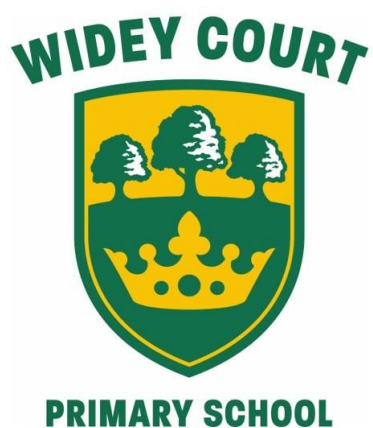




2026–27

SEND INFORMATION REPORT

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Widey Court Primary School

Information for parents and carers

How we identify additional needs, plan support and work with families to help children access learning and make progress.

REPORT GUIDE

Contents

This report explains the support available for children with special educational needs and disabilities at Widey Court Primary School. It sets out how we work with children, parents, carers and professionals, and where to go for advice.

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Working together

Our school is an inclusive learning environment, and we value each child as an individual. When additional needs are identified, we put support in place around the child to support their progress and attainment.

Key contacts

If you would like to discuss your child's needs or support, please contact the school.



Heidi Taylor

SENDCo



Elyse Hogden

Family support worker



Grace Williams

Inclusion teaching assistant

Contact the team

Telephone 01752 773909

htaylor@wideycourt.plymouth.sch.uk

ehogden@wideycourt.plymouth.sch.uk

School information and policies

[SEND at Widey Court Primary School](#)

[Disability and Accessibility Policy](#)

[Widey Court in the Plymouth Online Directory](#)

Who is the SENDCo

The Special Educational Needs and Disabilities Coordinator (SENDCo) works with staff, families and other professionals to coordinate support for children with additional needs.

Understanding SEND

What is a special educational need

The Special Educational Needs Code of Practice (2015) states that:

A child or young person has SEND (Special Educational Need and/or disability) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age
- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

What this can mean for your child

A pupil may need:

- special resources or equipment to help them in the classroom
- to be part of a small group with an adult to help them with their work, their social skills or their emotional well-being
- to work with someone specially trained to help them in the area that they need (usually someone from outside school)
- An Individual Education Plan (IEP) and additional provision, which will be shared with parents and carers.

Children who have English as an Additional Language (EAL) are not regarded as having a learning need if the only difficulties are language barriers. Health conditions and/or physical disabilities which require special educational provision will be covered by this SEND definition.

Identifying additional needs

At Widey Court each teacher assesses the children continually as part of their teaching. The progress of all pupils is tracked regularly on the school online tracking system. Teachers use the “Graduated Approach” model of Assess, Plan, Do, Review as outlined in the SEND Code of Practice to monitor pupil’s progress. Pupil progress meetings are held 3 times a year between the class teacher and members of the Senior Leadership Team (SLT) and year leaders meet fortnightly to discuss children with SEND. During these meetings the progress of all children within the class are discussed and actions planned to address any concerns. If a class teacher has any concerns over SEND, they would refer this to the SENDCo to discuss a plan moving forward. We also have other internal systems to identify additional needs. For higher levels of need we can draw on more specialised assessments from external agencies and professionals.

If a pupil is identified as not making progress, they can be assessed against the SEND Code of Practice (2015) which has four broad categories of need.

The four broad areas of need

Communication and interaction

This includes speech and language and social communication difficulties which may include Autism.

Cognition and learning

This is where a pupil is learning at a slower pace than others in their year group.

Social emotional and mental health

This may include pupils with challenging behaviour, anxiety, ADD (Attention Deficit Disorder), ADHD (Attention Deficit Hyperactivity Disorder) or attachment disorder.

Sensory and physical needs

This includes hearing difficulties, visual difficulties, mobility difficulties and sensory processing difficulties.

Planning the right support

At Widey Court, the majority of pupils' needs will be met through universal provision. Should a child be identified as needing targeted provision, their needs will be discussed with the SENDCo at termly pupil progress meetings and will be communicated to parents/carers swiftly. Should a pupil present with significant and persistent learning difficulties, more specialist intervention and provision may need to be considered.

A team around your child

This team includes parents and carers, the class teacher, teaching assistants, the SENDCo and any relevant outside agencies who may be involved in providing additional support, strategies and/or advice. The information from the team supports the identification of barriers and difficulties within learning. Teachers then use this information to ensure needs are planned for. Teachers are responsible for ensuring quality first teaching (QFT) is adapted to meet the needs of any child with SEND, and a responsive teaching model is applied in all cases. This means that teachers adapt learning to meet the needs of children, regardless of their SEND status and respond to the individual needs of children in their classrooms.

Some pupils may require further assessment and observation by the SENDCo or Deputy SENDCo. This will support the process of identification and help to determine whether they require a bespoke programme of support. Support will then be planned to suit the individual needs of the child within the school's existing provision and bank of resources using evidence-based research.

Children identified as requiring targeted support will also have an Individual Education Plan (IEP) with individualised targets, and where necessary, adjustments to provision recorded on a Provision map.

Levels of provision

Universal provision Pupils learn as part of the mainstream teaching timetable. Individual goals are identified and teaching is monitored to ensure it meets pupils' needs.

Targeted provision Where progress is very slow or attainment is significantly below age-related expectations, evidence-based group or individual interventions are put in place. Their impact is recorded to inform decisions about continuing support.

Specialist provision Pupils with significant and persistent learning difficulties, or lifelong learning difficulties or disabilities across several areas of development, may require specialist intervention and advice.

Teaching and intervention

Once a child's need has been identified, some of the following adaptations to your child's education could take place:

- Modification of teaching approach
- Level of adult support & time spent on a specific task
- Quantity of work to be completed and the level of difficulty
- Bespoke provision through a carefully tailored curriculum
- Scaffolding of learning tasks
- Provision of specialist equipment
- Small group work/intervention
- Individual work with an adult.

Strategies and interventions

The range of strategies, interventions and adaptations could also include:

- English & Maths pre/post teaching sessions targeting specific areas of need
- Nessy programmes designed to help students of all abilities learn to read, write, spell and type.
- 1:1 daily/regular reading
- Emotional literacy support groups (managing emotions, self-esteem, friendships, anxiety and confidence development)
- Small group interventions such as Lego Therapy, speech and language therapy or fine and gross motor skills
- The provision of a safe/calming space within the classroom
- Visual timetable/visual cues
- Support through a multi-sensory approach
- Wobble-cushion and/or movement breaks
- PECS (Picture Exchange Communication System)/TEACCH workstations

Specialist support

Where a need has been identified, the SENDCo will ask your permission to seek advice and support from an appropriate agency. This will help the school, and you, to understand your child's needs better, and it will help us to support them more effectively in school.

These may include:

- Mental Health Support Team (MHST)
- Communication Interaction Team (CIT)
- SEND Advisory Services
- Plymouth Advisory Team for Sensory Support (PATSS)
- Outreach support from specialist provision schools such as Mill Ford or ACE
- The Educational Psychology Service
- Plymouth Information Advice and Support Service (PIASS)
- Social Care professionals
- School Nurse
- Audiology.
- Child and Adolescent Mental Health Service (CAMHS)
- Child Development Centre (CDC)
- NHS Livewell (Speech and Language Team)

Additional resources and expertise

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- Further training for our staff
- External specialist expertise.

If that is the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

Reviewing support and finding advice

At Widey Court Primary School, we use an Assess, Plan, Do, Review cycle to ensure that support for children with SEND is carefully monitored, evaluated and adapted to meet their individual needs.

01 ASSESS

Identify special educational needs.

02 PLAN

Set appropriate challenges and aspirational outcomes.

04 REVIEW

Evaluate the impact and review support.

03 DO

Put strategies into practice to achieve the desired outcomes.

This cycle is ongoing and ensures that provision remains responsive to the individual child, rather than being a fixed programme of support. Through regular assessment, planning, implementation and review, we aim to ensure that children with SEND receive the right support at the right time and are able to make meaningful progress.

Independent advice for families

PIASS (Plymouth Information Advice and Support for SEND) can provide impartial and confidential information and support for parents and carers which can include:

- Helping with reports, letters and paperwork
- Attending meetings
- Signposting to other groups or organisations
- Visiting schools to help with making informed choices.

Contact PIASS on 01752 258933.

[Plymouth Information Advice and Support for SEND](#)

The Plymouth Local Offer

Local authorities must set out in one place the provision available across education, health and social care for children and young people who have SEN or are disabled. The Plymouth online directory provides welfare, health and social care information for families living in Plymouth.

[Plymouth Local Offer](#)

[Plymouth Graduated Approach to Inclusion](#)

Access and the learning environment

The school works hard to include all pupils regardless of the individual circumstances and needs. The school site is large with buildings and outside spaces on several levels. Access to all buildings apart from the school library can be obtained by ramps or ground level doors. Access to hard surface play areas can be obtained via ramps. There is a lift within the building for access between levels. There are 3 disabled toilets across the site. The library is currently inaccessible to pupils with severe motor needs, however we would adapt how the resources in the library are accessed for such individuals. Recent adaptive measures include:

- Marking of boundaries with high-visibility paint
- Intimate care plans
- Personal Emergency Evacuation Plans (PEEP)
- Installing lowered hand rails
- Working in partnership with medical professionals to ensure specific medical needs are met.
- Procuring specialist resources when necessary.
- Working in partnership with other professionals such as Speech and Language Therapists, Communication Interaction Team, Specialist Teachers, Occupational Therapists, Educational Psychologists, CAMHS, Family Support Workers, the local PSCO and Social Workers etc.

The learning environment

We ensure that appropriate equipment is accessible to all children.

- Widey Court Primary is accessible to all children and we will make reasonable adjustments when needed.
- There are 3 disabled toilets on the premises.
- Enrichment activities are available to all pupils.
- All children are welcome to attend Breakfast and After School Club.
- Visual timetables are used in every class.
- A multi-sensory approach to learning is used to support learning when appropriate.
- The start and end of day routines can be adapted to suit need

Further details are available in the school's Accessibility Plan.

[Disability and Accessibility Policy](#)

Supporting transitions

At Widey Court Primary School we endeavour to ensure a smooth and successful transition into Foundation, from KS2 – KS3 and from year group to year group. We have the following arrangements in place for transition:

Starting school

- Tours for potential new starters.
- ‘Stay and Play’ opportunities.
- SENDCo and EYFS Lead (Ellie Tyrell) discuss children who may require enhanced transition.
- Consultation with parents and any relevant professionals.
- SENDCo and EYFS Lead to attend TAMs/parent meetings from other settings where needed for transitioning children.
- Information shared via the Early Years Transition Portal.
- SEN Information Report signposted to parents via Early Years induction packs.

Moving between year groups

- Enhanced transition for children requiring additional support.
- Staff handover to include sharing of SEND information.
- Transition sessions for children to meet their new teacher before moving year group.
- Consultation with parents regarding transition plans and support.
- Additional photo books and social stories where required.

Moving to secondary school

- Secondary placement open days.
- Enhanced transition for children requiring additional support.
- Opportunities to visit local Secondary placements in Year 5.
- Transition meetings between SEND leads in both settings.
- Transition meetings with parents/carers, children and relevant professionals.
- Information shared via the Secondary Transition Portal.

In the event of a school move, staff will liaise with your child’s new teacher to advise them on any special educational needs and send the relevant information and reports.

Your views and concerns

We have a nurturing and inclusive approach to supporting all our pupils. We value the strong relationship we have with parents and recognise the importance of working together to secure the best possible outcomes for all children. Teachers and Teaching Assistants are available at the beginning and end of every day to discuss issues with parents or to book a follow-up meeting.

We offer regular parents' meetings with class teachers where targets, progress and support arrangements are discussed. Individual Education Plans (IEPs) consultations are held at least twice a year.

Where necessary Team Around Me meetings are regularly scheduled with parents, school and outside agencies to discuss progress, targets and support. Children are encouraged to be active learners at Widey Court Primary School and they frequently discuss their targets, progress and next steps with staff.

Listening to children and families

The Special Educational Needs Code of Practice (2015) states that schools must have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents.
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

Co-production, when applied effectively to supporting pupils with SEND, enables those involved to work together as equal partners to design, plan, deliver and review support and services to achieve shared outcomes. It recognises pupils, parents and carers, and professionals as assets that all have important contributions to make.

Ways to work together

- Surveys and questionnaires
- TAM meetings
- Parent Consultation evenings
- Annual reviews for pupils with Education, Health and Care plans (EHCPs)
- IEP reviews
- Person Centred Planning meetings
- Individual Health Care Plans

Concerns about provision

We hope that you will be happy with the SEND provision at Widey Court Primary School. If you have concerns, please speak to:

- Your child's class teacher
- The SENDCo
- The Headteacher