



SEND Information Report 2026-2027

Weston-on-Trent C of E Primary School

Introduction

This SEND Information Report explains how Weston-on-Trent C of E Primary School identifies, supports and reviews provision for pupils with special educational needs and disabilities (SEND). It describes the arrangements in place to ensure that all pupils can access an ambitious curriculum, participate fully in school life and achieve the very best outcomes possible.

Legal Framework

This report should be read alongside:

- SEND Policy
- Accessibility Plan
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy

This report has been prepared in accordance with:

- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- SEND Code of Practice 0-25 Years
- Equality Act 2010

Our Vision for Inclusion

At Weston-on-Trent C of E Primary School we believe that every child is unique and deserving of an education that enables them to flourish academically, socially, emotionally and spiritually. We are committed to removing barriers to learning and participation and ensuring all pupils feel valued, supported and included.

What is SEND?

The SEND Code of Practice: 0-25 Years states that:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her." A child of compulsory school age has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age, or they have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools.

At Weston-on-Trent C of E Primary School, we recognise that every child develops and learns in different ways. Some pupils may require additional support, adjustments or specialist provision to help them access learning, participate fully in school life and achieve their potential. SEND can affect a child's learning, communication, social interaction, emotional wellbeing, physical development or ability to access aspects of the curriculum independently.



The SEND Code of Practice identifies four broad areas of need. These areas help schools understand and plan appropriate support, although we recognise that many children may have needs which overlap more than one area.

Communication and Interaction needs may include difficulties with speech, language and communication or the social aspects of communication, including pupils with autism spectrum condition (ASC). These children may require support to develop understanding, expressive language, social communication skills and successful interactions with others.

Cognition and Learning needs may affect the way a child acquires, processes and retains information. This can include moderate learning difficulties, specific learning difficulties such as dyslexia, dyscalculia or dyspraxia, and more complex learning needs that require additional support to access the curriculum.

Social, Emotional and Mental Health (SEMH) needs can influence a child's ability to regulate emotions, build relationships, engage positively with learning and manage everyday challenges. Some children may experience anxiety, low self-esteem, attachment difficulties or other emotional factors that impact upon their education and wellbeing.

Sensory and/or Physical Needs may include hearing impairment, visual impairment, physical disabilities or medical conditions that require specialist equipment, adaptations or support to ensure equal access to learning opportunities and wider school experiences.

At Weston-on-Trent C of E Primary School, we are committed to identifying needs as early as possible and ensuring that every child receives the appropriate support to enable them to thrive. We follow the graduated approach outlined within the SEND Code of Practice, working closely with pupils, families and external professionals to remove barriers to learning and promote inclusion. We believe that pupils with SEND should have access to the same high aspirations, high-quality teaching and enriching experiences as all other children, and we strive to create a nurturing, supportive and ambitious environment in which every child can flourish.

How Does the School Identify SEND?

At Weston-on-Trent C of E Primary School, we recognise the importance of identifying special educational needs and disabilities at the earliest possible stage. Early identification enables appropriate support to be implemented promptly, helping to remove barriers to learning and ensuring pupils are able to make progress from their individual starting points.

Teachers continually monitor pupils' academic progress, social development, emotional wellbeing and engagement with learning through high-quality assessment, day-to-day classroom practice and regular observations. Information gathered through ongoing assessment provides staff with a detailed understanding of each child's strengths, areas for development and any emerging concerns. We recognise that difficulties can present in different ways and may affect learning, communication, behaviour, social interaction, emotional regulation or physical access to the curriculum.

The views of parents and carers form an essential part of the identification process. Parents know their children best and are often the first to notice changes in development, behaviour or learning. We actively encourage



families to share any concerns they may have and work closely with them to build a comprehensive picture of a child's needs. Pupil voice is also an important consideration. Wherever appropriate, children are encouraged to share their views about learning, what they find challenging and the support they feel helps them to succeed.

