Wellstead Primary School Sowing the Seeds of Success		**Wellstead Primary School** **SEND Information Report – Updated October 2026**
SEN Information Report Requirements – see The SEN and Disability Regulations 2014		**School Response**
1	**What kinds of special educational needs are catered for at Wellstead Primary School?**	• Wellstead Primary is a mainstream school, which provides support for pupils across the four areas of need as set out in the SEND Code of Practice, 2015: • *Communication and interaction* • *Cognition and learning* • *Social, emotional and mental health difficulties* • *Sensory and/or physical needs*
2	**How does the school identify and assess children with special educational needs?**	• Children are identified as having SEND in a number of ways. Class teachers or other school adults may raise concerns over a child's progress or need in a particular area. Parents also identify their concerns with the class teacher, and can also request a meeting with the SENCo (Mrs Emma Street) if further advice is needed. We also liaise with pre-schools when children transfer to us in Year R, or their previous school if children join Wellstead at other times. • Initial concerns voiced are recorded as needed. The class teacher and SENCo will decide on a course of action, working in partnership with parents/carers. This usually includes a period of monitoring to capture a full picture of the child's needs. We have a monitoring list, whereby the progress of children who are below expected levels for their year group are tracked and monitored carefully by the class teacher, senior staff, and the SENCo. We also use an AEN (Additional Educational Needs) list to keep a record of children with diagnosed additional needs who do not currently need SEND provision. • The school's SENCo, along with other senior leaders, monitors the progress of all pupils, so that those children who are making slow progress or working at a level significantly below average can be identified. This is done via at least termly reviews of progress and attainment levels of all children in English and maths. Class teachers meet with senior leaders to discuss pupil progress each term, and highlight causes for concern. • Wellstead follows the guidance of the SEND Code of Practice 2015, along with Hampshire's SEN guidance, when deciding whether to add a child to the SEND register. Parents will always be informed if a child is added to or removed from the school's SEND register.
3a, b	**How does the school assess and**	• All pupils' progress and levels of attainment are monitored regularly by class teachers and senior leaders, including the SENCo. In addition, class teachers meet regularly with the SENCo to review the progress and

	review the progress of pupils with SEN, and how does it evaluate the effectiveness of its provision for these pupils?	needs of pupils with SEND. This way, as pupils' needs change, the provision we provide can also adapt. This may include changing their level or area of need, or even removing them from the SEND register. ● Progress in interventions/through additional support is also monitored via individual pupil SEND Plans. We monitor how well children are progressing through these interventions, and adapt provision in light of what we find. ● Information on your child's progress is shared via termly parent/carer meetings, and also via the yearly written report. Copies of SEND Plans, showing additional provision and any relevant targets for children, are shared with parents/carers each term. ● In addition, the school monitors the progress of pupils with Education Health and Care Plans (EHCPs) through termly meetings with the class teacher and SENCo and at annual reviews
3c, d	**What is the school's approach to teaching pupils with special educational needs, and how is the curriculum and learning environment adapted?**	● Wellstead is an inclusive school, and we aim to include all children in all aspects of school life. Most importantly, all children at Wellstead have an equality of opportunity; we will support them to have an equal opportunity to succeed in school and to fulfil their potential. ● We aim to offer equality of educational opportunity by offering access to a broad, balanced and relevant curriculum. We respect the fact that children have differing needs and that children will require different strategies for learning and a range of different teaching approaches and experiences. ● Provision for children with special educational needs is a matter for the school as a whole. We will consider factors such as classroom organisation, teaching materials, teaching style, and differentiation in order to decide how these can be developed so that each child is enabled to learn effectively. Central to the work of every teacher is a continuous cycle of planning, teaching and assessing/reviewing which takes account of the wide range of abilities, aptitudes and interests of all children. High quality inclusive teaching, differentiated or scaffolded as required, is essential for all children, and we aim to meet all pupils' needs through this. The majority of children will learn and progress within these arrangements. ● When needed, additional advice on meeting the needs of children with SEND is sought from outside agencies such as speech and language therapy, educational psychology or other specialist teacher advisors.

