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SEND information report

For Wrawby St Mary's CofE
Primary School
2025-2026



The purpose of this report

- Explains how the school's SEND Policy is used.
- Explains what SEND provision looks like or how it works in our setting.
- Is a factual statement of what happens now and is a live document

Reviewed October 2025

D. Brown (Headteacher)

Review due: October 2026

What is the name and contact details of our SENCO?

- Mrs S. Wormald (Maternity Leave)
 - 01652 655579
 - enquiries@wrawby.laat.co.uk
- (For the attention of Mrs Wormald)

What is the role of the SENDCO?

- SENCo attendance at SENCo network meetings
- SENCo keeping up to date with guidance from LA, other settings, internet websites and published journals.
- To ensure that pupils and parents are at the heart of any support or provision.
- To request support from outside agencies.
- To make sure staff receive training that is relevant to our school needs.

Wrawby St Mary's C of E Primary
school?

Communication and interaction

- Speech and Language and
Communication Needs (SLCN)
- Autistic Spectrum Condition (ASC)

What types of SEND are provided for at Wrawby St Mary's C of E Primary school?

Cognition and learning

- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Dyslexia
- Dyscalculia
- Dyspraxia

What types of SEND are provided for at Wrawby St Mary's C of E Primary school?

Social, Emotional and Mental Health Difficulties

- Mental Health Difficulties (anxiety, depression, self-harming, substance misuse, eating disorders)
- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder (AD)

What types of SEND are provided for at Wrawby St Mary's C of E Primary school?

Sensory and/or physical needs

- Vision Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

How do we identify pupils with SEND and assess their need?

- Identification of pupils with SEND results from:
- Information from - the previous year group's teacher, previous setting, early years setting or provider, which is passed to the SENCO.
- The teaching team follow our school flow chart which outlines our procedures when identifying 'initial concerns' from themselves or parents.
- The school's own baseline assessments.
- End of year scores.
- End of Key Stage scores.
- Progress based on data collections.
- Parent/carer referrals.
- Pupil referrals.
- Referral from outside agency.
- Class observations, enquiry walks and book scrutiny.

Step 1: Initial Concerns Form

Parent/carer or Teacher or child express concerns around a child's progress.

Teacher speaks to parents and completes an Initial Concerns Form

SENDCO aware of concerns and can action through observation, voice of child and speaking with parents.

Teacher and SENDCO meet to discuss the **Quality First Teaching** strategies. These will be recorded and discussed with parents and pupil.

The class teacher puts in place QFT strategies to start the 'Assess, Plan, Do, Review' process.

Has the child made satisfactory progress through Quality First Teaching?

Yes

Carry on with these adaptations.

No

Step 2: Targeted Support

If further support is needed, the parents/carer, Class Teacher and SENDCO will meet to discuss targeted support.

This will be recorded on an Individual Education Plan (IEPs)

The SENDCO and teacher will monitor the child's progress through the 'Assess, Plan, Do, Review' process, gain the pupil's voice and meet with parents.

IEPs are reviewed every six weeks or sooner if there is a need to make changes.

Is the child making sufficient progress through Targeted Support?

Yes

Carry on with targeted support.

No

Step 3: Personalised and/or Intensive Support

If a child needs further support, then the Class Teacher, parents/carers and SENDCO will meet to discuss a more personalised or intensive approach to support.

