

Witherley CE Primary School

Special Educational Needs and Disabilities (SEND) Information Report



INFORMATION BOOKLET FOR FAMILIES



School Name	Witherley Church of England Primary School
Address	Church Road, Witherley, Atherstone CV9 3NA
Telephone Number	01827712198
Name of Head Teacher	Mrs Debbie Middleton
Name of SENDCo	Mrs Andrea Hodgson
Head Teacher contact details	wps1@witherley.leics.sch.uk
Specialism	Mainstream Primary School
Date of Last Inspection	March 2022
Outcome of Last Inspection	Good
Date of Last SIAMS inspections	July 2024
Outcome of Last SIAMS Inspections	Pass
Does the school have a specialist designated unit?	No
Total number of children with special educational needs	13
Number of children receiving additional learning support	Total: 13 Number with EHCP: 2 Number with Top up Funding: 1 Number at SEN Support: 6 Number monitoring at initial concerns: 5
Information on school contribution to the local authority's local offer	Information for Leicestershire's local offer https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/where-to-start-with-send/what-is-the-local-offer Information for Warwickshire's local offer https://www.warwickshire.gov.uk/special-educational-needs-disabilities-send
Date for the review of this SEND information report - reviewed annually	Review April 2026



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1. What are Special Educational Needs and Disabilities?

Special Educational Needs and Disabilities (SEND) can have an impact on your child's ability to learn, their behavior, their ability to socialise and their physical ability.

We recognise that an autism diagnosis may affect your child's behaviour and ability to socialise with their friends. An ADHD diagnosis may mean that your child struggles to concentrate, understand things and to organise themselves. Your child's academic learning may also be affected, for example, they may find reading difficult because they have a specific learning need such as dyslexia.

The areas of special educational needs that we support at Witherley are:

- Cognition and learning difficulties
- Speech, language and communication difficulties
- Social, emotional and mental health difficulties
- Physical and sensory difficulties

2. Our approach to teaching children with

The aims for our children with Special Educational Needs and Disabilities are the same as for all our pupils - to develop enquiring minds with a spirit of curiosity through providing a broad and balanced curriculum.

We value the fact that we are a small school which enables us to personalise and adjust our provision to suit your child. We understand the importance of family, involving you in your child's learning and targets.



3. The graduated response

Our approach means we can identify any difficulties early and keep a close eye on the progress made after we have put differentiated or additional support in place. This helps us make sure that your child is getting exactly what they need to achieve.

Identification

Concerns may arise from various sources including:

- Pupils
- Families
- Teachers
- outside agencies.

Changes in attitude, lack of progress and low attainment may indicate a need for additional support.

The stages include:

Early Response Stage

This is where your child's teacher works with you to understand any extra needs your child might have. This will be an informal, a chat where we discuss next steps and potential adjustments and support that can be made in the classroom. In addition, your child will have some targets to work towards, which will be record on a pupil passport. We will both review the targets at a point during the term. After two terms, if we feel your child has made good progress with their targets and are now accessing the curriculum with more independence then we may decide they no longer need to be at the Early Reponse Stage. If your child has not made good progress and is still finding it difficult to access the curriculum independently,



despite support being put in place then we may decide to move onto the SEND support stage.

SEND Support Stage

This is where your child's class teacher and SENDCo meets with you to create a plan, which is tailored just for your child. We'll work together to identify the category of need and talk about the outcomes you and your child are hoping for. We'll also consider what adaptations can be put in place to help them thrive for example working in a small group or the use of special equipment such as a writing slope on their desk. Your child will have a pupil passport which will highlight your child's strengths, areas of need, best ways to support them and targets, and we'll review those with you every term.

Adaptations in the class will continue to be made for your child, and we'll keep using the Graduated response - Assess, Plan, Do, Review approach to make sure everything's on track.

Education, Health and Care Plan (EHCP) - If your child has more complex and ongoing needs or is still significantly behind, we can request a "statutory assessment" from either Leicestershire or Warwickshire authority depending upon where your GP surgery is. If the local authority agree that an Education, Health and Care Plan is required, your child is likely to have more, in school, targeted provision. This is based on the outcomes stated in their EHCP and some support from additional adults. Plus, you'll have person-centered review meetings every year (an annual review) to discuss their achievements and progress—what's going well and what changes can be made if necessary. The EHCP will then be updated by the issuing authority.