3e	**What additional support is available to pupils with special educational needs?**	• We aim for all children to make good progress through high quality inclusive teaching within the classroom. This is differentiated or varied to meet the needs of all learners as much as it is possible. • Wellstead also feels strongly that independence is a key attribute for children to develop in their learning, and so there is an expectation that all children work with some level of independence, relevant to their age and needs. • The class teacher works with children across the class at different times in lessons. In addition, learning support assistants (LSAs) provide in-class support for some children during some lessons. • Personalised provision is provided, when needed, through small group interventions/support programmes. Sometimes, this support may also be provided on a 1:1 basis. • Personalised resources to aid learning may also be provided. For example, prompt sheets/cards to aid learning, positive reward charts, alternative methods of recording. • In all cases, the school will look carefully at the needs of the child, and consider what would best meet their needs. The level and type of support a child receives depends on the level and type of need the child has. Children who are placed at the SEN Support level usually receive additional provision (support) through small group support programmes, or targeted in-class support to enable them to reach specific targets and make good progress. This can sometimes include short amounts of one-to-one adult support to help them reach specific outcomes. If a child's needs cannot be met at SEN Support level, the school may consider whether to apply for an EHCP from the local authority. This relates to only a very small percentage of pupils with severe and complex needs, and parents are always involved in the request for an EHC Plan. • Alongside individual pupil needs, the school considers the range of needs across the year group and school, so that we provide support for children who have the greatest needs, or whose progress is very slow. This ensures that any additional support is used effectively and efficiently, so that the school provides good 'value for money' from their SEN funding. • We also draw upon the expertise of external agencies such as educational psychology, the primary behaviour service, outreach, or specialist teacher advisors to advise us on the most appropriate support to offer individual pupils, where relevant. • The SENCo monitors the impact of additional support and regularly shares updates with the SEND Governor.
3f	**How does the school enable pupils with SEN to engage in the activities of the school together with children without SEN?**	• At Wellstead, we value all children as individuals with a range of abilities, aptitudes and needs. We are committed to inclusion and will make appropriate arrangements for all children to participate as fully as possible in learning, physical, practical and extra-curricular activities. We recognise that inclusion relates to all children having an equal opportunity to education, and conform to legislation set out in the Equality Act, 2010. • Our SEN Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put

		in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning. Risk assessments are carried out for all off-site visits. ● We value and respect diversity in our setting and do our very best to meet the needs of all our learners and community. At present, all pupils and parents are able to access the school. ● We have a school accessibility plan ● Our school is mainly on one ground level, with the exception of four KS2 classrooms on the first floor. These are accessed via two separate wide staircases. Where we have a year group which includes a child with physical difficulties, and where these difficulties may impact their safety or fatigue levels by repeatedly accessing an upstairs classroom, we will aim to ensure that the child's year group classrooms are located on the ground floor. ● The school building is accessible to wheelchairs via some of the external doors. ● Staff supporting children with visual or hearing impairments are trained by a specialist teacher advisor team where possible. ● Children with medical needs where medical intervention is needed have individual health care plans in place. ● We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs. The school's admission arrangements are clearly set out in our Admissions Policy, available on our website. We do not discriminate against children based on their disability when considering admitting them to Wellstead Primary School. The school's accessibility plan is currently under review, and the previous version can be accessed via our school website.
3g	**What support is available for improving the emotional, mental and social development of pupils with SEN?**	● Wellstead aims to develop all pupils socially and emotionally, as well as academically. Personal, social and emotional education is integrated into our curriculum. Children are taught school values through assemblies and other events throughout the year, such as 'Learning Values' days. ● In addition, we have some members of our Inclusion Team who can offer more specific emotional and/or social support for children who require this. As part of this team, we have 2 trained ELSAs (Emotional Literacy Support Assistants) and a Thrive Practitioner. These adults work with targeted children either in small groups or individually to support the development of emotional and social skills. ● We run a Thrive group intervention, which focuses on supporting children who are struggling to manage in their mainstream classroom due to social, emotional and/or mental health needs. The aim of this provision is to teach the child the skills needed to support them in managing in their mainstream classroom. ● Relevant staff are trained to support medical needs and we also write individual health care plans for children with specific medical needs where medical intervention is needed. We have close links with key medical teams ● Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is understood and in place by all staff. ● We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. ● Learner voice is a key element of our ethos and this is encouraged in a variety of ways. This includes our School Council, which has representatives from each class.

