



Special Educational Needs and Disabilities (SEND) Information Report

Wordsworth Primary and Nursery School

Approved by: Governors

Last reviewed on: August 2026

Next review due by: September 2027

Date:

This information report was written by the head and the SENCO and is also available in Polish, Farsi, Romanian, Arabic and Hindi collaboration with a working group of six parents.

What kinds of special educational needs can the school cater for?

Our school currently provides additional and/or different provision for a range of needs, including, but not limited to:

- Communication and interaction
 - Autistic spectrum disorder (ASD)
 - Asperger's Syndrome
 - Speech, language and communication needs (SLCN)
- Cognition and learning
 - Specific learning difficulties (SpLD) such as dyslexia
 - Moderate learning difficulties (MLD)
 - Global Developmental Delay
 - Downs Syndrome
- Social, emotional and mental health difficulties (SEMH)
 - Attention deficit hyperactivity disorder (ADHD) and Attention deficit disorder (ADD)
 - Post-traumatic stress disorder (PTSD)
 - Anxiety
- Sensory and/or physical needs
 - Visual impairments
 - Hearing impairments
 - Physical disabilities
 - Processing difficulties
 - Cerebral palsy

How are pupils' needs identified and assessed?

We will assess each pupil's current skills and levels of attainment on entry (e.g. the Reception Baseline assessment), which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social and emotional needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

How will the school involve pupils and parents?

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Individual arrangements can be made between teachers and parents to ensure effective communication (e.g. communication books or weekly emails)
- Parents are also invited to attend Parents Evenings, IEP reviews and/or EHCP annual review meetings.

Notes of these early discussions will be added to the pupil's record and shared with parents.

We will formally notify parents when it is decided that a pupil will receive SEN support and be added to the SEND Register.

How will we assess and review pupils' progress towards outcomes?

We will follow the Graduated Approach and the four-part cycle of assess, plan, do, review.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw upon:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessments will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

How will pupils be supported when entering the school, moving between phases and preparing for Secondary education?

In order to provide a smooth transition, relevant SEN records of a child will be sent on transfer to a child's new school. Liaison will be arranged with any special schools to ensure a smooth transfer. All children in Year 6 have the opportunity to visit their chosen secondary school and class teachers and/or support staff often accompany them on visits to our local authority secondary schools. We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Examples of transition:

- Early Years Transition – the SENCO and EYFS Phase Leader visit children before they start school to meet with Nursery staff and/or parents
- Year Group Transition – Handover meetings take place in the Summer before a year group move to discuss all children and any special provisions for children with SEN.
- Key Stage Transition (Year 6 to Year 7) – the SENCO, Safeguarding and Inclusions Manager and Phase Leader have meetings with secondary schools before the city-wide transition day.
- Moving to or from another school – the SENCO and admissions officer will liaise with the previous school to obtain any SEN information before or just the child starts.

What is our approach to teaching pupils with SEN?

Teachers are responsible and accountable for the progress and development of all the pupils in their class. They use the [Southampton Ordinarily Available Provision](#) document to guide their practice and support children with a range of strategies. High-quality teaching is our first step in responding to pupils who have SEN. This will be adapted for individual pupils. Observations of individual pupils will be carried out by the SENCO if concerns are raised and CPD is provided to teachers by the senior leadership team (SLT). Outside agencies may be engaged to provide additional support for pupils with complex needs.

How will the curriculum and learning environment be adapted to meet individual needs?

We make the following adaptations to ensure all pupils' needs are met:

- Tailoring our curriculum to ensure all pupils are able to access it, for example, by mixed and flexible grouping, small group or 1:1 work, content of the lesson, etc.
- Adapting our teaching through scaffolding, resources and staffing

- Using recommended aids, such as coloured books or overlays, visual timetables, larger font, PECS, taskboards etc.
- Inclusive teaching, for example, giving longer processing times, pre-teaching of key vocabulary, giving instructions in small chunks, etc.

What additional support for learning can be accessed for pupils with SEND?

We have a several members of staff, including teachers and teaching assistants, who are trained to deliver interventions such as Attention Autism, Colourful Semantics, Precision Teaching, 1stClass@Number, Little Wandle catch-up, Speech and Language, Physical Intervention Support, Trauma Informed Strategies, Hamish and Milo and Lego-Therapy.

