



Widden Primary School

SEN Information Report

Widden Primary School is part of the Greenshaw Learning Trust.
The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales,
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Widden Primary School

SEN Information Report

This report describes Widden Primary 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: SENCO and Headteacher

This report was reviewed and updated on January 2026

This report was approved by the School Governing Body on: January 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 SENCO*

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SEN link governor:

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SEN Information Report

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 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

Moderate learning difficulties

2. Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, 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 needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Assessments will also take into account the pupil's past educational experiences and whether they are learning English as an additional language.

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 additional is needed.

3. Consulting and involving pupils and parents

We will have an early discussion with the pupil (appropriate) 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

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

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

4. Assessing and reviewing 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 on:

- 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, national data and age related expectations
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- The assessment 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. Each pupil will have a pupil passport outlining their needs and the strategies and approaches used to support them. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. Needs, outcomes, actions and reviews will be recorded on My Plan or My Plan + documents which will be shared with pupils, parents and staff.

5. Supporting pupils moving between phases and preparing for adulthood

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.

Pupils will be supported to attend transition days organised by the school or setting they are moving to.

6. Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

At Widden Primary School we support all children, including those with SEND, by using High Quality Teaching Strategies which include modelling, breaking information up into smaller 'chunks', repeating instructions, checking for understanding and allowing time to respond.

A Total Communication approach, Widgit symbols and visual timetables are used across the school as appropriate to the needs of children in each class.

We will also provide the following interventions:

Thrive

Attention Autism

Time to Talk

Language for Thinking

South Warwickshire motor skills programme

Plus 1 and Power of 2 maths interventions

Read Write Inc 1-1 tutoring sessions

Precision teaching

Interventions provided by professionals such as Speech and Language therapists, physiotherapists, occupational therapists

7. Adaptations to the curriculum and learning environment

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

Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

Adapting our resources and staffing

Using recommended aids, such as laptops, visual timetables, larger font, etc.

Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Providing communication friendly environments

8. Additional support for learning

We have teaching partners and Nursery Practitioners who are trained to deliver interventions such as language for thinking, Attention Autism, Thrive and Total Communication

Teaching assistants will support pupils on a 1:1 basis when they are unable to access whole class teaching or require this level of support to access learning alongside their peers.

Teaching assistants will support pupils in small groups when a group of children need the same or similar provision or children need this level of support to access learning.

We work with the following agencies to provide support for pupils with SEN:

Educational Psychologists

Advisory Teaching service

Speech and language therapists

Occupational therapists

Physiotherapists

9. Expertise and training of staff

Our SENCO has over 15 years experience in this role in three different schools and has worked as a teacher for over 30 years in Nursery, Reception, Key Stage 1 and Key Stage 2. She has completed Senior Mental Health Lead and Thrive training.

She allocated five days a week to manage SEN provision alongside other responsibilities.

We have a team of 26 teaching partners and two Nursery Practitioners (level 3) including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

One of our teaching partners is a trained Thrive Practitioner.

Staff have been trained in Thrive, Attention Autism, Team Teach, Lego therapy, Language for thinking, Read Write Inc, Chatterbugs, precision teaching and Total Communication

We use specialist staff for play therapy and counselling.

10. Securing equipment and facilities

A range of equipment and resources are provided to meet children's needs.

These are reviewed regularly by the SENCo and additional resources are provided to enhance provision and on the recommendation of external professionals.

11. Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their outcomes each term
- Reviewing the impact of interventions after approximately 8 weeks
- Using pupil questionnaires
- Monitoring by the SENCo and other members of the Senior Leadership Team
- Holding annual reviews for pupils with EHC plans

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

All of our extra-curricular activities and school visits are available to all our pupils if appropriate, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips

All pupils are encouraged to take part in sports day, school plays, special workshops when appropriate

No pupil is ever excluded from taking part in these activities because of their SEN or disability unless they are inconsistent with their needs.

13. Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

Pupils with SEN are encouraged to be part of the school council

Pupils with SEN are included in Thrive sessions on a class, group or individual basis as appropriate

We have a zero tolerance approach to bullying.

We employ a Thrive Practitioner to support the emotional and social development of pupils.

We also employ a child and family liaison officer.

14. Working with other agencies

We work with a range of other agencies to support children with SEND. These include:

Advisory Teaching Service

Educational Psychology Service

Education Inclusion

Special Educational Needs and Disabilities Advice Service (SENDIASS) for parent support

Paediatricians

Speech and Language Therapy
Early Language Support for Every Child (ELSEC)
Occupational Therapy
Play Therapy
Art Therapy
School Nursing Service
Children and Young People's Service for Mental Health (CAMHS)
Play Gloucestershire
Health Visiting Service
Family Support Workers
Social Care
The Virtual School
Early Help Advisers
Alternative Provision
SEN Caseworkers

15. Complaints about SEN provision

In the first instance, please discuss any concerns with your child's class teacher. However, if you feel that they are still unresolved, ask to meet with the SENCo and/or Head teacher. Complaints 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

16. The local authority local offer

Our contribution to the local offer is:

<https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/service.page?id=PIbgeOOWZpc>

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

Gloucestershire Local Offer and information - <https://www.glosfamiliesdirectory.org.uk/>

Special Educational Needs and Disabilities Advice Service - <https://sendiassglos.org.uk/>

18. Contact details for raising concerns

If there are concerns in regards to a pupil's SEND needs, then please contact the class teacher in the first instance. However, if you feel that they are still unresolved, please ask to meet with the SENCo and/or Head teacher.