



Widden Primary School

SEN Information Report

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Widden 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: 8th December 2025

This report was approved by the School Governing Body on: 27th 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 SENDCo*

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If you would like to discuss any concerns regarding your child(ren) and possible special educational needs, please speak with the class teacher in the first instance. Please contact Catherine Newbury, SENDCo if you require further information on senco@widdenprimary.co.uk

For information on Gloucestershire County Councils SEND local offer:

https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2_1

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1. School Context

Widden Primary School is an inclusive primary school that works in partnership with children and their families to support needs across all four broad areas of need (Cognition and Learning, Communication and Interaction, Sensory and Physical, and Social Emotional and Mental Health). 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 as detailed below.

Our greatest area of need is Speech Language and Communication Needs (Communication and Interaction) and we therefore have a particular focus on building whole-school and whole-class approaches to support pupils with learning needs associated with speech, language and communication needs. We have spaces within the school for pupils to access at appropriate times within the day to support their sensory and/or emotional regulation.

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 My Plan or My Plan + and 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) are on the SEN register 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 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
- demonstrates high levels of dysregulation

This may include progress in areas other than attainment, for example, social needs. Attendance and behaviour data might also be used to identify which pupils require additional support.

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

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

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

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.

We support all children, including those with SEND by using high quality teaching strategies which include modeling, breaking information up into smaller 'chunks', repeating instructions, checking for understanding and allowing time to respond.

Staff also receive professional development on strategies that are particularly beneficial for children with particular needs, such as working memory.

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

Teachers are made aware of pupils' strengths, needs and appropriate adaptations and adjustments via the pupil passport and My Plan or My Plan+. The pupil 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 alongside the My Plan/My Plan + by the class teacher in partnership with the pupil. The pupil passport is shared with parents/carers and they are invited to meet to discuss/review the contents.

5. Adaptations to the curriculum for pupils with SEN

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

6. Targeted interventions

At Widden Primary School, we offer the following interventions:

Thrive

Time to Talk

Plus 1 and Power of 2 maths interventions

Read Write Inc 1-1 tutoring sessions

Precision teaching

In class interventions such as pre-teaching, 1-1 reading

Where appropriate, teachers are made aware of the focus of any intervention so that they can support pupils to generalise the skills learnt back to the classroom.

Interventions are reviewed every short term to check the impact against the intended outcome. Where the intervention is not having impact as expected, changes will be made to the intervention.

7. Specialist interventions

At Widden Primary School, we work in partnership with a range of external agencies and they support the planning and delivery of specialist interventions. This might include mentoring, specialist speech and language therapy sessions focused on speech sounds or access to specialist mental health support.

Specialist interventions include:

Thrive (1-1 or small group)

Attention Autism

Sensory circuits

Language for Thinking

South Warwickshire motor skills programme

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

Where appropriate, teachers are made aware of the focus of any intervention so that they can support pupils to generalise the skills learnt back to the classroom.

Interventions are reviewed at least every short term to check the impact against the intended outcome. Where the intervention is not having impact as expected, changes will be made to the intervention.

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 strategies that are prioritised within a pupil passport or the focus of a specific intervention.

Recommendations from other professionals enhance the offer provided within the school's graduated approach.

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

8. Adaptations to the learning environment

We have three designated spaces available within school. One is used to provide a low arousal environment for children with Communication and Interaction needs. A trained teaching partner delivers Attention Autism sessions in this space. A second space is used for interventions including Thrive sessions with a trained Thrive Practitioner, for Play Therapy sessions as well as for group and individual sessions. A third space is used by a counsellor on one day a week and for 1-1 interventions.

9. Adapted curriculum pathways

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

For a very few children an adapted curriculum pathway is in place. These children have specific complex needs. A differentiated curriculum which focuses on their specific strengths and needs is followed which utilises specialist targeted interventions and 1:1, small group support is delivered in a low arousal environment.

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.

Pupil's progress is recorded on the Insight assessment tracker and monitored by the SENDCo and other senior leaders.

Weekly inclusion meetings take place involving the SENDCo, Deputy Headteacher/behaviour lead and Pastoral and Safeguarding Lead.

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.

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. Ongoing observations will be used to assess pupils using the most appropriate assessments for their age and stage of development - Cherry Garden Branch Maps, Bridging the Gap or Pre Key Stage objectives.

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. In addition to the activities aimed at all parents, Widden Primary School also runs 'Meet the SENDCo' coffee mornings. These coffee mornings are an opportunity to ask the school any questions and for us to provide additional information. Wherever possible, the school will also invite other professionals to join the coffee mornings so that parents can gain a wider understanding of the services in the local area.

12. Supporting pupils moving between phases / transition

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.

Transition activities take place before a child starts school in the Reception year. All parents/carers are offered home visits and meetings take place with the SENDCo and EYFS lead for children with high needs SEND.

Pupils will be supported to attend transition days organised by the school or setting they are moving to. This may include additional transition days for children with SEND.

Meetings take place between the SENDCo and the SENDCo of receiving schools when pupils transfer to secondary schools.

13. Training for staff

Our SENCO has many years of experience in different roles in EYFS, Key Stage 1 and Key Stage 2 as well as leadership positions. She has completed NPQSL and is currently completing her NPQSENDCo qualification. She is 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.

14. 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
- Using provision maps and Insight online tracking

15. 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.

16. Support for improving emotional and social development

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

We have a PSHE curriculum which is accessed by all pupils.

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 to support children and their families

17. Pupils with disabilities

We are committed to being an inclusive school that welcomes all children. The arrangements for the admission of disabled pupils are designed to ensure no child is discriminated against or disadvantaged. Prior to any child starting school, key information is gathered from the family and they are invited to visit the school so that proactive support can be put in place as needed. All pupils are supported to ensure they receive equitable access to all learning opportunities. Where needed, external professional support is drawn upon and a collaborative approach taken to ensure this.

Further information can be found within the school's accessibility plan linked here. This is informed by knowledge of our pupils and the barriers that are or could be experienced.

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

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

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