



Wales Primary School

SEND Information Report

Updated – September 2025

Wales Primary School Special Educational Needs Information Report

www.walesprimary.co.uk

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Background Information

(figures correct as of September 2025)

Age Group: 4 – 11 Number on roll: 210

SEND Co-ordinator: Mrs Charlotte Lax

Lead Governor for SEND: Mr Nick Parr

Words in bold and italics can be found in a glossary at the end of the document

Introduction

Everyone at Wales Primary School is committed to providing the conditions and opportunities to enable any child with SEND (special educational needs and disabilities) to be included fully in all aspects of school life.

Wales Primary School will be a school which sits at the very heart of the community it serves, where a culture of respect, tolerance and high expectations can be felt by every visitor who walks through the doors. It will recognise that the future skills that pupils will need will be very different from the skills needed today and in order to maximise their life chances, we will prepare them to thrive in an ever changing world, whatever challenges they may face.

We recognise that all learners need:

- to feel acceptance and understanding,
- to feel safe and secure,
- to ask questions,
- time for first-hand experience before solving problems,
- to learn how to strengthen their resilience,
- to feel good about themselves,
- parents and teachers to be effective partners.

We also recognise that these conditions for learning are especially relevant to children with additional needs. Wales Primary School continually strives to meet the needs of all pupils.

Links to the *SEND Code of Practice*

We aim to achieve the outcomes of the SEN Code of Practice by doing the following:

- Having opportunities to meet with parents and encourage them to be actively involved in choices for their children.
- Encouraging pupils to be able to part of the decision and planning process wherever it is appropriate.
- Having high expectations and aspirations for children with SEND.
- Co-operating fully with all other services including Health and Social Care.
- Offering a ***graduated response***.
- Supporting parents with the process of an Education Health Care Plan.

Within our setting we offer:

- **Quality first teaching** including **differentiation**
- The delivery of **intervention** programmes and responsive interventions by teaching assistants
- Classroom adjustments to meet the needs of children with SEND
- **Learning support programme (LSP)** – planned with Inclusion Support Service
- Delivery of personalised physiotherapy programmes – set by physiotherapy service (NHS)
- Delivery of personalised speech and language therapy (SALT) – set by speech and language therapy service
- Dough Disco and other activities to improve **fine motor control**
- Nurture groups with our mental health lead practitioner
- **Individualised Education Programme (IEP)**
- Bereavement Support
- Social skills group work

We offer these specialist services:

- Specialist Inclusion Support Service
- Educational Psychology Service
- Hearing Impairment Service
- Visual Impairment Service
- Speech and Language Service
- Physiotherapy
- Occupational Therapy
- Aspire Outreach

How can I get help for my child?

If you are worried about your child's progress then initially speak to your child's class teacher.

If you are still worried that your child is not making progress, then you can speak to the Special Educational Needs Co-ordinator – Mrs C Lax.

If you continue to have worries, then you should speak to the Head Teacher about your concerns.

If you feel that you still have concerns then the school SEND Governor can be contacted for support by phoning school and they will make arrangements for you to meet with the governor.

How would school identify that my child might have additional needs?

Teachers may notice within class that a child within their care needs additional support; they may then discuss this with parents / carers and the Special Educational Needs Coordinator.

Every term, teachers have a pupil progress meeting where class teachers discuss children who are making expected or accelerated progress, as well as identify children who are not making expected progress. Teachers will then discuss the strategies or interventions that need to be put into place to best support your child.

What are the teachers' responsibilities?

- To deliver quality first teaching including appropriate differentiation and classroom adjustments when needed
- To identify, assess and with appropriate support, provide for the educational needs of children in their care
- To review and provide evidence for cumulative records
- To decide the objectives for the teaching
- To prepare teaching plans
- To plan specific interventions
- To assess the work and progress of pupils with SEND
- To be prepared for informal discussions with parents on their child's progress
- To consult and work closely with the SENCO and external services
- To consult and work closely with curriculum leaders
- To set SMART (specific, measurable, achievable, relevant, timed) together with the child, their parents and external services when required.

What are the SENDCo's responsibilities?