When concerns are identified, the class teacher works alongside the SENDCo to gather and analyse a wide range of information. This may include assessment data, work scrutiny, observations, discussions with parents, pupil voice, attendance information and reports from previous schools, early years settings or external agencies. Where necessary, specialist advice may be sought from professionals such as Educational Psychology Service, Speech and Language Therapy, CAMHS or Derbyshire Inclusion Support Team (ISAT) to support a deeper understanding of need.

We recognise that slow progress or low attainment does not automatically indicate SEND. When considering whether a child has special educational needs, we take account of other factors that may be impacting on progress, including attendance, medical needs, emotional wellbeing, English as an additional language, family circumstances or previous educational experiences. Decisions are therefore made carefully and based upon a holistic understanding of each child's individual needs.

Where a special educational need is identified, support is planned in partnership with parents, pupils and staff through the graduated approach of Assess, Plan, Do, Review. This ensures that provision is tailored to the individual and regularly evaluated to ensure it is having a positive impact on outcomes. In line with the recommendations of the Education Endowment Foundation, we aim to develop a thorough and ongoing understanding of each pupil's needs through regular assessment and collaborative working with families and professionals, ensuring that support remains responsive, evidence-informed and focused on achieving the best possible outcomes.

The Graduated Approach

At Weston-on-Trent C of E Primary School, we follow the graduated approach outlined within the SEND Code of Practice, using the cyclical process of Assess, Plan, Do, Review to identify needs, implement support and monitor progress. This approach ensures that provision is carefully tailored to each individual pupil and remains responsive to their changing needs over time. It also reflects the recommendations of the Education Endowment Foundation, which emphasise the importance of developing a thorough understanding of pupils' needs, delivering high-quality teaching and using evidence to evaluate the effectiveness of support.

During the Assess stage, teachers, the SENDCo, parents and, where appropriate, the pupil work together to develop a detailed understanding of the child's strengths, needs and potential barriers to learning. This may include information from ongoing assessment, classroom observations, work scrutiny, parent discussions, pupil voice, attendance information and advice from external professionals. The aim is to develop a holistic picture of the child and identify the factors that may be impacting on progress, participation or wellbeing.

During the Plan stage, appropriate support strategies, adjustments and desired outcomes are agreed. This may involve adaptations to classroom practice, targeted interventions, additional resources or advice from specialist professionals. Parents and pupils are involved wherever possible so that provision reflects individual needs and aspirations. Support and agreed outcomes are recorded and monitored through Provision Map by TES, ensuring that all staff have a clear understanding of the provision in place and their role in supporting the pupil.



The Do stage involves the implementation of the agreed support. The class teacher remains responsible for the progress and development of all pupils in their class, including those receiving additional support from teaching assistants or external agencies. High-quality adaptive teaching remains at the heart of provision, with targeted interventions and additional support being used to complement classroom teaching rather than replace it. Support is delivered consistently and staff work collaboratively to ensure that strategies are embedded effectively across the school day.

During the Review stage, the effectiveness of the provision is evaluated. Progress towards agreed outcomes is considered alongside assessment information, observations, feedback from staff, parental views and pupil voice. Information is reviewed through Provision Map, enabling staff to evaluate the impact of interventions and make informed decisions about next steps. Support may be continued, adapted, increased or reduced depending on the pupil's changing needs and progress. This ongoing cycle ensures that provision remains purposeful, evidence-informed and focused on securing the best possible outcomes for every child.

Our Approach to Teaching Pupils with SEND

High-quality adaptive teaching forms the foundation of our provision for all pupils, including those with SEND. In line with the recommendations of the Education Endowment Foundation, we recognise that high-quality teaching is the most important factor in improving outcomes for pupils with additional needs and that effective strategies used to support pupils with SEND often benefit all learners. Teachers plan lessons carefully to ensure that learning is ambitious, inclusive and accessible. This may involve scaffolding learning into manageable steps, modelling new concepts and skills, providing visual supports, using flexible grouping arrangements and delivering clear, explicit instruction. Teachers also use strategies such as pre-teaching key vocabulary and concepts, retrieval practice, repetition and regular checks for understanding to ensure pupils develop secure knowledge and confidence in their learning.

