

## **SEND Information Report - March 2025**

Welcome to our Special Education Needs and Disabilities (SEND) Information report which aims to inform parents and young people about the provision available at Welbourne Primary School for pupils with Special Educational Needs and Disabilities (SEND). This report is written in conjunction with Welbourne Primary school's [SEND Policy](#).

If you require any further information please contact:

**SENCO, Ms Cappello** via email or the school office.

[senco@welbourne.haringey.sch.uk](mailto:senco@welbourne.haringey.sch.uk)

The school telephone number is **0208 808 0427**

### **What does SEND mean?**

The SEND Code of Practice 2014 defines SEND as follows:

Children have special educational needs if they have a learning difficulty or a disability that calls for special educational provision to be made for them that is different from or in addition to that provided for other pupils.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of the children of the same age.
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education area.

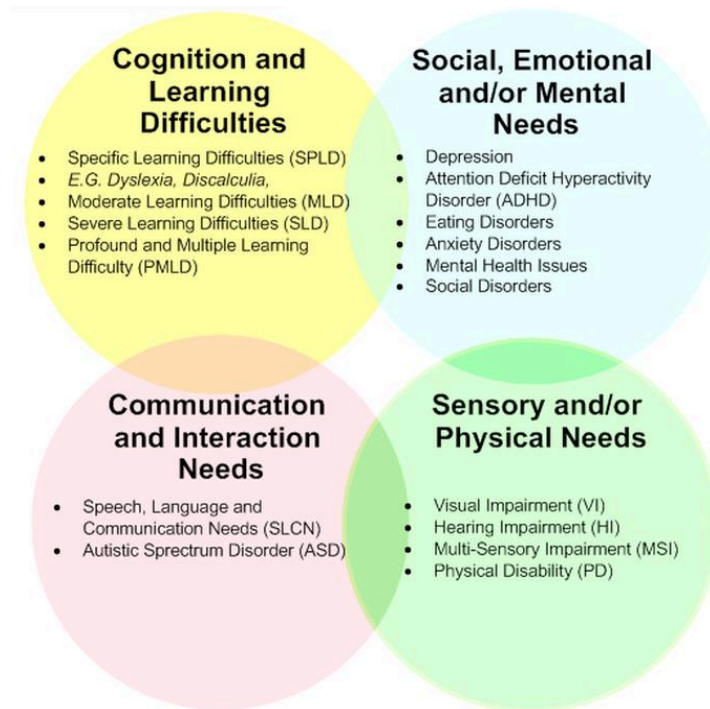
### **Our vision for SEND Provision**

At Welbourne, our vision for SEND provision is to create an inclusive, supportive, and nurturing environment where every child, regardless of their special educational needs or disabilities, is empowered to reach their full potential. Our ultimate goal is for every child with SEND to experience success, not only in their academic achievements but also in their personal development, social relationships, and overall wellbeing. By fostering an inclusive school culture where every child's needs are recognised and valued, we want to ensure that all pupils have the tools and support to become confident, capable, and happy learners.

Through this vision, we aim to create an environment where SEND is not seen as a barrier to achievement but as an integral part of a diverse and vibrant school community, where every child's potential is unlocked.

### **What kinds of SEND does Welbourne Primary School cater for?**

There are four main areas that SEND can fall into, and children may encounter difficulties in one or more of these areas. They are:



**Medical needs:**

Where children have medical needs and SEND, we plan and deliver education provision in a co-ordinated way with their healthcare plan if they have one. We will also follow the statutory guidance on supporting pupils at school with medical conditions.

**What is the school's policy for identifying children with SEND and assessing their needs?**

Please see the school's SEND Policy, 'Identification pathway of pupils with SEND'.

We follow a graduated approach to assessing a child's needs, planning and implementing support and reviewing the impact of the support.



At Welbourne Primary School, the identification and assessment of SEND are embedded in our approach to monitoring the progress of all pupils.

- Each pupil's skills and attainment levels are assessed upon entry, using information from their previous Early Years setting or school. This helps us identify any areas of difficulty early on.
- If a child has already been diagnosed with SEND, we work closely with families and external agencies to gather as much information as possible before they start at the school.