At Wordsworth, we use a Team Around the Child approach which means that different teaching assistants (TA's) may be supporting different children through the day. TA's may support pupils on a 1:1 basis when a pupil requires additional support at different times of the day throughout their school journey, if recommended in their Education and Health Care Plan. However, this may not be 1:1 at all times of the day as TAs can also support pupils in small groups when targeted intervention and support is required. Class teachers and teaching assistants will collaborate to effectively plan and support children with complex needs. We work with several specialist SEN services to provide support for pupils with SEND. For a list of these services, see the heading *Which specialist SEN services are accessed by the school?*

Expertise and training of staff

Although Wordsworth Primary School has no specialist units or specific teachers for SEND, our teachers and teaching assistants are provided with appropriate training to enable them to meet the individual needs of SEND pupils with whom they are working.

Within our staff team, we benefit from a range of experience, knowledge and understanding of how to meet the needs of pupils with SEND and regular training is provided by the Trust and SLT. In addition, outside agencies and specialists are often invited to provide appropriate targeted training. Our staff also have opportunities to visit other mainstream and specialist settings for workshops, moderation and training.

We use specialist staff for Speech and Language interventions and work closely with NHS speech therapists and therapists from Speaking Space.

Our SENCO, Sarah Meenaghan, is a qualified teacher, accredited SENCO and has supported children in mainstream and specialist schools for over 35 years. Our Safeguarding and Inclusion Manager, Angie King, has been working with children

and parents at Wordsworth Primary for more than 29 years. In addition to this we are very fortunate to have Sarah Meenaghan working with us as Assistant SENDCo.

We have qualified staff who can run interventions to support trauma and emotional literacy, an HLTA Trauma Informed Behaviour Practitioner, Sue Mackness, Dean McKhuen who is our regulation support TA, a Speech and Language Lead Teaching Assistant, Jenny Baker, who is also a qualified teacher and supports communication and language development across the school, an Occupational Therapy and Physiotherapy Teaching Assistant, Elaine Moles, who supports a number of children with physical needs across the school and Tamara Hatch, who is our SEND HLTA and supports staff with provision for children.

The Inclusion Team



Sarah Meenaghan
SENDCo



Angie King
Safeguarding and
Inclusion Manager



Sue Mackness
SEMH HLTA



Dean McKhuen
Regulation Support
TA



Tamara Hatch
SEND HLTA



Jenny Baker
Speech and
Language Lead TA



Elaine Moles
OT & PT TA

Securing equipment and facilities

The school liaises with Occupational Therapy and Physiotherapy to provide appropriate resources to support pupils with a physical disability who may require specialist equipment and facilities. Resources for SEN are provided by the school from the schools notional SEN budget.

How is the effectiveness of SEN provision evaluated?

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their individual targets each term
- Reviewing the impact of interventions termly
- Monitoring by the SENCO and SLT through Pupil Progress Reviews
- Holding annual reviews for pupils with statements of SEN or EHC plans

How do we enable pupils with SEN to engage in activities which are available to all pupils?

All of our extra-curricular activities and school visits are available to all our pupils, including after-school clubs. All pupils are encouraged to go on our residential trips in Year 2, Year 4 and Year 6. All pupils are encouraged to take part in sports day/school plays/special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability and will we try our absolute best to make adaptations so that pupils can take part in activities and school visits.

What support is available for social and emotional development?

Our Inclusions team work closely to ensure the educational and social and emotional needs of children are met. Our Safeguarding and Inclusion Manager (Angie King):

- Monitors children's attendance
- Provides Family Liaison and Support
- Oversees provision for Social and Emotional Health
- Provides support to parents regarding welfare
- Liaises with outside agencies
- Is our Designated Safeguarding Lead and Designated Teacher for Looked after Children

In addition, we provide support for pupils to improve their emotional and social development in the following ways:

- Interventions to support children's social and emotional needs. A number of specialist interventions are available to pupils with Social and Emotional needs which promote self-esteem, reduce anxiety and teach pupils how to build a toolkit of strategies for self-regulation.
- A Safeguarding and Inclusion Manager, Angie King, who provides support to families and monitors the progress of children with social and emotional difficulties. Angie also liaises with Social Workers and Family Engagement Workers (FEW).
- Staff who adopt and use positive behaviour and trauma informed strategies which acknowledge individual needs and are based on detailed observation and joint understanding of behaviours in the aim that we may provide a consistent approach for pupils. All staff use WINE statements and PACE strategies to support children.
- A staff team who are dedicated to improving the lives of children with social and emotional difficulties in our school.
- A reduced classroom provision is offered for identified pupils. This provision provides a nurturing and inclusive environment where pupils with Social, Emotional, and Mental Health (SEMH) needs can thrive socially, and emotionally, ensuring they reach their full potential.