- liaise with Head / staff to ensure that the SEND policy works
- ensure that within the constraints of the budget, staff are trained and have adequate resources and support
- liaise with external agencies
- co-ordinate cumulative records of all actions proposed and taken
- ensure that the SEND policy is regularly reviewed and updated
- ensure that the school has a policy on SEND
- early identification and monitoring procedures
- ensure appropriate staffing and INSET arrangements where finances permit
- provision for SEND policy to be reviewed every 3 years
- ensure that teachers know their responsibilities
- ensure that pupils with SEND are included and not discriminated against
- report to parents on how SEND are being met during ***SEND reviews*** and annual reviews (for those with EHCP)

What are the Head Teacher's responsibilities?

- Use their best endeavours in exercising their functions to ensure that the necessary special education (SEND) provision is made for any pupil who has a special educational need;

- Ensure that parents and/or the young person are notified by the school when special education provision is being made for their child because it is considered that they have (SEND);
- Ensure that the responsible person makes all staff who are likely to teach the pupil's SEND and/or medical conditions;
- Ensure that the teachers in school are aware of the importance of identifying pupils who have SEND and of providing appropriate teaching;
- Ensure that there is a suitably experienced and qualified teacher designated as special educational need coordinator (SENDCo) for the school;
- Consult the local authority and the governing boards of other schools when it seems necessary to coordinate SEND teaching in the area;
- Ensure that pupils with special educational needs/disabilities (SEND) join in the everyday activities of the school, together with their peers, as far as is compatible with them receiving the necessary special educational provision, the provision of efficient education for all pupils, and the efficient use of resources;
- Take account of the 0-25 SEND Code of Practice (2015) when carrying out their duties towards all pupils with SEND;
- Ensure that, where the Local Authority or the First-tier Tribunal (Special Educational Needs and Disability) names Wales Primary School as the school that a child will attend on a Statement of Special Educational Need, or an Education and Healthcare Plan, the governing board must admit the child to the school. Before naming a maintained school on a statement, the local authority must consult the governing board of the school;
- Cooperate with the Local Authority in developing the Local Offer (link below) Ensure that the school produces and publishes online its School SEND Information Report, in accordance with section 69 of the ***Children and Families Act, 2014***; and
- Ensure the school has arrangements in place to support children with medical conditions (Section 100, Children and Families Act, 2014)

How will my child be included in outside activities?

Children will be supported to ensure that they can be included in outside activities and go on out of school visits. All parents of children with EHCPs are invited to go along on the visit or a Teaching Assistant will go to support on a one to one or small group basis.

How accessible is the school?

Wales Primary School is on a split site of 5 separate buildings. All children will move around the site to go to the hall for assembly or to eat their lunch.

The modular building – there are 2 classroom spaces in this building. It can be accessed without steps.

The Hall / FS2 classroom – This building is where the hall is and the FS2 classroom is. It is accessible without steps.

The lower school building – There are 3 classrooms in this building and there are 3 shallow steps inside this building. The ICT suite is within this building. It is a ground floor space which is accessible without steps

The upper school building – This is where reception and Mrs McDonald's office is. There are also 3 classrooms in this building, 1 at ground level and 2 upstairs. The 2 classrooms upstairs are accessible by a lift.

The swimming pool – The building is accessible without steps. There are steps to enter the pool but children have adult support to enter the pool where needed.

On the playground, any changes in level (e.g. grates) are clearly marked with yellow paint.

We have a toilet with disabled access

How will the school support my child?

Initially school will offer your child quality first teaching. Work will be appropriately adapted for children and provide activities that are more challenging or at an appropriate level. Where it is necessary, children will work in small groups or one to one when a child needs additional help.

What special resources do you have?

Within classrooms we use a variety of support mats and displays including sounds and spellings of topic words. We use tripod pencils and pencil grippers to support those children who struggle with pencil grip. Every classroom has an Interactive Board. We use iPads and laptop computers to support children in class. For many children we use a multi-sensory approach which includes salt, sand, play dough, magnetic letters, water and paint. For children who find sitting difficult we have a number of 'move and sit cushions' and 'fidgets'. We also have writing slopes which offer further support to children who experience difficulties with posture and writing position. We use coloured paper, books and overlays for those children with ***Specific Learning Difficulties*** wherever we feel it is necessary.

We work alongside the Physiotherapy Service and Occupational Therapy to ensure that we have appropriate equipment for children who have additional physical difficulties.

What if my child has a medical need?

A member of staff will meet with you and discuss what your child's needs are. We will complete a Care Plan with you to ensure that all your child's needs are met. We will ensure that there are staff who have the appropriate training or arrange training if it is needed. We currently have staff trained to administer epi pens and some staff have also had epilepsy training. Our staff are all trained first aiders.