### **Ongoing Monitoring:**

- Regular *Pupil Progress Reviews* track each child's development.
- The child's and parents' views and experiences are fully considered.
- Screeners, assessments, and observations help identify potential SEND needs.
- External agency assessments provide further insight into a child's specific needs and the best support strategies.
- Weekly *Inclusion Team* meetings are held to discuss pupils of concern. Staff can refer pupils using the *Welbourne Inclusion Form* via our monitoring systems.

Parents/carers will be informed if their child is placed on or removed from the SEND support register.

If a pupil's progress remains slower than expected, the teacher, SENCO, and family will conduct a detailed analysis of the child's needs. This process includes:

- Reviewing the pupil's progress and attainment.
- Considering teacher assessments.
- Comparing the pupil's development against their past progress and national expectations.
- Gathering input from the pupil and their family.
- Seeking advice from external agencies, where necessary.

### **How do we adapt our teaching for children with SEND?**

All teachers at Welbourne Primary School are responsible for teaching pupils with SEND. All children, including those with SEND, have access to a broad and balanced curriculum and high-quality teaching provided by their class teacher. Lessons are carefully planned to meet the diverse needs of pupils, using assessment and progress reviews to set high but achievable targets. When teaching meets the needs of the whole class effectively, fewer pupils require additional support.

Teachers ensure that:

- Lessons are inclusive, allowing most children with SEND to study the full national curriculum alongside their peers.
- Learning activities are matched to each child's ability, ensuring progress for all.
- They understand each pupil's needs, strengths, interests, and any factors affecting their learning.

- The learning environment, teaching methods, materials, and equipment are accessible to all students, including those with SEND.

Teaching Assistants may work with children in pairs, small groups, or individually. However, we avoid over-reliance on one-to-one support, as research shows this can limit the development of independent learning skills.

- Staff receive ongoing professional development and training to deliver effective interventions tailored to individual needs.
- If in-school interventions do not lead to sufficient progress, we may refer pupils to external agencies for further support.

We are fortunate to have a sensory room, which children can access daily as needed. We also have a dedicated space for our high needs children to access some of their personalised learning in a quieter, low stimulation environment.

### **Types of interventions and teaching strategies offered:**

Please see our updated Teaching and Learning Framework.

### **Social and Emotional:**

- Haringey mental health and well-being team - Haringey Trailblazer Team in school half a day per week
- Support from external agencies - this is accessed when the child needs more specialist help.
- Whole school behaviour policy, adapted where necessary.
- Positive behaviour strategies – Recognition board, positive notes, phone calls home, raffle tickets.
- Growth Mindset reminders
- Peer mediators during play and lunch times in playgrounds
- 1:1 and small group work with the Learning Mentor.
- Referral to CAMHS for specialist diagnosis and recommendation on strategies to use in school.

### **Speech, Language and Communication Skills:**

- Therapy and interventions from Speech and Language Therapy Service.
- Implementation of their programmes by trained TAs
- Symbols and pictures to aid instructions and communication, produced using specialist software such as 'Widgit' as appropriate.
- Small group social skills – turn taking, sharing, playing fairly
- Visual timetables
- Haringey Language & Autism Team – specialist advice and support
- Interventions e.g. See Me Follow Me, Talk Boost

### **Literacy (Reading, writing, spelling):**

- Small group support in class
- Pictures, word mats, sentence stems, use of ICT.
- 1-1 reading with class teacher and/or TA.

- Precision Teaching - phonics

**Numeracy:**

- Interventions e.g. National Centre for Excellence in Teaching Maths (NCTEM) Mastering Number programme
- Additional concrete resources and visual supports

**Physical development and/or sensory Needs (including Medical needs):**

- Access to the school nurse
- Referral to Occupational Therapy
- Finger grips for handwriting
- Posture and balance cushions
- Implementation of Health Care Plans
- Fine motor skills activities
- Access to universal sensory kits - ear defenders, fidgets, TheraBands

Outside agencies such as Physiotherapists, Occupational Therapists, Speech Therapists, CAMHS (Child and Adolescent Mental Health) and Specialist Teachers work in conjunction with staff at the school to ensure that the support is targeted to assist the pupils with their learning. They will also ensure that any equipment required will be supplied and adapted for individual pupils.

