual clues • sentence starters for discussion	• Teach new vocab • Use of RE scheme and books • use of real artefacts	• learning links /pit stops • Constantly reminding of enquiry question • use of visual clues	• mixed ability pairs/groups • judgement free zone	• ipads to record ideas (photos and video)		
PSHE	• Visual clues • Sentence starters for discussion	• Teach new vocabulary • Use of Jigsaw scheme • Social stories	• learning links • Jigsaw Jerry Cat for pause for thought time • Use of visual clues	• Mixed ability pairs/groups • Assessment for learning	• Jigsaw powerpoints • Taking photographs of different scenarios to use in lessons		

Design Technology	• Chunking instructions • Add more components/fewer components • Range of tools, e.g. training scissors • Visuals • Inprint pictures vocab	• Modelling- 'Think out loud' to model process. • WAGOLL.s - use real life objects, where possible. • revise meaning of vocabulary.Inprint • Provide examples to generate design Ideas.	• Steps to Success shared • WAGOLLs • Retrieval (Boomerangs/Pit Stops) • Checklists	• Mixed groupings for evaluation.	• Videos /power point presentations (IWB) - visual explanations. • visualiser • Top marks.		• Timers • Reward Charts • Pens that rub out • Sensory Walk • Sensory Circuits • Movement break cards and timers • Wobble cushions/ Shuffle boards • Chair bands • Mindfulness • Personalised Time tables
Art	• chunking instructions • Range of tools, e.g. different sizes of paintbrush • Visuals	• Modelling- 'Think out loud' to model process. • WAGOLL.s • revise meaning of vocabulary.Imprint • Alternative sensory materials	• Steps to Success shared • WAGOLLs • Retrieval (Boomerangs/Pit Stops)	• Collaborative group work. • Mixed groupings for evaluation.	• Videos /power point presentations (IWB) - visual explanations. • visualiser. • 'Access Art' planning pathway and resources. •		
Computing	• Visual steps • Picture password	• Small steps • Skills put in context • WAGOLL	• Steps to success	• Purple mash responsive difficulty	• BeeBots • Ipads • Chrome books		
Music	• use of rhythm grids • coloured music charts • support • MTYT (copy me)	• Sing up scheme • Teach new vocabulary • Inclusive instrumental teaching • Celebrate in song • Weekly Music listening /Culture	• Repetition of songs/music • practising new skills	• mixed ability pairs/groups • 1-1 support where necessary • Performance opportunities for all.	• ipads to record learning		
PE	• Range of equipment in different sizes • Modified activities to suit skill level/needs • Opportunity to practice • Videos on the screen	• Modelling • WAGOLLS and peer teaching. • Vocabulary explained • Videos to demonstrate skill	• Skills split into distinct units • recap previous learning • Skills revisited throughout the year	• Mixed ability pairs. • Collaborative group work.	• Child-led videos • Diagrams of activities		

These interventions are part of our contribution to the local offers of Warwickshire, Solihull and Birmingham.

Interventions on offer in school

Thrive Offers support with social and emotional wellbeing, delivered by our Thrive practitioner.	**Sensory Circuits** Offers children a chance to work through alerting, organising and calming activities helping to promote self-regulation.	**Nurture Group** This is a group for children to complete their academic learning as well as working on other social and emotional skills.	**English Support** This is a chance for children to work on their English skills as part of a group or one to one with a teaching assistant or teacher.
Mentoring Offers children the chance to talk one to one with a learning mentor and work through specific programmes depending on their needs.	**Calm Club (morning)** Offers children a calm, quiet space to get ready to start their day. **Calm Club (lunchtime)** A lunch time club to help support children with their SEMH skills and interacting with others.	**Speech and Language** Children identified by the NHS are provided with the opportunity to work with a TA to support their speech and language development.	**Maths Support** This is a chance for children to work on their Maths skills as part of a group or one to one with a teaching assistant or teacher.
Doodle Club Offers children a chance to take part in a drawing group every week to support their social and emotional skills.	**Zones of Regulation** Offers support with social and emotional wellbeing, helping children to identify their emotions and feelings throughout the school day.	**Precision Teaching and EPATT** TAs have recently been trained to deliver these interventions to children highlighted by the EP service and STS.	**Reading/Phonics Support** This is a chance for children to work on their reading and phonics skills using the Little Wandle scheme. Delivered as part of a group or one to one with a teaching assistant or teacher.

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
- Reviewing the impact of additional support for a term
- 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 school 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 – this could include group work or personalised support
- 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 the local authority that your child resides in.

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

All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip during Year 6.

All pupils are encouraged to take part in sports day and school performances.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

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

https://waterortonprimaryschool.web12.juniperwebsites.co.uk/admissions-and-transition-to-a-new-class-or-to-sec

13. How does the school support pupils with disabilities?

https://waterortonprimaryschool.web12.juniperwebsites.co.uk/attachments/documents.asp?id=5508

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

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of Thrive, Doodle Club and Nurture to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN through our school learning mentors
- We have a 'zero tolerance' approach to bullying

  https://waterortonprimaryschool.web12.juniperwebsites.co.uk/behaviour-policies

15. What support will be available for my child as they transition between classes or settings?

Between years

To help pupils with SEN be prepared for a new school year we:

- Ensure that both the current teacher and the next year's teacher attend a transition meeting to discuss your child's needs and successful strategies to support. We will also plan a meeting at the end of the year to discuss your child's needs if appropriate
- Hold an induction day where children have the opportunity to meet their new teacher towards the end of the summer term

- Also plan in designated time for children to spend more time with their new teacher if needed so that relationships are able to be formed

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

As part of transition to secondary school, the SENCO of the secondary school will arrange to meet with our SENCO to discuss the needs of all the children who are receiving SEN support. If appropriate, we will plan an enhanced transition with your child's secondary school to ensure a successful transition.

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

Mrs Mach will work with Mr Plow, our SENCO, 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 IEP (Individual Education Plan) 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?

Complaints about SEN provision in our school should be made informally to the class teacher in the first instance. We would hope that the complaint would be able to be resolved at this point; however, if not, then this can be escalated to our SENCO, Mr Plow. At this point, if the complaint cannot be resolved, we will then refer you to the school's complaints policy

https://waterortonprimaryschool.web12.juniperwebsites.co.uk/page/?title=Making+a+complaint&pid=1424

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

https://www.warwickshire.gov.uk/special-educational-needs-disabilities-send/not-happy-decision-1/3

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

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the local offers from Warwickshire, Solihull and Birmingham:

https://www.warwickshire.gov.uk/send

https://www.solihull.gov.uk/children-and-families/solihull-local-offer

https://www.localofferbirmingham.co.uk/

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

https://www.warwickshiresendiass.co.uk/

https://www.solihull.gov.uk/children-and-families/solihull-local-offer/solihull-sendias

https://www.birminghamsendiass.co.uk/

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

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area

- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages