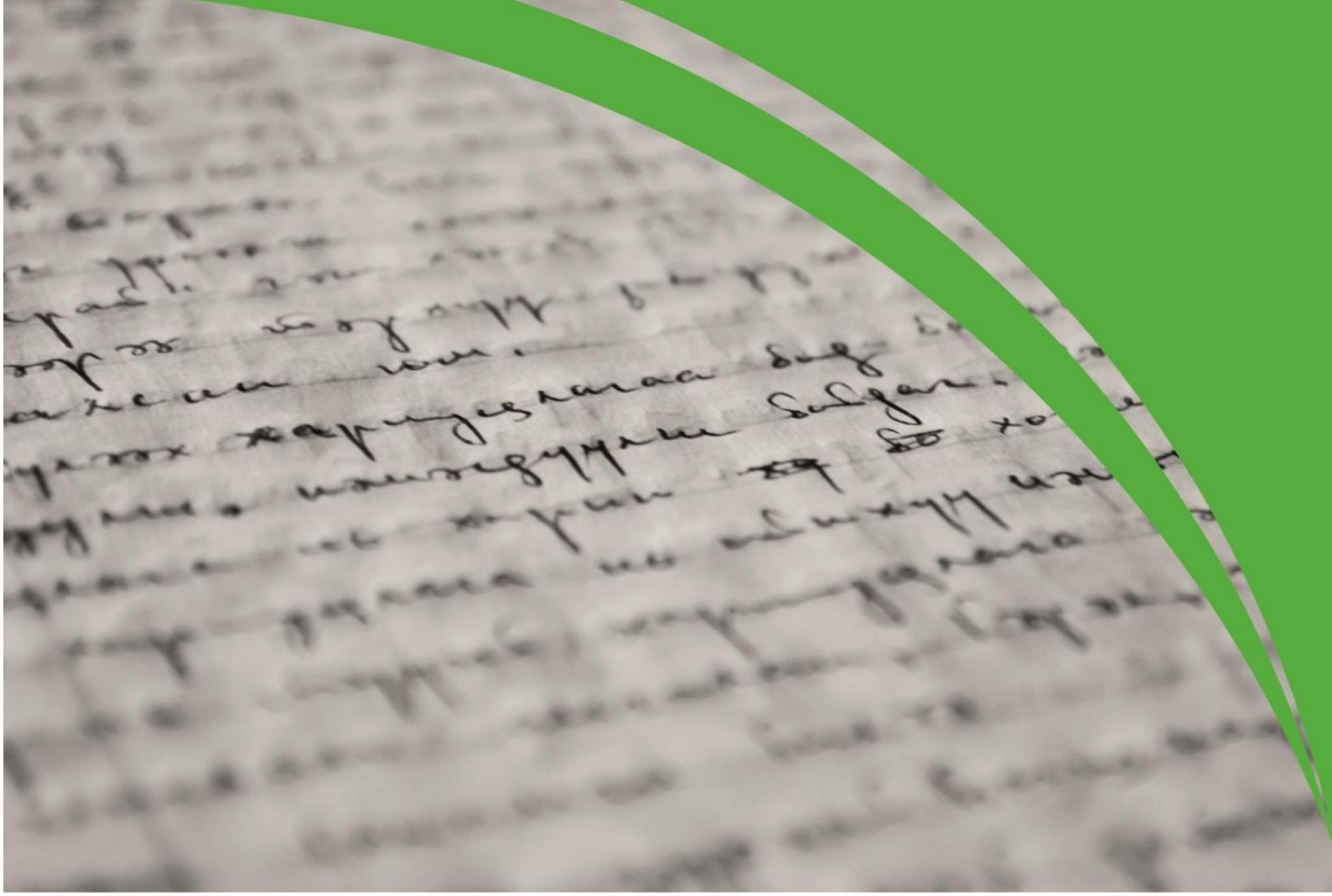


# Special Education Needs (SEN) Information Report

## Key Document Details

| | | | |
|---|---|---|---|
| School Name: | Shaw Primary School | | |
| Version no: | 1 | Ratified date: | September 2026 |
| Author: | Tim James | Interim review date | |
| Owner: | Tim James | Next review date: | September 2027 |
| Approved by: | Approver | | |

## Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND 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 https://shaw.wilts.sch.uk

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

## 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 |
| | 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 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?

*The school has many options to enable your child to access mainstream learning, these may include the following:*

- *An Individual Pupil Profile for all SEN children which states how and when a child is supported with what resources are required to enable successful delivering of the support.*
- A *My Support Plan* document.

Specialists TAs that are specifically trained in supporting specific and high needs children.

- Qualified and trained teaching staff including the SENCO who can advise on strategies tosupport and help your child to progress
- Access to other professionals for advice

## Our special educational needs co-ordinator:

Our SENCO is Mrs Johnson-Motyl. TWHF expectations are that all teachers are responsible and teachers of SEN and have the support of the SENCO to ensure good progress and attainment of all children. All teachers are expected and committed to having a good understanding and awareness of SEND. This is achieved through on-going CPD. Our SENCO joined us at Shaw Primary in July 2026 and is allocated full time at Shaw Primary School.

Contact details: admin@shaw.wilts.sch.uk, 01225 702544

## Our class teachers:

We ensure that teachers have the skills that they need to teach the range of SEND in their class through teacher training and professional development using in school and external professional development. Where more specific intervention is required, staff are trained to deliver evidence-based interventions to support children in reading, writing and maths. Staff receive training from external professionals so that they can meet the needs of individuals within their class.

## Teaching assistants (TAs):

We have a team of 8 Tas who are trained to deliver SEN provision. All teaching assistants are trained to deliver interventions which are appropriate for the key stage they work within. Across the school various interventions are delivered, some of the interventions delivered last year include catch up and keep Little Wandle phonics (In EYFS, KS1 and KS2), Welcomm Speech and Language, SPARKs (gross and fine motor), Pegs to Paper, reading comprehension, times tables, maths fluency.

## Inclusion Team

The school has one Emotional Literacy Support Assistant (ELSA). She also works as the school's Family Support Advisor and works alongside children, teachers and parents to support the emotional, social and mental well-being. Interventions delivered by the team include; ELSA and targeted SEMH sessions where needed which are appropriate to the age and stage of children.

## External agencies and experts

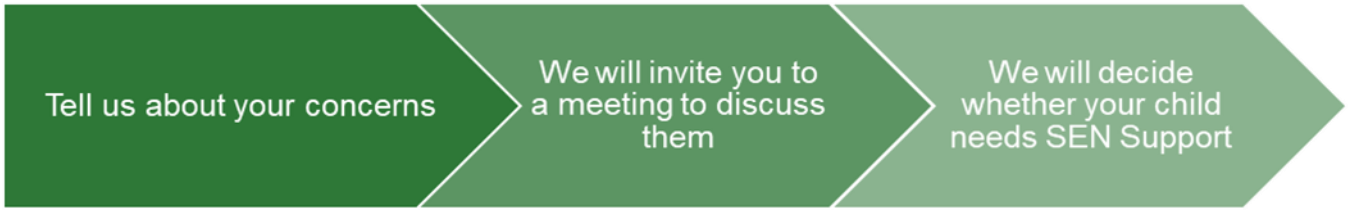
In addition to using our staff expertise, we sometimes need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- SEMH outreach team

- ASD / SCIN outreach time
- Hearing Impairment Advisory teacher
- Visual Impairment Advisory teacher
- Physical disability Advisory teacher
- Diabetic nurse
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA provided support services
- Young Carers Team
- Voluntary sector organisations
- Virtual School (for Looked After Children)

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

If you think that your child might have SEN, please book a meeting with the Class Teacher to talk about your concerns.




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

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

You can also contact the SENCO directly on senco@Shaw.wilts.sch.uk or call the main school office on 01225 702544

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 and add this to your child's record. You will also be given a copy of this.

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 our class teachers are aware of SEN and are vigilant 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 extra 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 SEN register, and the SENCO will work with class teachers to create a SEN support plan for them.