The following services are available to work with the pupils at Welbourne Primary School:

Speech and Language Therapist  
 Physiotherapist – as appropriate  
 Occupational Therapist - as appropriate  
 School Nurse  
 Educational Psychologist  
 Learning Mentor  
 Language and Autism Support Team (LAST)  
 Hearing Impaired Service  
 Visually Impaired Team  
 Social Services  
 Educational Welfare Service  
 Consultants from clinics that children attend  
 Trailblazer project  
 Child Development Centre

**What are the school's arrangements for assessing and reviewing children and young people's progress towards outcomes?**

Children and young people on our SEND register have a personalised *SEND Support Plan* that outlines individual goals for each term, in addition to targets set through teacher planning.

Each term, the class teacher and parents hold an *Assess, Plan, Do, Review* meeting to:

- Review progress in the child's identified areas of need.

- Examine evidence of progress and determine which support strategies had the most impact.
- Set new targets for the next term.
- Identify areas where progress has been slower than expected and discuss reasons for this.
- Plan additional support to improve future progress.

The school regularly tracks all children's progress through:

- *EHCP Annual Review* meetings with pupils and parents/carers.
- Daily informal check-ins with parents at the beginning or end of the school day.
- Communication via in-person meetings, email, or phone—whichever is most appropriate.
- Parents' evenings and written reports.
- Termly progress data analysis.
- Annual parent surveys.

Additional meetings with parents can be arranged as needed to provide further support and updates.

### **What are the school's arrangements for consulting parents of children with SEND and involving them in their child's education?**

We view parents and carers as essential partners in the educational process. We actively engage with families, keeping them informed of their child's progress, listening to their concerns, and working together to provide the best possible support. Regular meetings, including Plan-Do-Review sessions and annual reviews, ensure that parents are central to decision-making and goal-setting.

- All children on the SEND register have a SEND Support Plan that is reviewed 2-3 times a year, and are discussed and shared with the children and parents.
- These meetings with pupils and parents / carers can be through parent's evenings, Annual Reviews or any other meetings held to consider their individual needs.
- Opportunities to speak to members of staff on a daily basis.
- Meetings at the start of the year to share information on the curriculum, expectations of what we hope parents will do to support their children, how to support with reading and homework and what to do if they have any concerns.

### **What are the school's arrangements for consulting young people with SEND and involving them in their education?**

Engaging all children as active participants in their own education and in making a positive contribution to their school and local community is a priority for the school. All children are consulted about their learning and how they feel about their progress. Where children have SEND, we will take extra care to involve them and make sure their voice is heard. We ensure that children with SEND are included and represented in the groups and activities that we have set up to listen to their views and involve them in decision making.

## **How does the school evaluate the effectiveness of the provision made for children and young people with SEND?**

Staff value pupils of different abilities and support inclusion. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. High quality teaching is the most important factor in ensuring all children make progress. We regularly review the quality of teaching in the school and ensure that teachers are able to identify how individual children learn best. We check the effectiveness of our SEND provision by checking individual progress and to see if agreed goals and outcomes for a child are being met. We use our school data to review and monitor individual progress. Both the attainment and the progress of children with SEND are monitored through this system. The teachers work with the SENCO, the parents and the child to make sure any SEND support is adapted or replaced by another approach, if it is not being effective.

The main home learning menus set for all children is available on the website, and they include a variety of activities that promote creativity and allow children to present work in a variety of ways.

**Education Health and Care Plans (EHCP):** Where the school has done everything it can to identify, assess and meet the SEND needs of the child and they are still not making the expected progress, the school or parents may consider requesting an Education, Health and Care Needs Assessment (EHCNA), leading to an Education, Health & Care Plan (EHCP).

The process for requesting an EHCP needs assessment, in Haringey can be found on the council's 'Local Offer' website. Parents and carers can also request access to further support by emailing Haringey SEND Team at [SENDETeam1@haringey.gov.uk](mailto:SENDETeam1@haringey.gov.uk)

EHCPs are issued by the Local Authority, where agreed, and are used by the school to plan SEND provision for children with severe and complex needs. The EHCP includes:

- a detailed profile of the child, including their strengths and aspirations for the future.
- any education, health and care needs a child may have.
- the goals, or outcomes, for the pupil agreed by the family and professionals for the next phase of their education.
- any education, health and social care provision in place to meet their needs.