		• We liaise with various external agencies for support when needed and relevant. These include educational psychology, specialist teacher advisors, primary behaviour support, outreach, school nursing, and CAMHS (Child and Adolescent Mental Health Services). • We have Designated Safeguarding Leads, who liaise with families and Hampshire's Children's Services when necessary to support the wellbeing of children.
4	**Who is the Special Educational Needs Co-ordinator (SENCo) at Wellstead Primary School?**	• Mrs Emma Street, the school's SENCo, can be contacted via the school office, or via sendadmin@wellsteadapps.co.uk. • Mrs Susan Perrin is the school's link governor for SEND. She can also be contacted via the school office.
5	**What training have the staff supporting children and young people with SEND had, or are having?**	• The Governing Body has a responsibility to provide in-service training for staff in relation to SEN. This responsibility is largely delegated to the Headteacher and Senior Leadership Team, including the SENCo. This involves: *•INSET sessions to address needs identified in the School Improvement Plan, including those relating to SEND; this involves both weekly Professional Development Meetings and scheduled INSET day training* *•INSET for support staff involved with SEND throughout the school; this involves both weekly LSA Development Meetings and scheduled INSET day training* *•Workshops led by external agencies; sometimes whole-staff training, or training for staff working with a specific pupil* *•Peer mentoring/learning from others* *•Staff training opportunities to help them develop specific skills to support pupils with specific SEND; e.g. training for a group of LSAs in dyslexia screening, support staff completing ELKLAN (speech and language) training.* *•Support and induction for early career teachers and new-to-post support staff* • Recent school SEND-related training has included EBSA, ARFID, Trauma informed approached, Dual Coding, the impact of Sensory needs, OAP • Individual teachers and support staff are encouraged to attend courses relevant to the current needs of children in their class, and a budget is allocated for training needs. Individual training needs with regards to SEND are largely identified through the performance management process in which all staff take part. Some recent SEND-related training courses which focus staff members have completed include Understanding and Promoting Positive Behaviour, Adverse Childhood Experiences, and Phonics. • The SENCo undertaken and passed a NPQ for SENCo through the University of Winchester • Additional specialist advice or training is gained from outside agencies, such as educational psychology.
6	**How will equipment and facilities to support children**	• Wellstead liaises with appropriate agencies to obtain relevant equipment for children with specific needs. Advice on this is also requested when needed. • The school's delegated budget for SEN assists with costs of the support staff and the SENCo

	with SEN be secured? How are the school's resources allocated and matched to children's special educational needs?	• Support and resources for children with EHCPs are in accordance with the individual requirements. • We also use the school's general delegated budget to buy into certain Service Level Agreements with some Local Authority services, which include some relating to SEN. These include access to Educational Psychology service. • In addition, an amount is allocated each year for the purchase of resources, based on school strategic planning and individual pupil needs. • Costed Provision Maps for Children with EHCP's are reviewed a minimum of twice a year and, where provision has changed, rewritten and submitted to ensure funding bands are accurate and resources can be allocated appropriately • The placement of resources and funding is carefully considered in light of the pupils' need, and pupil progress is carefully monitored to ensure that it has an impact. The senior leaders, including the SENCo, play a crucial role in this, and further resources – including staff time – are allocated based on what is leading to improved learning and outcomes for children.
7	**How are parents involved in the school? How will I know how my child is doing and how will you help me to support my child's learning?**	• Wellstead Primary School will always aim to work in partnership with parents and carers. Parents have termly opportunities to gain feedback on their child's progress through consultation evenings or reports. Copies of SEND Plans will also be shared with parents each term, so that parents can support their child's learning and progress. • Parents are always welcome to arrange an additional meeting with the class teacher or other relevant school staff, including the SENCo, should they wish to. • Where outside agencies are involved with a pupil, we will endeavour to involve parents in the liaison with this agency, as appropriate. • Wellstead whole-heartedly believes in partnering parents in a two-way dialogue to support a child/young person's learning, needs and aspirations, and we aim to involve parents and carers in all aspects of school life. Alongside parent/carer consultation evenings, parents and carers are also invited into school via a number of events, both formal and informal. • We have an active parent teacher association, the Parents of Wellstead (POW), with which parents and carers are welcome to get involved. • Wellstead encourages parents and carers to share their views of the school in different ways throughout the year e.g. through parent questionnaires. • The school runs parent/carer coffee mornings, where parents are encouraged to come along and meet other parents, and also listen to a focus talk around an aspect of supporting children at home or school. • Where relevant, we signpost or provide workshops for parents/carers. For example, Managing Anxiety and Worries in Children, and Supporting Friendships in KS2 have been offered previously.

