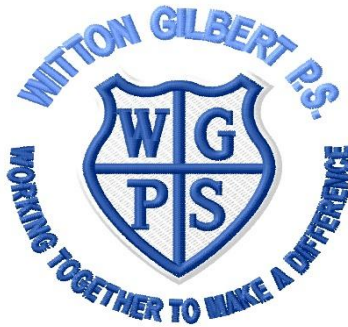


SEND Information Report



Witton Gilbert Primary School

What types of SEND does the school provide for?

Our school provides for pupils with the following needs:

Area of Need	Examples of Need
Communication and Interaction	Autism Spectrum Condition (ASC), Speech, Language and Communication Needs (SLCN)
Cognition and Learning	Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia), Moderate Learning Difficulties (MLD)
Social, Emotional and Mental Health	ADHD, ADD, anxiety, attachment difficulties, emotional regulation needs
SENDsory and/or Physical	Hearing impairment, visual impairment, multi-SENDsory impairment, physical disabilities

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

SENDCO

Our SENDCO Mrs Bethan Howells-Vasey. Mrs Howells-Vasey is a qualified teacher with significant experience in supporting children with SEND.

Mrs Howells-Vasey is a qualified teacher with significant experience supporting pupils with SEND. She achieved the National Award for SEND Coordination (NASENDCO) in 2023 and continues to engage in professional development to ensure provision reflects current SEND guidance and best practice..

Class teachers

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

Teaching assistants (TAs)

We have a team of TAs, including 3 higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision.

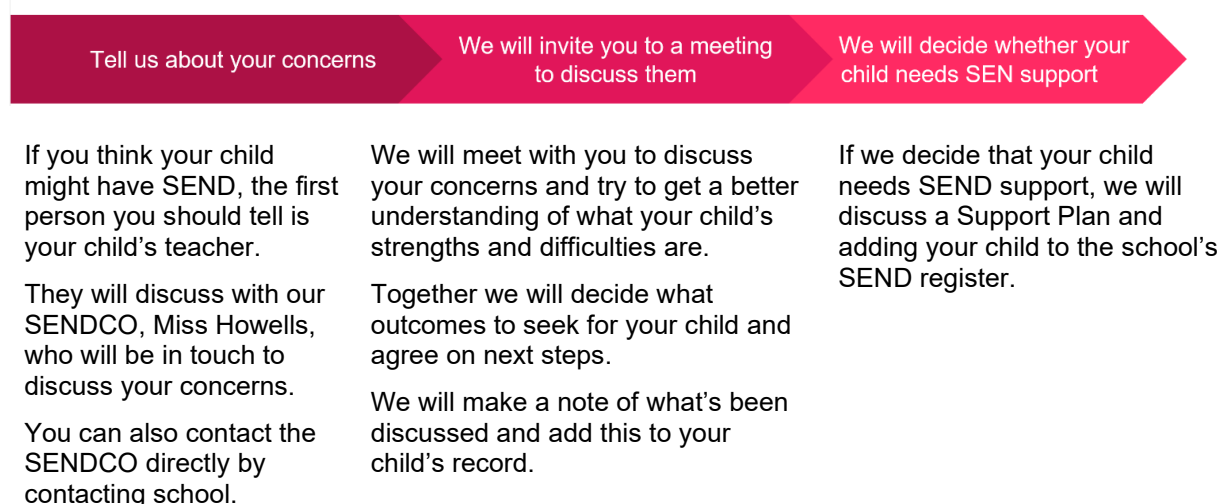
External agencies and experts

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 SEND and to support their families. These include:

- Educational Psychologist Service
- Speech and Language Therapy Service
- Occupational Therapy Service
- School Nurse Service
- Paediatricians and Health Professionals
- Child and Adolescent Mental Health Services (CAMHS)
- Autism and Social Communication Team
- Cognition and Learning Team
- EAL Team
- Educational Welfare and Entitlement Service (EWEL)
- Social Care Teams
- Piece of Mind

- If U Care Share Foundation
- Other specialist services as required

What should I do if I think my child has SEND?



How will the school know if my child needs SEND support?

All our class teachers are aware of SEND and monitor 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 provide support to try to fill it. Pupils who don't have SEND will often 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 SENDCO, and will contact you to discuss ways we can help. Your views are important.