Our approach is centred on understanding the individual strengths and needs of each child and making appropriate adaptations without lowering expectations. Staff create supportive classroom environments where all pupils can participate fully, develop independence and experience success. Adjustments may include adapted resources, additional visual prompts, alternative methods of recording, assistive technology, carefully structured routines and targeted adult support where appropriate. These adaptations allow pupils to access the same broad, balanced and ambitious curriculum as their peers while receiving the support they need to thrive academically, socially and emotionally. Through high expectations, strong relationships and evidence-informed practice, we strive to ensure that every pupil is fully included and able to achieve their potential.

Interventions and Additional Support

Where appropriate, pupils may receive additional support through carefully planned interventions that address specific barriers to learning. These interventions are selected following assessment of need and may include phonics support, precision teaching, reading fluency programmes, speech and language activities, social communication interventions, nurture-based support and personalised learning programmes. Interventions are tailored to individual pupils and are designed to develop specific skills, confidence and independence while supporting progress towards agreed outcomes. The effectiveness of all interventions is monitored closely through regular assessment and review to ensure that provision remains responsive to each child's changing needs.



In line with the recommendations of the Education Endowment Foundation, interventions are used to complement, rather than replace, high-quality classroom teaching. We recognise that pupils with SEND have the greatest need for excellent teaching and that targeted support is most effective when it builds upon, and reinforces, learning that takes place within the classroom. As a result, interventions are carefully integrated into each pupil's wider provision and delivered alongside high-quality adaptive teaching, ensuring that pupils continue to access a broad, balanced and ambitious curriculum. Through this graduated approach, we aim to provide the right support at the right time while promoting participation, achievement and long-term independence.

The Role of Teaching Assistants

Teaching assistants play a valuable role in supporting the learning, independence and inclusion of pupils with SEND. Working under the direction of the class teacher, they contribute to the delivery of targeted interventions, reinforce learning within lessons and provide carefully structured support that enables pupils to access the curriculum successfully. The SEND Code of Practice is clear that teachers remain responsible and accountable for the progress and development of all pupils in their class, including where support is delivered by a teaching assistant. Our approach reflects this principle, ensuring that teaching assistants work collaboratively with teachers to implement agreed strategies identified through the graduated approach and recorded on the school's provision map. The provision map enables staff to monitor the support a pupil receives, evaluate its effectiveness and ensure that provision remains responsive to changing needs.

The Education Endowment Foundation highlights the importance of the effective deployment of teaching assistants and emphasises that they should supplement, rather than replace, high-quality teaching. Teaching assistants at Weston-on-Trent C of E Primary School are therefore used strategically to promote independence, support participation and facilitate access to learning rather than creating reliance on adult support. Through careful planning, regular communication with teachers and ongoing professional development, teaching assistants make an important contribution to ensuring pupils with SEND are fully included within classroom learning and wider school life.



Accessibility and Inclusion

At Weston-on-Trent C of E Primary School, we are committed to ensuring that all pupils can access learning, participate fully in school life and experience a sense of belonging within our school community. In accordance with the SEND Code of Practice and the Equality Act 2010, we make reasonable adjustments to overcome barriers that may prevent pupils from engaging fully in education. These adjustments are informed by individual needs identified through the graduated approach and are reviewed regularly through discussions with pupils, families and professionals. Information regarding additional support and adjustments is recorded within the provision map, ensuring that staff have a clear understanding of the strategies and resources required to support individual pupils effectively.

Adaptations may include visual timetables, writing slopes, pencil grips, sensory resources, adapted learning materials, assistive technology, flexible seating arrangements and personalised routines. Consistent with the recommendations of the Education Endowment Foundation, we recognise that many adaptations that support pupils with SEND also strengthen learning for all pupils. By creating inclusive classrooms, removing barriers to participation and maintaining high expectations, we ensure that all children can access a broad, balanced and ambitious curriculum while developing independence and confidence.