4. How do we involve parents, carers and families?

At Witherley, we believe that partnership is key to ensuring your child thrives. We understand that you are the experts on your child's needs. Our aim is to involve you as much as possible, through regular discussions and meetings when setting targets and outcomes.

We are a friendly school and actively encourage partnerships with parents. We involve you in decision making offering you guidance to access available services for your family and child.

If your child then enters the Early Response cycle (see section 3) we will meet with you 3 times during the year to review progress and discuss support both in school and at home. You will be involved in every step so that we can work together to support your child.

5.

We listen to and encourage all our pupils to reflect on themselves as learners, share their opinions, and make their own choices.

For our SEND pupils we take this a step further by creating pupil-centered passports. These are created in partnership with the child and their family. Our pupil passports highlight strengths, areas for improvement, how your child learns best, and what kind of support they might need. It's a real team effort, and the goal is to help your child thrive in a way that works for them.

We also hold family-centered reviews that make sure yours and your child's voice is heard. Your child will often be involved in these meetings.



6. What is our approach to teaching?

At Witherley, we have a dedicated and supportive staff team all of whom see themselves as a teacher of all pupils, including those with SEND. We're always working on improving our skills so that we can give the best possible support to all our pupils, with all kinds of learning needs.

We have a clear plan when it comes to training. Many staff members receive specific training, and everyone is given a broad understanding of the different challenges children, with a range of needs, might face.

Being an inclusive school means we understand that sometimes pupils need adjustments and some additional support in the classroom. Our goal is to give every child the best possible chance to succeed!

7. What school policies do we have?

Our school has a Special Educational Needs and Disabilities (SEND) policy that explains how we identify pupils with SEND and the steps we take to support them.

Other key documents linked to SEND include:

- Wellbeing policy,
- Accessibility plan
- Medication procedures
- Anti-bullying policy



- Child protection policy
- Positive handling policy
- Equalities policy
- Off-site visits
- Behaviour policy

Our school policies are on our website (see link below) and paper copies are available on request.

<https://www.witherley.leics.sch.uk/policies/>

8. How do we assess and review progress?

The progress of all children at Witherley is tracked carefully, this includes the progress of our SEND pupils. We use test and assessment data to measure your child's progress and look at whether the support they received is having a positive impact on their outcomes.

Every term you will have a review meeting with your child's class teacher. The meeting is an opportunity to review your child's progress. Together we will review the outcomes and targets that were set previously and agree new targets based on the progress made. It is a time when we can talk about how any specialised support is working too. The teacher will also go over any test results or assessments with you as appropriate.

Our school SENDCO and headteacher track the progress made by the pupils with SEND. Through visiting lessons and looking at work in their books we evaluate SEND provision to ensure it is having an impact on meeting objectives and that additional support is continuing to meet the child's needs.



9. Supporting pupils transferring

Transition can be difficult for pupils with additional needs. At Witherley we aim to make the process as smooth as possible. If your child is getting ready to transfer to high school, we will arrange extra visits to help ease the transition. Part of the transition process involves our school Special Educational Needs and Disabilities Coordinator (SENDCO) sharing information, reports and data with the new school's SENDCO. If your child is moving to a new primary school or has come from another primary school, our school SENDCO will talk to the relevant staff to ensure support is in place if needed.

We have good connections with the local high schools and nurseries. If your child has additional needs, that have been highlighted by their nursery, we will contact them to discuss how to support transition to school. Our SENDCO will be involved in transfer review meetings for children with EHCP plans transferring to high school.

10. How do we support children with SEND?

Supporting pupils with special educational needs means we adapt the curriculum and the learning environment, where possible, to fit their needs. We aim to make all our classrooms inclusive for all. We use visual timetables, brain breaks with lessons being engaging and inclusive. The staff at Witherley are flexible when it comes to grouping children and adapting lessons, ensuring your child can shine in the areas they're good at while still being part of their class.