## **What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood?**

Successful transitions between key stages are essential. The SENCO works closely with teachers to ensure smooth handovers, arranging meetings between a child's current and future teachers. Where appropriate, the SENCO attends these meetings to discuss individual needs and the best strategies for support.

Moving to secondary school can be particularly challenging for children with SEND. To support this transition:

- The SENCO attends meetings to review each child's needs and determine necessary support.

- The SENCO leads the *Annual Review Meeting* for pupils moving to secondary school, ensuring a well-planned transition.
- Close collaboration with receiving secondary schools ensures that staff are fully aware of each pupil's needs.

For children requiring additional support, targeted transition preparation takes place over two terms in Year 6, with a designated adult or Learning Mentor. Extra visits to secondary schools can be arranged if needed. Additionally, *Haringey Local Authority* offers transition support sessions for children with an EHCP.

### **How do we ensure our staff have the expertise and training to support children and young people with SEND?**

The SENDCo supports the class teachers in planning for children with SEND. The SENDCo has completed the National Award for SEND Coordination (NASENCO) and regularly attends external training to further her skills and knowledge of supporting children with SEND.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. specific Speech Language and Communication training, supporting children with sensory needs.

We run whole school training on SEND issues, specific training for teachers and support staff and individual and small group training. These sessions are both internal and external and are delivered by the SENDCo and outside experts, providing teachers and support staff with expert advice to help support children who have been assessed in school.

### **How do staff at Welbourne Primary School ensure that all young people with SEND are able to engage with activities in the same way as those who do not have SEND?**

Our school offers a range of extra-curricular activities, including sports, music, and dance clubs. A full list of activities for the current term and year ahead is available through the school office.

We strive to ensure that all pupils with SEND can participate alongside their peers. When an activity significantly contributes to a pupil's agreed outcomes, we will make reasonable adjustments to support their involvement.

All pupils have the opportunity to participate in school trips, including an annual residential trip for Year 6. For pupils with SEND:

- Parents are involved in planning to assess benefits, risks, and necessary support.
- Adjustments are made to meet individual needs.
- Parents may be invited to accompany trips to help ensure safety and well-being.

Our school site is fully accessible, with all classrooms located on the ground floor to accommodate children with mobility needs.



Pupils with SEND are encouraged to apply for leadership roles, such as prefects, peer mediators, and school council members. No child is denied these opportunities due to their difficulties.

### **What support is available for improving the emotional and social development of pupils at Welbourne Primary School?**

Our school has rigorous systems in place to support all pupils, including those with SEND. Class teachers work closely with the SENCO, Learning Mentor, and senior leadership team to ensure appropriate support is provided.

- The *Welbourne Inclusion Form* allows staff to highlight or refer pupils experiencing difficulties.
- These pupils are discussed in weekly *Inclusion Team* meetings.
- Appropriate support is then put in place based on the child's needs.
- If in-school support is insufficient, we seek assistance from external agencies.
- Where additional funding is needed, the school may request a *statutory assessment* to apply for an *EHCP (Education, Health, and Care Plan)*.

We offer a range of support mechanisms for pupils who need emotional and social support, including:

- SENCO and Learning Mentor support.
- Anti-bullying committee.
- *Games Club* at lunchtime.
- *Positive Behaviour Plans*.
- *SEND Support Plans*—created using insights from *Plan, Do, Review* meetings with parents, staff, and pupils.
- Access to the *sensory room*, where appropriate.
- *Talk Time* sessions with the Learning Mentor.
- Support from the *Trailblazer Service*.

### **Safety of pupils**

Children with additional needs may be more vulnerable to bullying and abuse. At Welbourne, we have strong pastoral support systems and a vigilant staff team to help protect all pupils.

Our school culture prioritises support both in the classroom and during playtime, with staff members who know the children well providing close supervision and care. Staff are trained to identify and support pupils who may be at risk.

We actively promote respect, equality, and understanding through:

- Assemblies and the PSHE curriculum
- Awareness events, such as *Anti-Bullying Week* and *Neurodiversity Celebration Week*

We have **robust safeguarding systems** in place, underpinned by a culture of "*no concern is too small.*" Our safeguarding team consists of four dedicated leads who oversee child protection.