Working in Partnership with Parents

We believe that parents and carers are essential partners in their child's education and that successful outcomes are achieved through strong collaboration between home and school. The SEND Code of Practice places significant emphasis on the importance of involving parents in decision-making, planning and review processes. At Weston-on-Trent C of E Primary School, parents are actively involved throughout the graduated approach and are encouraged to contribute to discussions regarding strengths, needs, aspirations and support strategies. Information gathered through meetings, consultations and ongoing communication helps staff develop a comprehensive understanding of a child's needs and informs the provision recorded on the school's provision map.

Regular communication takes place through parent consultations, provision reviews, annual reviews, meetings with the SENDCo and informal discussions when required. We aim to build positive relationships based on openness, trust and shared responsibility. In line with the recommendations of the Education Endowment Foundation, we recognise that a holistic understanding of a pupil's needs is strengthened when parents, school staff and external professionals work together. By valuing parental views and fostering meaningful partnership, we ensure that support is personalised, coordinated and focused on achieving the best possible outcomes for every child.



Pupil Voice

At Weston-on-Trent C of E Primary School, we recognise that pupils should play an active role in decisions that affect their education and wellbeing. The SEND Code of Practice highlights the importance of listening to the views, wishes and aspirations of children and young people and placing them at the centre of planning and decision-making. We therefore encourage pupils to share their experiences of learning, discuss the support that helps them succeed and contribute to the setting of personal goals and outcomes. Their views are considered during review meetings and inform the provision outlined within provision maps and support plans.

Pupil voice supports us in developing a more complete understanding of individual needs and ensuring that support remains meaningful and effective. Consistent with the recommendations of the Education Endowment Foundation, we believe that pupils are more likely to engage positively with learning when they feel listened to, valued and involved in decisions about their education. By empowering children to understand and communicate their needs, we promote independence, self-advocacy and confidence.

Specialist Services and External Agencies

Whilst many needs can be met through high-quality teaching and targeted support within school, there are occasions when additional specialist advice is beneficial. The SEND Code of Practice encourages schools to work collaboratively with external professionals when further expertise is required to identify, assess and support pupils effectively. At Weston-on-Trent C of E Primary School, decisions regarding referrals or involvement from specialist agencies are made in partnership with families and are informed by evidence gathered through the graduated approach and recorded within the provision map.

The school works closely with a range of services including Educational Psychology Service, Derbyshire Inclusion Support Team (ISAT), Speech and Language Therapy, Occupational Therapy, School Nursing Service, CAMHS and other health and social care professionals where appropriate. Advice from these agencies contributes to assessment, planning and intervention, helping staff to implement evidence-informed support and ensuring that pupils receive coordinated provision that addresses their individual needs.

Staff Expertise and Training



We are committed to developing the knowledge and expertise of all staff so that pupils with SEND receive high-quality, evidence-informed support. The SEND Code of Practice highlights the importance of ensuring that teachers are equipped to meet the needs of all learners and maintain responsibility for the progress of pupils with SEND. Professional development is therefore viewed as a key aspect of our whole-school approach to inclusion. Training needs are reviewed regularly and are informed by pupil need, national developments and school priorities. Information from provision maps also helps identify areas where additional staff expertise may be required.

Staff receive ongoing professional development in areas including autism, ADHD, speech and language development, adaptive teaching, attachment and trauma-informed practice, social, emotional and mental health, safeguarding and specific learning difficulties. The recommendations within the Education Endowment Foundation's guidance on SEND inform our approach to training, particularly the emphasis on high-quality teaching, adaptive practice and effective deployment of support staff. Through ongoing training and reflection, we seek to ensure that all staff have the confidence and skills to meet the needs of pupils with SEND successfully.

Wellbeing and Mental Health

At Weston-on-Trent C of E Primary School, we recognise that emotional wellbeing and positive mental health are fundamental to successful learning. Some pupils with SEND may experience challenges relating to confidence, self-esteem, emotional regulation, friendships or anxiety, and we are committed to providing appropriate support to help them thrive. The SEND Code of Practice identifies Social, Emotional and Mental Health as one of the four broad areas of need and acknowledges the significant impact wellbeing can have on educational outcomes. Provision relating to wellbeing is monitored through the graduated approach and may be reflected within individual provision maps where appropriate.