If any challenges arise, we will endeavor to give differentiated support, for example your child might be part of a guided group with a learning support assistant or teacher to recap a specific part of a lesson or objective. They may be involved in pre-teaching or follow-up sessions to reinforce what they're working on. Your child might be involved in outdoor learning in our Forest School space or have learning breaks in the form of Sensory Circuits. We may decide that additional learning items are needed such as pencil grips, timers, wobble cushions, weighted blankets, Now and Next boards or noise cancelling headphones.

We may also request professional help from outside agencies such as the Outreach Team from Open Thinking Partnership or the Educational Psychologist and we then make adaptations following their guidance.

11. Additional support, equipment and facilities

If your child is on the SEND register, there will be some adaptations to their learning. This could mean being part of small groups for speech and language activities, maths, reading, writing, spelling, phonics or part of our Forest School outdoor learning sessions. They may also have an assessment from an outside agency for example a speech and language therapist or educational psychologist.

Every school has a 'notional' SEND budget to help with this extra provision and additional assessments. How much support your child receives will depend on their overall progress and attainment compared to their classmates.



In addition to this we will also look at any possible barriers to learning and any specific difficulties that maybe affecting your child's progress or attainment. It maybe that your child requires the use of specialist equipment such as coloured reading overlays, fiddle toys, sensory aids such as a wobble cushion or noise cancelling head phones or adapted writing materials like a writing slope, different coloured paper or pencil grip. An assessment by an outside agency specialist, such as an educational psychologist, maybe also be undertaken.

Advice from specialists will be used to support learning and progress. Intervention programmes may be provided such as speech, language and communication groups or targeted occupational therapy programmes such as the Warwickshire Hand Skills programme, or the Warwickshire physiotherapy programme 'Moves.' Some pupils may follow a more personalised curriculum and have additional 1 to 1 adult support. Some pupils may have additional access to our Forest School space with our trained Forest School Leaders.

12. Equal access for all

As a small school community, pupils with SEND are represented in all areas of our school life, and that is the way we like it! Our Dojo reward systems are based on attitudes to learning and our school values, as well as achievement allowing all children to feel a sense of success.

We're committed to making sure all SEND pupils have access to extra-curricular activities, whether it's sports teams, tournaments, or other clubs. It is about promoting inclusion and making sure everyone feels engaged in and part of school life.



Our school accessibility plan has clear targets to ensure inclusivity for all. One priority is to make the right adjustments for off-site trips so that your child can join in as much as possible. This is part of our goal to create a welcoming, inclusive environment both in and out of school.

13. What support is available for improving the emotional and social development of children with SEND?

Our school vision and values are rooted in Christianity and our vision statement 'Let your Light Shine' (Matthew 5:16) fully encompasses our whole school ethos.

We promote emotional and social development through direct PSHE/RSE lessons, every day practice and through our school ethos, vision and values.

We follow the Dimension curriculum PSHE/RSE programme, 3D PSHE, and all children engage in these lessons at least once a week.

PSHE/RSE is about making informed choices teaches, focusing on our potential by supporting our wellbeing and tackling issues that can affect our ability to learn, such as anxiety and unhealthy relationships. In PSHE/RSE, we learn the importance of a healthy lifestyle and positive relationships.

Our children who require additional support for their emotional and social development have time in our Forest School area with our trained Forest School leaders.

We work closely with the Early Help team and if it is required professionals from the School Nurse team, RISE, CAMHS and social services.



Forest School

Time in our Forest School space fosters the social and emotional development of all children at Witherley. Under the guidance of Mrs Bedford and Mrs Woolliscroft, the children develop their social skills and ability to cooperate with each other. The children are encouraged to explore on their own, collaborate, share ideas, and problem-solve with their friends.

14. Responding to concerns and worries

We are an approachable school. You can talk to your child's teacher for a quick word at the end of the day, or if you'd prefer, for a more in-depth discussion, you can email the school office or contact the office at wps1@witherley.leics.sch.uk to arrange an appointment.

If a concern is raised we will arrange a meeting with the school SENDCO or the headteacher. During the appointment we will agree actions together and arrange a time to review how it is going.

If you ever have an issue that you feel hasn't been resolved at school, you can always contact our governing body. The chair of the governors can also help guide you through any complaints procedures if needed.