8	**How does the school consult with children with special educational needs, and involve them in their education?**	• Pupil voice is a key feature of Wellstead. Our pupil representatives on our School Council usually include pupils with special educational needs. Furthermore, pupil representatives consult with all pupils within their class for key questions or feedback. • When applying for EHCP's children are consulted as part of this process • Children who have EHCPs are consulted prior to their annual review, so that their views are listened to and considered. Older pupils often attend at least part of their annual review meeting to share these views. • The SENCo completes monitoring activities including pupil conferencing with pupils with SEND.
9	**Who can I contact for further information? What are the arrangements for complaints from parents of pupils with SEN?**	• In the first instance, parents and carers are strongly encouraged to speak directly to their child's class teacher. If they have further concerns following this, or would like additional information, they are welcome to make an appointment to see the school's SENCo. Parents and carers may also request to speak with the Assistant Headteacher, or the Headteacher. • Further information on SEND, including our full SEN policy, is available via our website at: https://www.wellsteadprimary.co.uk/ • Should parents/carers have a concern about their child's SEND provision, they are encouraged to follow the school's Complaints Policy, available from the Wellstead website.
10	**What specialist services and expertise are available at or accessed by the school?**	• Alongside the SENCo, we currently employ some specialist members of the Inclusion Team to support focus children across the school, and to work with the SENCo on developing whole-school SEND provision. • Our team of Learning Support Assistants (LSAs) includes 2 members of staff trained in supporting emotional development (ELSA) and 1 in Thrive • Two of our LSAs are also Autism Ambassadors, and attend regular training relating to autism. • Should support and advice be needed above and beyond that which we can provide within the school, Wellstead has access to a number of specialist services which relate to SEND. These include educational psychology, primary behaviour support, outreach, and specialist teacher advisors. The school works closely with other support services including occupational therapy, and speech and language therapy. Support and advice is also provided for pupils with English as an additional language upon request. We can access support for pupils via a referral process, on which parents are always consulted. We may also access support and training for staff as needed. • The health services are a vital link with the child's home, and can contribute greatly to early identification and practical support for those children who may have SEND. All medical information and reports on children are confidential. We are able to refer if we have concerns which may be addressed by the health service. This is in consultation with parents, and parents may also access health services via their GP.

		• The school has established links with Hampshire Children's Services. The school cooperates with social care if a child is deemed to be 'in need' (Section 2 of the Children's Act) or is at risk of significant harm (although this would not necessarily mean that a child has SEN).
11	**What support services are available for parents of pupils with SEN?**	• There are a number of organisations which can provide support and advice to parents of children with special educational needs. Hampshire's SENDIASS service can be contacted via https://www.hampshiresendiass.co.uk/ • Information on further local services can be accessed via Hampshire's 'Local Offer' search tool, available at https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page
12	**How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education?**	• We have links with local pre-schools, where a large number of our pupils come from when they enter Year R. Information on SEND pupils arriving from other schools or settings is passed onto the SENCo and consideration is given to how best ensure a smooth transition to our school. Where possible, relevant school staff members are invited to review meetings for vulnerable children due to join Wellstead, prior to their arrival with us. We aim to visit or speak with all pre-schools that have pupils transferring to us during the summer term prior to starting, and offer home visits to all families with new Year R pupils before they start with us. We also request information on children joining us from parents, including whether their child has any special educational needs. • We work hard at forming good links with the secondary schools that our children move on to. SEN staff and teachers from those schools are passed information and records about our SEND pupils, and are invited in to meet with the child's class teacher and/or the SENCo. Where possible, for our pupils with an EHCP, representatives from the school which the child will be transferring to will be invited to the Year 6 Annual Review meeting. • All Year 6 children have taught sessions in school to support them in making a successful transition to secondary. For children with SEND, if we feel they require additional support, we will work to provide this e.g. via additional small group transition sessions, ELSA groups, or producing Communication Passports. We will also highlight these children to their new school, and request that additional visits are provided, if possible. • Where children may find transitioning to the next academic year or new school challenging, we are able to provide them with a social story in the form of a transition booklet. • The SENCo attends local area SENCo network meetings, which provide further opportunities to link with SENCos from local schools.
13	**Where is the local authority's 'Local Offer' published?**	• Hampshire's Local Offer is available from https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page Here you will find a directory of local services which may support children with special educational needs and/or their parents and carers.

This report was compiled with reference to the Children and Family Act 2014, the SEND Code of Practice 2015, and the SEN and Disability Regulations2014.