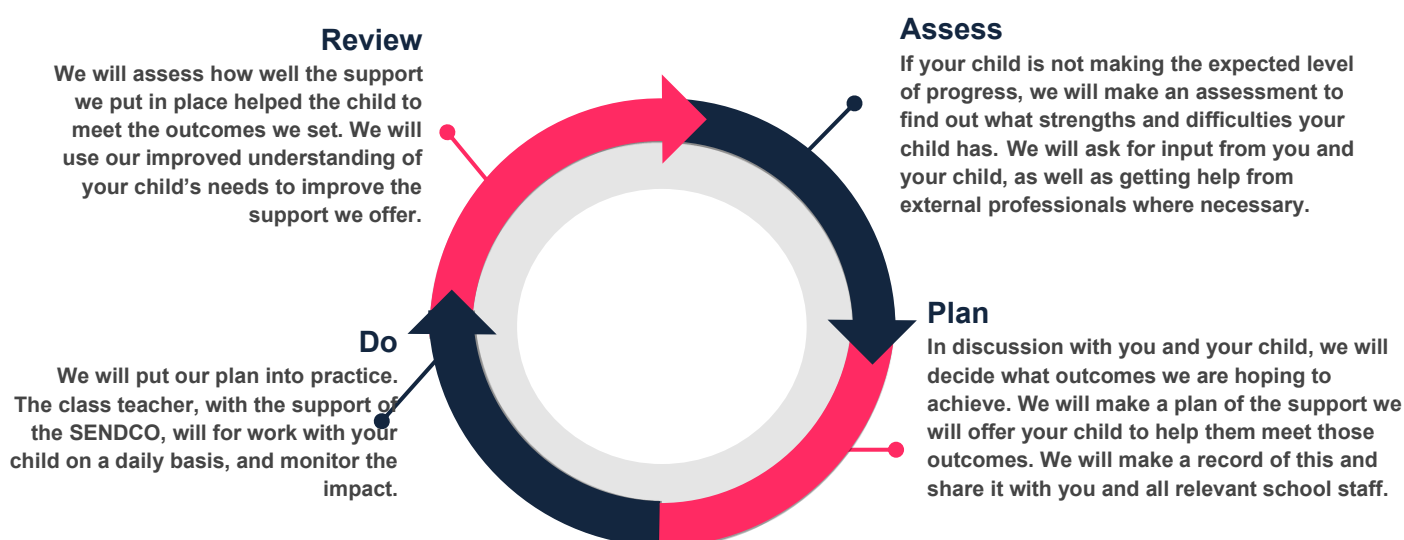
It may be appropriate to ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

If your child needs SEND support, their name will be added to the school's SEND register, and the SENDCO will work with you to create a SEND support plan for them.

How will the school measure my child's progress?

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

The graduated approach is a 4-part cycle of assess, plan, do, review.



How will the school adapt its teaching for my child?

We believe that inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. We follow the Early Years Curriculum and National Curriculum which includes a range of additional opportunities to enrich the experiences of our children. Our curriculum also includes the social aspects that are esSENDtial for life-long learning, personal growth and development of independence.

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.

Adaptive teaching approaches, including:

- Scaffolding learning
- Flexible grouping
- Pre-teaching key vocabulary
- Additional processing time
- Visual supports and timetables
- Assistive technology
- Personalised resources
- Reasonable adjustments where required

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

We will evaluate the effectiveness of provision for your child in a range of ways, including:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENDCO
- Holding an annual review (if they have an education, health and care (EHC) plan)

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

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

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in school events, such as sports days, plays, workshops etc.

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

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 SEND are encouraged to participate fully in all aspects of school life, including School Council, Eco Warriors, extra-curricular clubs, educational visits and residential visits where appropriate.
- We provide additional support where required, including:
 - Zones of Regulation
 - Therapeutic Story Writing
 - Movement breaks

- Pastoral support
- Emotional wellbeing support through external agencies where appropriate

How are children and parents involved in decision-making?

Children and families are central to the SEND process.

Parents are invited to termly review meetings and are involved in identifying outcomes and reviewing progress.

Pupils are encouraged to:

- Share their views
- Discuss strengths and difficulties
- Contribute to targets and outcomes
- Participate in review meetings where appropriate

The views of children and families help to shape provision and future support planning.

How does the school support attendance for pupils with SEND?

Attendance is monitored carefully for all pupils. The school recognises that SEND, medical needs, anxiety, communication difficulties or sensory needs may impact upon attendance. Where concerns arise, the school will work collaboratively with families and relevant professionals to identify barriers, plan support and consider reasonable adjustments. Support arrangements are reviewed regularly alongside the school's Attendance Policy.

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

Transition into Reception for children with SEND is planned in advance through consultation with parents and Nurseries. Reception teaching staff visit children in their nursery settings to discuss how to support smooth transition into school. Additional transition sessions are arranged to support children with SEND.

When moving classes within school, there are opportunities to visit new classrooms and teachers, in addition to the main transition day that all children experience in the summer term.

When children move onto a different school, we arrange extra support and visits for children with SEND, in liaison with their chosen secondary or special school. We also arrange meetings with the new school staff and families to ensure that transition is as smooth as possible.

What support is in place for looked-after and previously looked-after children with SEND?

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

Compliments, Complaints and Feedback

We are always seeking to improve on the quality of education we provide for children with SEND and are keen to hear from parents about their child's experience.

Compliments are always gratefully received and can be passed on either directly to staff and the SENDCO, or formally recorded via our regular questionnaires to parents or in the form of a letter to the Head Teacher.

Complaints about SEND provision in our school should be made to the class teacher or SENDCO in the first instance. The process outlined in the school Complaints Policy should then be followed.

If you feel that our school has discriminated against your child because of their SEND, 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 can I find further information?

Durham's Local Offer provides information about education, health and social care services available for children and young people with SEND and their families.

Website: <https://www.durham.gov.uk/localoffer>

SEND Information Report 2026-2027

Approved by: Curriculum and Standards Committee Pending

SENDCO: Bethan Howells-Vasey

Headteacher: Paula Nelson

Review Date: September 2027