15. How our school governing body are involved in meeting the needs of all children and families

Our school governors hold the main responsibility for the finance in our school. They work with the head teacher to make decisions with regard to managing all our schools resources.

The key functions of the governing body are:

- To ensure a clear vision, ethos and direction for our school
- To hold the head teacher to account for the educational performance of our children and the performance management of our school staff.
- To oversee financial decisions

Our school governors meet regularly with school staff to gain a deeper understanding of the different curriculum needs and running of our school. They do not get involved in the day to day management of our school.

Our school governing body meet together every term. In addition to our full governors meetings, committee meetings are also held termly.

The school governing body is made up of parents, staff and members of the local community.



16. How do governors respond to complaints from parents and carers, concerning the provision made by our school for the children with SEND?

Our governors will respond to complaints by following our complaints procedure.

Please refer to our complaints procedure on our school website, see the link below.

<https://www.witherley.leics.sch.uk/policies/>



17. The local offer and support services in accordance with Section 32 of the Children and Families Act 2014

Both the Leicestershire and Warwickshire local offer give families of children with Special Educational Needs or Disabilities information about help and services in Leicestershire and Warwickshire.

The local offer brings together information about education, health and social care for:

- Children and young people from birth to 25 years old who have a Special Educational Need or Disability (SEND)
- Parents and carers of children with SEND
- Professionals working in health, care and education
- Providers of services for children and young people

Due to our schools position on the Warwickshire/Leicestershire border we access SEND support from both Leicestershire and Warwickshire authorities. The county your family receives SEND support from is dependent upon your family home and GP surgery address.

You can find all the information about both Leicestershire and Warwickshire local offer for SEND right here:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

<https://www.warwickshire.gov.uk/send>

Support Services for parents and carers including arrangements in accordance with section 32 of the Children and Families Act (2014) are



available through our local authority (see section 18. Further Information). In addition to the services listed, our school SENDCo will support, signpost and refer you to other services with your consent. Please contact the school office to make either a phone or in person appointment.

18. Further Information

Contact the following members of staff for further SEND information	
Advice on all SEND related queries for your child or access to available services	Mrs Andrea Hodgson SENDCo and Reception class teacher Contact Mrs Hodgson through the school office - Wps1@witherley.leics.sch.uk or phone 01827712198
For advice on additional concerns about issues with SEND	Mrs Debbie Middleton Headteacher Contact Mrs Middleton through the school office
Our school SEND governor	Mr Phil Salmon Contact Mr Salmon through the school office
Our school Chair of the governors	Mr Mark Essex Contact Mr Essex through the school office
Out of school additional support and advice is available from a number of services	
General Support	Leicestershire SENDIASS https://www.sendiassleicestershire.org.uk/parents-carers-and-children Tel: 01163055614 Warwickshire SENDIASS https://www.warwickshiresendiass.co.uk/
Support for Autism	Autism Outreach Team (Leicestershire) For information about parent workshops follow the link https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/education-and-childcare/educational-



	specialist-services/specialist-teaching-service/autism-support-in-schools
Support for mental health	Advice around mental health through the NHS website https://www.nhs.uk/mental-health/children-and-young-adults/advice-for-parents/
Advice for statutory assessments/ parent support/information on your rights	Independent parent special education advice https://www.ipsea.org.uk/ Leicestershire - SEND Information and Advice and support Service (SENDIASS Leicestershire) Tel: 01163055614 Monday to Thursday 9am to 4:30pm Friday 9am to 4Pm Email: sendiass@leics.gov.uk Warwickshire - SEND Information and Advice and support service (SENDIASS Warwickshire) Tel: 01788 593159 Email: warwickshiresendiass@barnardos.org.uk
Complaints or dispute resolutions	Leicestershire Special Educational Needs Assessment Service (SENA) Tel: 01163056600 Email: senaservice@leics.gov.uk Warwickshire Special Educational Needs Disability Assessment Review (SENDAR) https://www.warwickshire.gov.uk/special-educational-needs-disabilities-send/not-happy-decision-1/3 KIDS Tel: 03330062835 Email: senmediation@kid.org.uk The Together Trust Tel: 01612834836 Email: enquires@togethertrust.org.uk