How are parents involved in their child's education?

Children with special educational needs who have an Education Health Care Plan or an ***Individual Education Plan*** or ***SEND Support Plan*** will be invited to meet with class teacher, SENDCo and Specialist Inclusion Support Service Teacher (if involved) at least once per term. Parents and children will be asked what they feel that they need to help their learning move forward.

Parents are welcome to arrange a meeting if they feel that they need to have further discussions about their child.

Useful links:

Rotherham SEND Local Offer is available at:

<https://www.rotherhamsendlocaloffer.org.uk/>

Special Educational Needs and Disability Information, Advice and Support Service

<http://www.rotherhamsendiass.org.uk/>

Rotherham Parent Carer Forum

<https://www.rpcf.co.uk/>

Glossary

Children's and Families Act (2014) - An act that reformed the systems for adoption, looked-after children, family justice and special educational needs. It made changes to support the welfare of children and introduced a new system of shared parental leave and ensure children in England have a strong advocate for their rights.

Differentiation - adapting instructions and/or tasks to meet individual needs. Teachers may differentiate instructions, resources, activity or the learning environment.

EHC Plan or EHCP – Education, health and care plan. Some children with special educational needs might need more help than a mainstream school, college or nursery would normally provide at the level of SEN support. Such pupils will need an Education Health and Care (EHC) needs assessment to decide what help they need. This assessment can lead to an EHC plan. An EHC plan is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life.

Fine motor skills - Fine motor skills generally refer to the small movements of the hands, wrists, fingers, feet, toes, lips, and tongue.

Gross motor skills are the abilities required in order to control the large muscles of the body for walking, running, sitting, crawling , and other activities.

Graduated response – The graduated response are the steps taken to support a child who we feel has SEN. It is a cycle;

Assess - The class teacher, working with the SENCo, discusses the child's needs and creates a baseline assessment by which progress will be measured. Schools should also take seriously any concerns raised by parents. The assessment should be reviewed regularly, with specific dates set for the next review.

Plan - A plan of additional support is drawn up for a pupil, a record must be kept and the parents MUST be informed. The school and parents should agree what progress they hope will be made (outcomes), and by what date (deadlines).

Do - The pupil is given extra support, undertaken under the supervision of the class teacher.

Review - The SEND Code of Practice (2015) is not specific about the frequency of reviews, but termly would fit in with the requirement to meet parents three times per year. Parents should be fully involved.

Individualised Education Plan (IEP) – A plan of around 3 targets specific to a child's difficulties. They are used to 'bridge a gap' or support a child with a specific area of learning. Targets are set by the class teacher and shared with parents and the SENDCo. They are then reviewed.

Interventions – A responsive intervention is an additional session or series of sessions to address a difficulty or misconception identified in a lesson. An intervention programme is when a longer series of lessons are delivered to support a difficulty.

Learning Support Programme or LSP – A group of targets set by the Inclusion Support Service (ISS) for children with a specific or moderate learning difficulty. They are delivered by teaching assistants and reviewed by ISS, parents, the class teacher and the SENDCo

Moderate Learning Difficulties – Pupils with a moderate learning difficulty will have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and underdeveloped social skills.

SEND Code of Practice - The SEND Code of Practice is statutory guidance for organisations that work with and support children and young people with special educational needs and disabilities. It sets out duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations, and it applies to England.

SEND reviews – Termly meetings where parents and professionals meet to discuss the progress of a child with SEND. Pupils can attend or their views are captured before the meeting.

SEND register – This is a register held in school where pupils with SEND are listed. It ensures that pupils with SEND are closely monitored. Children can be added or removed from the register at any point where it is needed in their time at school.

SEND Support Plan – A comprehensive plan which is completed by teachers and parents and includes; information about the child and their needs, provision to support the child, EHCP targets (if the child has one), year-long and termly targets and a one-page profile. All children with an EHCP have one and they are often used to support EHCP assessment requests and referrals to agencies such as CAMHS.

Specific Learning Difficulties - A specific learning difficulty (SpLD) is a difference or difficulty with some particular aspects of learning. The most common SpLDs are Dyslexia, Dyspraxia, Attention Deficit Disorder/ Attention Deficit (Hyperactivity) Disorder, Dyscalculia and Dysgraphia.

Quality First teaching – When teachers employ methods and strategies to help all children overcome any barriers to their learning. This includes by providing engaging lessons, appropriate differentiation and effective feedback to pupils.