Furthermore, the school adopts a Restorative Practice approach, for all children, in order to address difficulties which may arise in friendships or during social interactions.

Which specialist SEN services are accessed by the school?

- Children's Mental Health Service
- Southampton Educational Psychology Service
- NHS Occupational Therapy
- NHS Physiotherapy
- Hamwic Behaviour Support Team
- Speech and Language Therapy – via NHS and Speaking Space
- Southampton Inclusion Partnership & Outreach Service
- Specialist Teacher Advisory Service for Visual and Hearing Impairments.

What do I do if I have a complaint about SEN provision?

If you have any questions, please speak to your child's class teacher in the first instance as they will be the adult in school who knows them best. If you wish to make a complaint about SEN provision in our school this should be made to the SENCO, Portia Hazelwood, first. Any further complaints will then be referred to the school's [complaints policy](#) if needed.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

Who can I contact for further information about SEN?

At Wordsworth Primary and Nursery School:

- Ms Sarah Meenaghan, SENDCo – senco@wordsworthprimary.co.uk
- Mrs Angie King, Safeguarding and Inclusion Leader – angie.king@wordsworthprimary.co.uk
- Telephone: 023 8077 6397
- Address: Victor St, Southampton SO15 5LH

Independent advice for SEND is available from:

- SENDIASS: [Website](#) or Telephone Help Line 03003032677

Where can I access the local offer?

Our contribution to the local offer is found on our school website:

- [Wordsworth Primary and Nursery School Website](#)

Our local authority's local offer is published here:

- Southampton: [SEND Local Offer](#)

How accessible is the school?

Wordsworth Primary School is designed on three floors. Access is ramped where necessary into the entrances and a lift provides access to all floors. The school has three toilets suitable for disabled users. The school has a separate Equalities Policy which includes information regarding accessibility.

Monitoring arrangements

The SEND policy and this information report will be reviewed by the Inclusions team every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Links with other policies and documents

This policy links to our policies on:

- [Accessibility plan](#)
- [Behaviour Policy](#)

- [Equalities Policy](#)
- [First aid and medical conditions](#)

SEND Acronyms

<i>Acronym</i>	<i>Explanation</i>
SEND	Special Education Needs and Disabilities
<i>Cognition & Learning</i>	
PMLD:	Profound multiple learning difficulties.
SLD:	Severe learning difficulties.
MLD:	Moderate learning difficulties
SpLD:	Specific learning difficulties.
<i>Communication and Interaction</i>	
SLCN:	Speech Language and Communication Need
ASD	Autism Spectrum Disorder.
<i>SEMH</i>	
ADHD	Attention Deficit Hyperactivity Disorder
ADD	Attention Deficit Disorder
PTSD	Post Traumatic Stress Disorder
ACE	Adverse Childhood Experiences
<i>Sensory and Physical</i>	
VI:	Visual Impairment.
HI:	Hearing Impairment.
MSI:	Multi-sensory Impairment.
PD:	Physical Disability
<i>Staff/Other Adults</i>	
SENCO	Special Educational Needs Co-ordinator
HLTA	Higher Level Teaching Assistant
TA	Teaching Assistant
CPD	Continued Professional Development
FEW	Family Engagement Worker (works for the Local Authority)
ELSA	Emotional Literacy Support Assistant
SLT	Senior Leadership Team – including Headteacher, Deputies, Assistant Head, Safeguarding and Inclusion Manager, Operations Manager and SENCO
LA	Local Authority – Southampton
<i>Support/Provision</i>	

EHCP	Education Health and Care Plan
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IEP	Individual Education Plan
IBP	Individual Behaviour Plan
OT	Occupational Therapy
PT	Physiotherapy
PECS	Picture Exchange Communication System
WINE	Statements using wonder, imagine, notice and empathise sentences to support children
PACE	Using playfulness, acceptance, curiosity and empathy to support children
PPR	Pupil Progress Review meetings which analyse the progress that children are making and the support in place