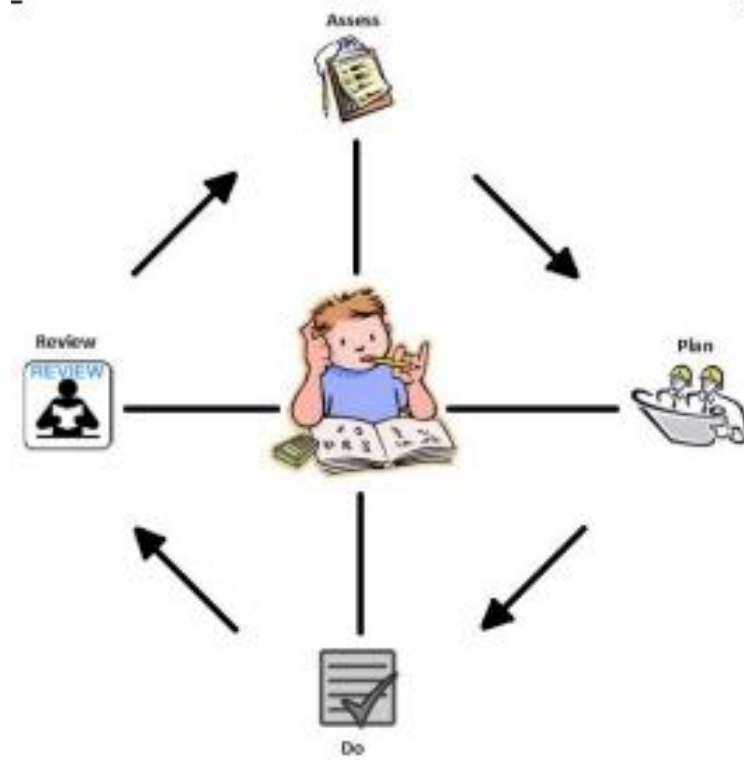
The SENDCO will have filled out referrals for outside agency support and sign posted parents to the Local Offer.

SENDCO will monitor, add updates to IEPs, co-ordinate outside agency support or visits.

Step 4: Education Health and Care Plan (EHCP)

If a child needs long term support, then the Class Teacher, parents/carers and SENDCO will meet to gather information to request for an EHCP request for assessment supported by the Local Authority.

A whole school approach



- All teachers are responsible for every pupil in their care, including those with special educational needs and disabilities. We refer to all staff at Wrawby St Mary's CofE Primary School as the school team.
- SEND support at Wrawby St Mary's CofE Primary School is implemented and regularly reviewed using the 'graduated approach', outlined above. The school team will be involved at every stage of this process.

- 1. Assess: the class/subject teacher and SENDCo should clearly analyse a pupil's needs before identifying him/her as needing SEN/D support.
- 2. Plan: the class/subject teacher and SENDCo will agree the support to be put in place. Parents/carers must also be notified and consulted. The support will be set out in an Individual Educational Plan (IEP).
- 3. Do: the class/subject teacher remains responsible for working with the pupil on a daily basis. Pupils may also receive additional interventions outside of the main curriculum, but the focus for our school is to integrate all pupils, in our curriculum offer, continuing to use high quality, differentiated teaching.
- 4. Review: the class/subject teacher and SENCo should review the effectiveness of the support regularly and agree any changes where needed.

How do we consult with parents/carers of pupils with SEND and involve them in their child's education?

- At Wrawby St Mary's, we believe that regular and effective engagement with parents/ carers often leads to improved pupil outcomes, attendance and behaviour.
- Where a pupil is receiving support, we have a meetings with parents/carers to set clear outcomes and review progress towards them. We discuss with parents/carers the activities and support that will help achieve them; and identify the responsibilities of the parent/carer, the pupil and the school team.
- In addition to parents' evenings, we meet parents/carers of pupils with an EHC plan or an IEP at least three times each year. These meetings are to review the progress pupils are making in relation to the targets in the pupil's plans and for their annual review.
- We work closely with 'With me and mind'. Parents can make referrals to this team for extra support, and school can assist when required.

How do we consult pupils with SEND and involve them in their education?

- We consult with SEND pupils by:
- Class teachers and the school team, talk regularly with all pupils in their class and will pass on any useful information to the SENCo.
- Pupils are involved in the planning process that takes place in order to create their IEP's and Pupil Profiles.
- Pupils who need or have an EHCP are involved in the initial referral and all subsequent reviews and can tell us what they think.
- All pupils can interview for Health and Safety officers, Lunch time helpers, School Ambassadors, and Collective Worship Leaders
- SLT have meetings with pupils, lesson observations and learning enquiries and easily hear the views of all pupils on the way the school is run.
- The SENCo collects 'pupil' voice regularly.

What opportunities are there to work with parents/carers and pupils are part of any assessments and reviews?

- Parents/carers and pupils have opportunities to be part of any assessments and reviews by:
- Attending any meetings in person, or phone calls if needed.
- Attending Parents' evening
- Attending termly meetings and annual reviews
- Engaging with information on the website.
- Daily engagement with our School team at the start and end of the day.

What is our approach to teaching pupils with SEND?

- If a child has difficulties with cognition and learning Pupils have an opportunity to access:
- Quality First teaching with appropriate scaffolding (including best SEND practice).
- Access to assessment for identification of significant needs.
- Read Write Inc. sessions and one to one sessions.
- Early Years story time and daily talking time to develop vocabulary
- Visual aids to support key vocabulary
- Dough Disco and Yoga exercises to promote gross motor and shoulder movement.
- Movement and Learning songs and exercises to develop core strength
- Times Tables Rock Stars
- Access to a wide range of practical resources for maths in all year groups
- Echo Reading
- Scotopic sensitivity screening
- Precision Teaching.
- Access to assistive technology, software, audio digital books and i-Pad applications.

If a child has sensory and/or physical needs

- Pupils have an opportunity to access:
- Quality First teaching with appropriate differentiation (including best SEND practice).
- Visual aids to support key vocabulary
- Access to assessment for identification of significant needs.
- Support from the school team during physical based learning
- Pencil grip and fine motor control exercises.
- Dough Disco and Yoga exercises to promote gross motor and shoulder movement.
- Handwriting/keyboard skills training
- Movement and Learning songs and exercises to develop core strength
- Access to the school nursing team.
- Access to assistive technology, software, audio digital books and i-Pad applications, visualiser
- Arrangements for a medical care plan to be in place.

If a child has difficulties with communication and interaction

- Pupils have an opportunity to access:
- Quality First teaching with appropriate differentiation (including best SEND practice).
- Visual aids to support key vocabulary
- Early Years story time to develop vocabulary
- Access to an NHS referral
- Access to assessment for identification of significant needs
- Social Dining

Access to assistive technology, software, audio digital books and iPad applications.

- Local Authority support for children working towards an EHCP

If a child has difficulties with social, emotional health or mental health

- Pupils have an opportunity to access:
- Quality First teaching with appropriate differentiation (including best SEND practice).
- Visual aids to support key vocabulary including the project key information resources which also aid long term memory retention
- Referral and support from our Educational Psychologist
- Access to assessment for identification of significant needs
- Access to our school's educational psychologist
- Self referral to With Me in Mind
- Access to With Me in Mind- Gravity sessions in school
- Access to staff trained in Social Stories
- Access to staff trained in Lego Play
- Access to Safeguarding officer
- Anti-Bullying policy and processes
- Working memory resources
- Meet and Greet provision

How are adaptations made to the curriculum and the learning environment of pupils with SEND/

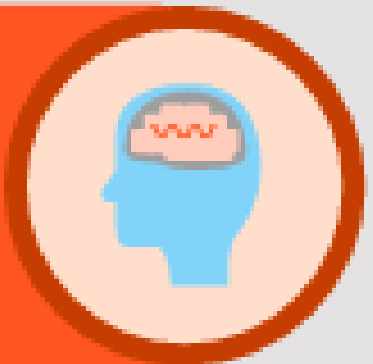
1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



How do we train staff to ensure that they are fully able to support pupils with SEND?

- We develop our staff's knowledge and practice through the following methods:
- Whole school INSET days that focus on SEND and Inclusion.
- Induction training for early career staff or staff new to the school and students.
- RWI training.
- Bespoke training for SEMH delivered by our Educational Psychologist.
- Medical training from the school nurse.
- Qualified first aiders.
- All staff trained in Team Teach.
- Staff trained in: Precision Teaching, RWI, the incredible 5-point scale, Social stories, Lego play therapy

How do we evaluate the effectiveness of the provision made for pupils with SEND?

- We believe that regular and symptomatic monitoring and evaluation is vital to ensure effective SEND provision. We do this in several ways including:
- Pupil voice – captured at informal times and more formal and arranged meetings (passports, Q and A's)
- Parent voice – captured at informal times and more formal and arranged meetings
- Book studies
- Staff team views.
- Lesson observations.
- Learning and enquiry walks.
- Success rates towards progress in targets.
- Analysis of attendance.
- Analysis of attainment using online data system.
- Class reports.
- Governor monitoring.
- Reports 3 times a year to parent/carers.
- Monitoring procedures for identification and assessment of and provision for pupils with SEND.

How do we ensure that pupils with SEND are enabled to engage in activities available with pupils in the school who do not have SEND?

- We make every effort to include all pupils in school life including visits, visitors, events and school pupil employment. Trips will go ahead if safe to do so.
- If an individual risk assessment is required, we will write this as a team to ensure that everyone is fully included.
- We also know our pupils well and make sure that if they need preparing for any changes in the day e.g. a new assembly time, awards assembly, sports day etc
- We are able to write Social Stories to help pupils prepare for their participation in a school trip or a new activity.

What support does the school provide for improving emotional and social development?

We support pupils to develop socially and emotionally in the following ways:

- PSHE lessons
- Whole school Collective Worship
- Wellbeing Pioneers (pupils)
- Worry box
- Worry button on the website
- Social stories
- Lego
- Swimming lessons
- Taiko drumming lessons
- School visits and residential.

What arrangements are there for listening to the views of pupils with SEND?

- Our school team have daily opportunities to speak to the pupils in our school, in classes, outside in the playground, in P.E, in music lessons.
- Our school team collect the views of pupils on their work and progress in the classroom.
- Pupils with an EHCP have an opportunity to tell us what they think as part of the review process.
- The Headteacher has meetings with pupils including those with SEND from all years to hear their views on the way the school is run.

What measures are there to prevent bullying?

- Wrawby St Mary's CofE Primary school has adopted a range of strategies to reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour, including:
- The consistent promotion of the school's positive relationships policy
- The commitment to the value of our Anti-Bullying Code.
- The promotion of the message 'It is right to tell.'
- Restorative practice in place.
- Consultation with the Pupil Voice and Wrawby Representatives on how to prevent bullying.
- Training for all members of staff on the Positive Relationships Policy
- The supervision by our team of all play areas at lunch times and breaks.
- Swift and decisive action by SLT.
- Providing information to all parents/carers.
- Mobile phones are not allowed in school.
- The celebration of all pupils' backgrounds and cultures.
- The Equalities Policy is updated and available.
- Pupils discuss and explore bullying issues during PSHE sessions.
- All websites accessed in school are screened.
- Effective recording systems using CPOMS.
- Work with multi-agency teams including police as appropriate.
- Contacting the parents of both the pupil being bullied and the bully.
- Challenging sexual content within verbal abuse, specifically homophobic and gender abuse/discrimination.

How do we support pupils in moving between phases of education and preparing for adulthood?

- To ensure the successful transition of pupils with SEND at Wrawby Sy. Mary's, we:
- Organise home visits for new starters into our School.
- Ensure that early identification of need for any pupil is a priority.
- Meetings with families that are new to the school – visits to and around the school led by the Headteacher
- Have a transition period at the end of each school year where pupils can spend time in their new learning space and get to know their new teaching staff.
- Speak to staff from feeder nursery providers and collect the pupil's baseline and learning journeys.
- Liaise with the secondary schools and organise transition for our Year 6 pupils. Pupils with SEND have extra sessions. Some pupils may require the use of the LA transition booklets.
- Ensure that all pupils at Wrawby St, Mary's experience a curriculum that is designed to give them the skills that they need to succeed

How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, to support pupils with SEND and their families?

- Children's Safeguarding Service
- Educational Psychologist
- School nursing team
- Child development centre
- Looked after children team
- With Me in Mind
- SEND outreach support (ESHV/Disability etc)
- Local Authority – Specialist Advisory Team
- Local Authority Hearing and Vision team
- Local Authority Educational Psychology Service
- SENDIASS

What is the local offer?

- The local offer contains information about how the local authority supports SEND in this geographical area.
- The local offer from North Lincolnshire can be found using this link:

<https://localoffer.northlincs.gov.uk/>

What arrangements are there for handling complaints from parents/carers of pupils with SEN/D about the provision made at our school?

- We seek to promote an active partnership with parents/carers and to involve them fully at every stage. Most concerns and complaints can be resolved swiftly and satisfactorily. Formal complaints are resolved through our complaints process. Our complaints process is detailed in a document entitled 'Complaints Policy'. This document can be found on our website.
- <https://www.wrawbyprimary.co.uk/policies/>