Support may include nurture approaches, pastoral support, emotional literacy programmes, positive relationships with trusted adults and opportunities to develop resilience, self-awareness and self-regulation. In line with recommendations from the Education Endowment Foundation, we recognise the importance of creating positive, supportive learning environments that promote engagement, wellbeing and inclusion for all pupils. Through a nurturing and caring ethos, we aim to ensure every child feels safe, valued and able to succeed.

Inclusion Beyond the Classroom



We believe that pupils with SEND should have access to the full range of opportunities available within school and should be supported to participate in all aspects of school life. Inclusion extends beyond the classroom and encompasses educational visits, residential experiences, clubs, performances, sporting activities, leadership opportunities and wider enrichment activities. The SEND Code of Practice emphasises the importance of enabling pupils with SEND to participate fully in school and community life, and we are committed to removing barriers wherever possible.

Reasonable adjustments are considered on an individual basis to enable participation and ensure that pupils can benefit from the same opportunities as their peers. This may include additional planning, adapted activities, visual supports, risk assessments or targeted adult support. At Weston-on-Trent C of E Primary School this includes opportunities such as educational visits, residential experiences, forest school, collective worship, sporting competitions, clubs and enrichment activities. We believe that participation in these experiences contributes significantly to personal development, confidence and social inclusion.

Transition Arrangements

Successful transitions are crucial to ensuring pupils feel confident, secure and prepared for the next stage of their education. The SEND Code of Practice highlights the importance of effective transition planning and encourages schools to work collaboratively with families and receiving settings to ensure continuity of support. Transition arrangements are carefully planned and take account of the individual strengths, needs and aspirations of each child. Relevant information is shared appropriately and support strategies are reflected within provision maps and transition documentation.

Transition support may include additional visits, transition booklets, social stories, meetings with families, opportunities to meet new staff and enhanced information-sharing between settings. Particular attention is given to pupils with more complex needs and those transferring to secondary school. Through careful planning and collaboration, we aim to reduce anxiety, build confidence and ensure that pupils experience a smooth and positive transition into their next phase of education.

Education, Health and Care Plans

For a small number of pupils whose needs are severe, complex or long term, support through SEND Support may not be sufficient to secure the outcomes required. In these circumstances, the school may work in partnership with parents and external professionals to request an Education, Health and Care Needs Assessment from the local authority. This process is undertaken in accordance with the SEND Code of Practice and is supported by evidence gathered through the Assess, Plan, Do, Review cycle and the provision map.



Where an Education, Health and Care Plan (EHCP) is issued, the school works closely with families, professionals and the local authority to implement the provision specified within the plan. Progress towards outcomes is monitored regularly and reviewed formally through an annual review meeting. These reviews provide an opportunity to evaluate progress, consider changing needs and ensure that provision continues to support the child's long-term development and aspirations

How Does the School Record, Monitor and Review SEND Provision?

At Weston-on-Trent C of E Primary School, we use **Provision Map by TES** to record, monitor and evaluate support for pupils with SEND. This online system enables staff to maintain a clear overview of the provision in place for individual pupils and groups of pupils, ensuring that support is well planned, targeted and regularly reviewed. Provision Map is used to document additional support, interventions, reasonable adjustments and agreed outcomes arising from the graduated approach of Assess, Plan, Do, Review. It enables teachers, the SENDCo and school leaders to work collaboratively and maintain a consistent understanding of each pupil's strengths, needs and provision.

The SEND Code of Practice emphasises the importance of regularly reviewing the effectiveness of provision and using evidence to inform future planning. Using Provision Map, staff are able to track interventions, review progress towards outcomes and evaluate the impact of support on pupils' learning, wellbeing and engagement. Information gathered through assessment, teacher observations, parent discussions, pupil voice and external professional advice is used to inform these reviews and ensure provision remains responsive to individual needs. The system also supports effective communication between staff and provides a clear record of the school's graduated response to SEND.