Please refer to our SEND flow chart of support for more information.

## 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 pupil 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 you and your child's input, 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 an annual report. Reports on your child's progress will also include two parents evening throughout the year and EHCP meetings for those children who hold an Education and Health Care Plan or they are open to an early help record for SEN. These meetings will be with the SENCO and your child's class teacher.

Your child's class teacher will meet you 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. We want to make sure you have a full understanding of how we are working to meet your child's needs, so that you can provide additional 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 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 in the first instance or email into the school office to book a meeting.

## 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 '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, 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
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants may support pupils on a 1-to-1 basis
- Teaching assistants may support pupils in small groups

Our School Accessibility Plan can also be accessed via our school website. This document provides further information as to how disabled pupils can participate in the curriculum.

We may also provide the following interventions:

| OVERVIEW OF INTERVENTIONS<br>(THIS IS NOT AN EXHAUSTIVE LIST OF SUPPORT AND INTERVENTIONS THAT ARE PROVIDED AT SHAW) | |
|---|---|
| **AREA OF NEED** | **INTERVENTION** |
| COMMUNICATION AND INTERACTION | WHAT'S IN THE BUCKET/ATTENTION AUTISM<br>TEACCH WORKSTATION<br>INTENSIVE INTERACTION<br>VISUALS (INCLUDING TIMETABLE/CHECKLISTS)<br>COLOURFUL SEMANTICS<br>WELCOMM SPEECH AND LANGUAGE<br>COMMUNICATION BOARDS<br>1:1 / SMALL GROUP SPEECH THERAPIST INTERVENTIONS<br>ADAPTED CURRICULUM AND TIMETABLE TO MEET SPECIFIC NEEDS |
| COGNITION AND LEARNING | PRECISION TEACHING<br>LITTLE WANDLE PHONICS INTERVENTION<br>SPARKS / SPARKEY<br>COLOURED OVERLAYS<br>TIMETABLE ROCKSTARS<br>MATHS FLUENCY<br>READING COMPREHENSION<br>ADAPTED CURRICULUM AND TIMETABLE TO MEET SPECIFIC NEEDS |

| | |
|---|---|
| SOCIAL EMOTIONAL AND MENTAL HEALTH | ELSA SUPPORT (INCLUDING FRIENDSHIP/SOCIAL/INTERACTION SUPPORT)<br>DRAWING AND TALKING<br>MOVEMENT BREAKS<br>TIMETABLE ADAPTATIONS<br>ADAPTIVE SPORTS |
| SENSORY AND/ OR PHYSICAL | SPARKS AND SPARKEY<br>HANDWRITING<br>FINE MOTOR (INCLUDING DOUGH DISCO)<br>ADAPTIVE SPORTS |

These interventions are part of our contribution to Wiltshire's local offer.

## 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 interventions after 6 to 8 weeks or otherwise if specified for set intervention
- 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
- 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 this provision from our local authority.

## 11. 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 trip

All pupils are encouraged to take part in whole school activities

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 that they can be included.

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

The school Admissions policy is available on the school website.

## 13. How does the school support pupils with disabilities?

The school Accessibility plan is available on the school website.

## 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 and are included in the Year 6 responsibilities
- We provide extra emotional support for listening to the views of pupils with SEN through ELSA and the Primary Mentoring service
- We have a 'zero tolerance' approach to bullying.

## 15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

### Between years

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

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term

### Between schools

When your child is moving on from our school, we will share all relevant SEND and safeguarding documents

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge

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

Our SENCO will 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 SEND. 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?

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

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 SEN Code of Practice.
If you feel that our school 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 you try to resolve your disagreement before it reaches the tribunal.

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

If you have questions about SEND, 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 Wiltshire's offer.

Wiltshire's information about the local offer on their website:

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

Wiltshire SENDIASS - Family Action (family-action.org.uk)

WPCC (wiltshireparentcarercouncil.co.uk)

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

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

## 19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND 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 SEND 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
- **Adapt** – 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 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 SEND
- **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 which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. 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 which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages