

Waterwells Primary Academy

SEN Information Report

Waterwells Primary School

SEN Information Report

This report describes our school's provision for pupils with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the SEND Policy of the Greenshaw Learning Trust, the Special Educational Needs and Disability (SEND) Code of Practice and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

This report is the responsibility of: SENDCo

This report was reviewed and updated on: Jan 2026

This report was approved by the School Governing Body on: 03.02.2026

*This report will be kept under review throughout the academic year. Where amendment is necessary due to operational or staffing changes that do not materially affect the nature of the report, the report will be updated by the: SENDCo

SENCO:

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If you would like to discuss any concerns regarding your child(ren) and possible special educational needs, please speak with Mrs Burgess in the first instance. Please contact them on admin@waterwellsprimary.co.uk

Our local authority's local offer is published here:

https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2_1_2

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School Context

1. The kinds of SEN that are provided for

Our school currently provides support for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome,
- Speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Any support follows the schools' graduated approach so that pupils, first and foremost, access high quality inclusive teaching within their classes. Where more support is required, pupils will access targeted and specialist support. Our greatest area of need is cognition and learning and therefore we have a particular focus on supporting pupils with accessing the curriculum by removing barriers and scaffolding learning where necessary.

2. Whole-school approach to inclusive mainstream offer

We are committed to ensuring that all pupils have access to an inclusive mainstream offer alongside their peers, with a focus on maximising children's access to the broadest possible curriculum offer. As part of our generally available provision, all teaching staff receive professional development to build whole-class approaches that support pupils with a range of learning needs. For example, teachers plan their lessons to ensure that any lesson is sequenced in small steps to reduce cognitive load. Teachers will also build in the use of visuals into their resources to support children's understanding of key vocabulary and concepts. Teachers make resources available to the pupils to reference during the lesson to reduce any barriers pupils face due to their working memory. The 'I do, we do, you do' lesson sequence is prioritised for all children so that all children benefit from explicit modelling. All pupils on the SEN register have a pupil passport detailing the strategies to prioritise for particular pupils with special educational needs. All staff are required to know which pupils in their class(es) have a pupil passport and to actively engage in the information so that all staff know which pupils to prioritise for support.

3. Identifying pupils with SEN and assessing their needs

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age (SEN Code of Practice, 2015).

A learning difficulty is a significantly greater difficulty in learning than the majority of others of the same age.

A disability that requires special educational provision is a disability that prevents or hinders the pupil from accessing the educational provision generally provided for others of the same age.

Not all pupils with a disability will be identified as requiring special educational provision. Appropriate reasonable adjustments will be made to ensure we remove or prevent barriers experienced by all pupils with a disability.

Parents/carers are informed when pupils are added to or removed from the SEN register. 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 aspirations of the pupil and their parents/carers. We will use this to determine the support that is needed and whether this can be provided by adapting our core offer, or whether something additional is needed.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and end of key stage data, where appropriate. We monitor children's progress closely and use ongoing assessment to enable us to quickly identify children who may need additional help alongside high quality first teaching. At this point, teachers discuss concerns with the Special Educational Needs and Disabilities Co-ordinator (SENDCo) which may result in further assessment. This may include observations, discussions with children, reading, writing and/or maths assessments and conversations with parents. We may also seek specialist advice where needed to support both the school and parents. We will make referrals for statutory assessments in consultation with parents and/or carers.

Children may need additional support for many reasons such as:

They are struggling socially, emotionally or behaviourally.

They are finding it difficult to keep up with their peers / national expectations.

They are not making as much progress as expected.

They are not making progress despite interventions.

They are not meeting their full potential.

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a child is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, as well as the views and the wishes of the child 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.

Consulting and involving 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

We will formally notify parents when it is decided that a pupil will receive SEN support.

Where a parent/carer has a concern about their child, parents are asked to speak with the class teacher(s) first, so that appropriate observations and assessments can be undertaken.

4. Our approach to teaching pupils with SEN within the classroom

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality first teaching is our first step in responding to pupils who have SEND and part of our good practice in making teaching and learning accessible to pupils learning at different rates. Quality First Teaching emphasises high quality, inclusive teaching for all pupils in a class. QFT includes adapting learning, modeling, breaking information up into smaller 'chunks', repeating instructions, checking for understanding, allowing time to respond, strategies to support SEN pupils' learning in class such as manipulatives, and on-going formative assessment. The Senior Leadership Team (Headteacher, Deputy Head, SENDCo) and subject leads, carry out regular monitoring and work scrutiny to ensure individual needs are being met.

Teachers are made aware of pupils' strengths, needs and appropriate adaptations and adjustments via the pupil passport. The passport guides teachers to know which strategies to prioritise for each pupil and/or which adaptations or adjustments are required to ensure the pupil can access the learning. Pupil passports are reviewed in line with My Plan reviews.

5. Adaptations to the curriculum for pupils with SEN

We make the following adaptations and reasonable adjustments to the curriculum and/or learning environment to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing / use of teaching partners
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts, etc.
- Adapting and scaffolding teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

In considering what adaptations we need to make, the SENDCo works with the other members of the Senior Leadership Team and school Governing Board to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements.

6. Targeted interventions

At Waterwells we have the following interventions:

Cognition and Learning - for pupils who are working below/well below in reading, writing or mathematics:

- Read Write Inc. 1-1 tutoring/Read Write Inc. Speed sound sessions
- Precision Teaching
- Toe by Toe
- Pre-Teach Whole class reading
- Colourful Semantics (writing/speech and language)
- Zebras Spell Really Well
- Handwriting
- Writing Scoop groups
- Comprehension Scoop groups
- Plus 1, Power of 2
- Maths Scoop groups

Speech and Language - for pupils who struggle with expressive speech/understanding of language/listening, attention:

- Colourful Semantics
- Language for Thinking
- Speech Link
- Language Link
- Listening Skills
- Chatterbugs
- Specific targets/tasks set by Speech and Language Therapists

Social and Emotional Support - for those pupils who need support to develop their social skills and their emotional awareness.

- Thrive
- Nurture Groups
- Friendship Formula

- Drawing and Talking
- Play Therapy

Physical and Sensory - for those pupils who need support to develop their fine and gross motor skills and their sensory needs:

- Fizzy
- Sensory Circuits
- Sensory Breaks- brain breaks/movement breaks

Interventions are selected by the SENDCo and senior leadership team. These are carefully planned to support the needs of each individual pupil in line with their support plans/EHCP.

Teachers are aware of the focus of the intervention and support the pupil to generalise the skills into the classroom.

Interventions are reviewed every half term to check the impact against the intended outcome.

Where the intervention is not having the intended impact, changes will be made, for example a different intervention may be used instead.

7. Specialist interventions

At Waterwells School, we work in partnership with a range of external agencies and they will support the planning and delivery of specialist interventions. This includes mentoring to support pupils with social emotional needs, specialist speech and language therapy sessions, for example to develop communication skills for non-verbal pupils; specialist mental health services such as Talk Well; play therapy and art therapy to support pupils with high level SEMH needs. Where appropriate, teachers are made aware of the focus of any intervention so that they can support pupils.

The professional delivering the intervention will liaise with school staff where appropriate to support the needs of the pupil and will review the progress of the pupil.

8. Partnership working and pupils' access to external (incl. specialist) agencies

We are committed to working in partnership with all external agencies. Referrals will be made to specialist agencies when it is clear that additional advice from experts in other fields would be beneficial to inform the support that is in place in school. Our focus when seeking specialist advice is to build opportunities to tailor the pupils' support so that they are then able to access as much of the curriculum as possible alongside their peers. Recommendations from other professionals might, for example, inform outcomes on their support plans or the focus of a specific intervention. Recommendations from other professionals enhance the offer provided within the school's graduated approach.

8. Adaptations to the learning environment

We make the following adaptations and reasonable adjustments to the curriculum and/or learning environment to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing / use of teaching partners
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts, etc.
- Adapting and scaffolding teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

In considering what adaptations we need to make, the SENDCo works with the other members of the Senior Leadership Team and school Governing Board to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access

9. Adapted curriculum pathways

All children in our school access an appropriately adapted and differentiated curriculum and access the full broad, balanced curriculum.

10. Assessing and reviewing pupils' progress

All leaders are responsible for the progress of all pupils. All assessment points across the school include pupils with special educational needs and all leaders are responsible for analysing the engagement and outcomes of all pupils, including pupils with special educational needs, and making adjustments to systems and practices to positively impact all pupils, including pupils with special educational needs. Where more targeted or specialist support is required, leaders will work in partnership with the SENCO to review pupils' progress. Assessment and review is therefore built into whole-school processes. We follow the graduated approach and the four-part cycle of assess, plan, do, review. Class teachers, with support where necessary from the SENDCo, are responsible for drawing up a Support Plan for a child who has any additional support whether that be at an additional support, My Plan, My Plan+ or EHCP level. The class teacher is responsible for the writing of SMART targets on the Support Plan. They are responsible for reviewing and writing new targets.

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

- The teacher's assessment and experience of the child
- 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.

Other leaders in school will contribute to this assessment. The attendance lead and SENDCo will meet together and with parents to support a pupil's attendance needs and the effect it is having on their progress. The SENDCo also works in liaison with the behaviour lead to support pupils to access and make progress in the curriculum.

The Inclusion team meet weekly (SENDCo, Attendance Lead, Thrive Practitioner, Nurture Practitioner and safeguarding professional) to discuss specific pupils and the support they need in order to make progress. TAC meetings take place alongside other professionals as and when necessary.

Where pupils are accessing targeted or specialist support, their progress against identified targets will be reviewed. Intervention targets are reviewed termly. Outcomes on support plans are reviewed 4 times a year in line with parents evenings and transition to the next year group.

For a small number of pupils who require a more bespoke pathway, the SENCO will work in partnership with teachers to assess and review progress against individualised targets.

Pupils who are working below key stage standards/cannot access the curriculum will follow a different assessment process. We use the stepping stone/bridging the gap assessment for pupils below Key stage 1 standards. We also use the Cherry Garden Branch Maps for pupils who cannot access the curriculum and require a more bespoke programme. These are very high needs pupils such as those with high level ASD, with an EHCP (often awaiting specialist placements).

11. Consulting and involving pupils and parents

All parents of pupils with special educational needs are encouraged to attend and participate in all activities for parents and families. We work closely with the local community providers who run several groups/coffee mornings for parents of pupils with special needs to access.

12a. Supporting pupils moving between phases / transition

When a child joins us, we will endeavour to find out as much information about them as possible, through contact with parents and other settings or services who might have been involved with your child previously. As part of the transition into school from pre-school settings, staff communicate with nursery and pre-school providers to share information about the children who will be starting school. Should there be a specific need, we will pre-train staff, visit other settings to meet staff and children and take careful advice on how to support your child. When children move on to a new setting, we will ensure all information is shared with the relevant people. We are continuing to develop close links with our local secondary schools to ensure a smooth transition for pupils moving up to year 7. Thorough handover meetings with our feeder secondary schools allow us to share information with the school, or other setting the child is moving to. Additional transition visits can also be arranged for those who may need additional support.

To support those that need support with transition within the Primary phase, we also provide move up/ transition day, transition booklets/passports and additional visits/communication to support relationship building and familiarisation with new adults and environments.

13. Training for staff

All staff are trained in how to best support all learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.

There is regular training during Inset days and also in staff meetings. Specific training is determined also through the process of on-going monitoring of staff practice during the term.

The SENDCo alongside other leaders will deliver training in a specific area to support staff.

Some staff also receive additional training in a particular specialism, such as teaching partners who are trained as to deliver Chatterbugs or Fizzy. We also have several members of staff who are Team Teach trained with a particular focus on use of de-escalation strategies.

We also have staff training led by outside agencies e.g. Advisory Teaching Service, Educational Psychologists, Speech and Language Therapists. The SENDCo holds the mandatory National Accreditation for Special Educational Needs Co-ordinators and she attends regular SENDCo cluster meetings. We have a Thrive Practitioner and the whole staff team have had training around the Thrive approach and restorative practice.

All staffing appointments to support learners are carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies are competitively advertised to ensure our school employs staff of the highest calibre. We also use outside agencies with expertise in areas such as art and play therapy, mentoring and specialist speech and language assessments.

14. Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions every term
- Using child voice and stakeholder feedback (questionnaires)
- Monitoring by the SENDCo and other members of staff (including learning walks and book looks)
- Using My Plans and My Plan+ to set targets and measure progress
- Holding annual reviews for pupils with EHC plans
- Reviewing strategies, implementation and progress with other agencies and professionals

15. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

We actively encourage our children to participate fully in the broader life of the school. The only exception would occur if a child had breached school rules or impacted on the safety of others. We make every effort to include all children in educational visits. If an individual risk assessment is required, we will write this in order to ensure that everyone can participate fully. Where risk is deemed too high, this will be discussed directly with parents. We prepare children for any changes in their school day, such as outside visitors, trips and different activities. At Waterwells, we want all our children to be as successful as they can be in all aspects of life. We want to see all of them achieve well, enjoy social times and demonstrate a positive attitude towards their learning and play.

We monitor and track which pupils are accessing the enrichment offer to ensure that we identify and support to remove any barriers to participation.

We have four Learning attitudes that underpin everything we do. The values relate to the word BEST:

- Believe (Believe in themselves and others, show respect)
- Engage (Engage with learning, rules and with others/ teamwork)
- Succeed (Succeed, aspire and achieve)
- Try (Try, effort, persistence and resilience)

16. Support for improving emotional and social development

We are a restorative school and use this approach to encourage pupils to think about how their behaviours affect others, both staff and pupils. This helps children to develop respect, responsibility and honesty. If a child in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a child has done something wrong, they will be asked to put things right and change their behaviour, so it does not happen again. All children are supported in a constructive way to face up to consequences which will be put in place as a result of the behaviours which have taken place.

By using the Restorative Approach, it allows ALL parties to have their say AND be listened to. Where appropriate, visuals will be used to support these conversations. We believe that by using this approach, we are giving pupils the skills to independently repair and restore relationships and encourage children to make better choices in the future. We embrace the Thrive Approach. Thrive is a dynamic, developmental approach to working with children and young people that helps teachers and adults to interpret their behaviour and address their emotional needs. Thrive support takes place as a whole class intervention, in a small group or 1:1 basis providing the tools, skills and insights needed to help children become more emotionally resilient (further information can be found here: <https://www.thriveapproach.com/>).

Pupils have lots of opportunities to explore and develop socially and emotionally through the curriculum, PSHE lessons and our personal development programme of wider opportunities and national awareness. We provide nurture and Thrive support but also draw on outside agency support

where needed. We are a Trailblazer school and work closely with Young Minds Matter to refer for counselling or other agencies that support social emotional needs.

The support provided will be informed by the pupil's specific needs and will be provided in agreement with the pupil. All pupils with special educational needs are encouraged to be part of the School Council as well as to take part in extracurricular activities. There is a zero tolerance approach to bullying.

17. Pupils with disabilities

Under the Equality Act 2010, schools have a duty to **anticipate and make reasonable adjustments** so that disabled pupils are **not placed at a disadvantage compared with their peers**.

The school welcomes disabled pupils in line with its inclusive admissions policy, ensuring that needs are identified early and appropriate support is planned in partnership with families and external agencies. Adaptations to teaching, the curriculum, and the learning environment are made where required and in line with pupil plans so that disabled pupils have equitable access to all learning opportunities. The site includes accessible entrances, access buttons, ramps to the external POD building and a disabled toilet. Further details can be found in the school's Accessibility Plan, available on the school website:

<https://www.waterwells.academy/content/?pid=25&contentid=20>

18. Complaints about SEN provision

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

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

19. Contact details of support services for parents of pupils with SEN

As well as contacting the Inclusion Team for advice about special educational needs, the following impartial services can also offer support:

Educational Psychology Service: Contact Number: 01452 328004 <http://www.gloucestershire.gov.uk/eps4>

Speech and Language Therapy (Children): Contact Number: 0300 421 8937
<http://www.gloscare.nhs.uk/index.php/our-services/children-young-people/slt>

Children's Occupational Therapy Service: Contact Number: 0300 421 6974 <http://www.glos-care.nhs.uk/index.php/our-services/children-young-people/children-s-occupationaltherapy>

Parent Partnership Service: Contact Number: 0800 158 3603 <http://www.glospps.org.uk/>

SEND Early Help Service, Gloucester: Contact number: 01452 328076
<http://www.gloucestershire.gov.uk/early-help-for-families>

Virtual School (for Looked After Children): Contact number: 01452 328360
<http://www.gloucestershire.gov.uk/vschool/article/112537/Home-Page>

Schools Outreach Support: <http://gloucestershireoutreachservice.co.uk/index.php/participating-schools/>

The Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) provides confidential and impartial advice and information to support parents or carers and children and young people who have, or may have, Special Educational Needs and Disabilities (SEND) in Gloucestershire. <https://sendiassglos.org.uk/>