Provision is organised through a graduated model of support. Universal provision includes the high-quality adaptive teaching that all pupils receive within the classroom. Where additional support is required, targeted interventions and personalised strategies may be implemented and recorded through Provision Map. For pupils with more complex needs, specialist provision may be informed by advice from external agencies and linked to specific outcomes identified within support plans or Education, Health and Care Plans. This structured approach helps ensure that resources are deployed effectively and that support remains focused on enabling pupils to achieve the best possible outcomes.

Provision maps are reviewed regularly throughout the academic year by class teachers and the SENDCo. These reviews consider the effectiveness of interventions, progress towards agreed outcomes and any changes required to meet pupils' evolving needs. This process ensures that support remains purposeful, evidence-informed and aligned with both the SEND Code of Practice and the recommendations of the Education Endowment Foundation, which highlight the importance of understanding pupils' needs, delivering high-quality teaching and evaluating the impact of interventions carefully to secure positive outcomes for all learners.



How Does the School Support Pupils with Medical Needs?

At Weston-on-Trent C of E Primary School, we are committed to ensuring that pupils with medical conditions are able to access education fully and participate in all aspects of school life. We recognise that some pupils with medical needs may also have special educational needs and disabilities, while others may require support solely because of their health condition. We work closely with parents, healthcare professionals and external agencies to ensure that appropriate arrangements are in place to meet individual medical needs safely and effectively. Our approach is underpinned by a commitment to inclusion, enabling pupils to attend school regularly, engage in learning and participate in wider school activities alongside their peers.

Where a pupil has a significant or long-term medical condition, an Individual Healthcare Plan may be developed in partnership with parents, medical professionals and school staff. These plans outline the pupil's medical needs, medication requirements, emergency procedures and any adjustments required to support their safety, wellbeing and learning. Staff receive appropriate information and training where necessary to ensure that pupils are supported effectively throughout the school day. We regularly review healthcare plans to ensure they remain accurate and reflect any changes in medical advice or circumstances.

Some pupils may require reasonable adjustments to enable them to access learning and participate fully in school life. These adjustments may include adaptations to the learning environment, support with mobility, arrangements for administering medication, support during physical activities, modifications to educational visits or access to specialist equipment. Where medical needs impact upon a pupil's learning, attendance or emotional wellbeing, these factors are considered within the graduated approach and may be reflected within the pupil's provision map to ensure that support is coordinated and regularly reviewed.

We work closely with a range of professionals, including the School Nursing Service, community healthcare teams, therapists, paediatricians and other medical practitioners where appropriate. Through collaborative working with families and professionals, we aim to ensure that pupils with medical needs feel safe, supported and able to achieve their full potential. We are committed to promoting independence wherever possible while ensuring that appropriate care and support arrangements are in place to meet each child's individual needs.

Derbyshire Local Offer

The Derbyshire SEND Local Offer provides information about services, support, activities and advice available to children and young people with SEND and their families across Derbyshire. The Local Offer is designed to help families understand what support is available within education, health and social care and how services can be accessed. It also provides information about support groups, leisure opportunities, transport arrangements and sources of independent advice.

We encourage parents and carers to access the Local Offer as a valuable source of information and guidance. The Local Offer complements the support available within school and can help families access additional resources and services where required. Staff are happy to discuss the Local Offer with families and signpost them towards appropriate support when needed.



Complaints Procedure

At Weston-on-Trent C of E Primary School, we are committed to working closely with families and resolving concerns through open, honest and constructive communication. Most concerns can be addressed quickly through discussions with the class teacher or SENDCo, and we actively encourage parents to raise issues at the earliest opportunity so that solutions can be found collaboratively. We value feedback and recognise that strong partnerships with families are essential in ensuring the best outcomes for pupils with SEND.

If concerns remain unresolved, parents may discuss the matter with the Headteacher and, where necessary, follow the school's formal complaints procedure. Parents may also seek independent advice and support from Derbyshire Information Advice and Support Service (DIASS). We are committed to ensuring that all concerns are taken seriously and addressed fairly, respectfully and in accordance with statutory guidance.

Contact Details

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