For more details, please refer to our **Child Protection Policy**.

### **How does Welbourne Primary School involve other services to meet children and young people's SEND and support their families?**

We work in partnership with pupils, parents, and staff to track and review progress, ensuring that all pupils receive the best possible support. Collaboration with external agencies helps us provide tailored interventions when in-school strategies are not sufficient.

If high-quality teaching and intervention groups do not lead to sufficient progress, we may refer a child to an external professional for further assessment and support. Referrals require parental consent and may involve:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Language and Autism Support Team (LAST)

Some children may require personalised timetables and individualised programmes of work. This means they may:

- Work with the rest of the class for some lessons.
- Follow a parallel curriculum individually or in small groups with peers at a similar level.

For children with severe, complex, and lifelong learning needs, the school may apply for additional financial support from the Local Authority (LA). In these cases, the school or parent/carer can request an Education, Health and Care Plan (EHCP) assessment. This legal process determines the level of support and funding required to help the child achieve their desired outcomes.

### **Who is the Special Educational Needs & Disabilities Co-Ordinator (SENDCo) and how do I contact them?**

Our Special Education Needs Coordinator (SENCo), Ms Cappello, is a qualified teacher who has responsibility for overseeing SEND provision. They work closely with other members of the Senior Leadership Team and governing body, as well as all teachers and support staff. If you have concerns about your child, the initial point of contact should always be your child's class teacher. The Class teacher is responsible for:

- monitoring the progress of your child and planning for any additional help your child may need
- delivering and adapting a differentiated curriculum
- writing SEND Support Plans, sharing, and reviewing these with parents once a term, which is overseen by the SENCo

- ensuring the schools SEND policy is followed in their classroom.

They can be contacted as follows:

[senco@welbourne.haringey.sch.uk](mailto:senco@welbourne.haringey.sch.uk) or the school office.

The school telephone number is **0208 808 0427**

If you are the parent or carer of a child with additional needs and are considering applying for a place at Welbourne for your child, you may wish to contact the SENDCo to request a meeting to discuss their needs and how they could be met.

### **What arrangements are in place for handling complaints from parents of children with SEND about the provision made at the school?**

It is important to us that you contact us if you feel that things are not right with your child's learning.

- Firstly, contact your child's class teacher. This can be done by phone or by speaking directly to the class teacher.
- If you feel that this has not been successful, you can contact the SENCO via telephone, letter or email. Alternatively, you can contact Reception who will pass a message to the SENCO who will then contact you.
- If you are still not satisfied with the outcomes of the situation with the SENCO, you can then **follow the school procedures in place, as stated in the complaints policy.**
- Should none of these stages resolve your complaint, then you can go to the Local Authority Statutory Assessment Service, who retain the responsibility for your child's education. The central SEN services for Haringey can be contacted on 020 8489 1913.

If you have any questions about this report or SEND at Welbourne Primary School, please do not hesitate to contact Ms Cappello at the school.

### **Where can I find more information and support in Haringey about SEND services and the Local Offer?**

All local authorities are required to publish a **Local Offer**, which provides information about education, health, and social care services available for children and young people with SEND or disabilities in their area.

The **Local Offer** serves two main purposes:

1. **Providing Clear Information** – It offers accessible details about available support and how to access it.
2. **Responding to Local Needs** – It is developed and reviewed with input from children and young people with SEND, their parents, and service providers to ensure it meets community needs.

To explore the services available in Haringey, visit:

**Haringey Local Offer:** [www.haringey.gov.uk/localoffer](http://www.haringey.gov.uk/localoffer)

For details on SEND provision at **Welbourne Primary School**, please refer to our **SEND Policy**, available on the school website.

## **Parent Partnership Service – Markfield Together for Inclusion**

Markfield provides **free, impartial information, advice, and guidance** for children, young people, and families with SEND. Their services include:

- Assistance with resolving disagreements.
- Information, advice, and direct support.
- Help with personal budgets and form-filling.
- Access to social groups, activities, and local networks.

**Email:** [enquiries@markfield.org.uk](mailto:enquiries@markfield.org.uk)

**Website:** [www.markfield.org.uk](http://www.markfield.org.uk)