

# Wellesley Primary School Special Educational Needs and Disabilities Information Report 2025 – 2026

How do we define special educational needs and disabilities at Wellesley Primary School?

At Wellesley Primary School, we aim to provide a broad and balanced curriculum which is relevant, accessible and meaningful to all pupils, and which provides opportunities for every child to succeed. Our school motto is 'Aim High, Reach For The Sky', which reflects the high aspirations we have for the achievement of, and outcomes for, all pupils in the school, including those with Special Educational Needs and Disabilities.

Wellesley regards pupils as having a Special Educational Need if they:

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

There are four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and / or physical needs

(SEND Code of Practice 2015).

During the academic year 2025 – 2026:

Wellesley currently has 206 children on role.

44 children are on the SEND register with a wide range of needs.

9 of these children have EHCPs.

There are a further 21 children who are being monitored.

## How does the education setting know if children need extra help?

Our process for identifying SEND is as follows:

- ▶ A concern is identified – this may happen in a number of ways e.g. through class teacher's observations, data tracking, parental concerns, concerns from a previous setting. Please note that following a diagnosis from a health professional, the pupil is **not** automatically added to our SEND register.
- ▶ In the first instance, the class teacher will put measures into place to address the concern identified and will discuss this with parents. The SENDCO may also attend this meeting. The support put into place may or may not be in the form of a support plan depending on whether the pupil was added to the SEND register.

At Wellesley, most children with SEND will have their needs met through in class provisions. When planning, teachers have the responsibility to make sure learning can be accessed by all members of their class. This could be through in-class resources (e.g., equipment and lesson support materials), adapted learning tasks or access to interventions to support what is happening in the classroom. For some children specific group work or 1:1 tuition may be required.

- ▶ The pupil will be monitored to decide on next steps. It may be that the measures taken successfully address the concern or it may be that we need to consider adding them to the SEND register and, if we have not already done so, putting a support plan into place.
- ▶ We will then follow several cycles of assess, plan, do and review (APDR) through which we will monitor progress and make adjustments to the provision as necessary.
- ▶ The SENDCO has oversight of the support plan process however they are written and reviewed by class teachers who will consult with parents to discuss each cycle.
- ▶ When required, the SENDCO will consult with the Head Teacher to arrange for further professional advice. As a school, we are required to subscribe to these services and in return have a limited number of sessions available throughout the year. Due to this, we have to operate a triage system with greatest need taking priority. There have been a number of instances when a pupil scheduled to be seen by a professional has been 'moved down the list' due to a greater need becoming apparent.

What specialist services and expertise are available at or accessed by the educational setting?

We access external specialist support for children as required these include:

Speech & Language Therapy

Occupational Therapy

Physiotherapy Service

Community Paediatric Service

School Health Nursing Team

Autism Education Trust

Educational Psychology Service

Child and Mental Health Service (CAMHS) including Primary Mental Health Lead

Parent Link Services

South Glos Parents/Carers

Social Services

Virtual School

Sensory Support Service (hearing and vision)

Cluster Board Project

In some instances, it may be appropriate to apply for an EHCP which means asking the LA to consider a needs assessment.

- ▶ In order to do this, we have to present evidence that we have consulted with relevant professionals and followed their recommendations and show that, despite the support that has been put into place, the pupil's needs continue to exceed certain thresholds.
- ▶ The South Gloucestershire website states:

*An EHC needs assessment and plan is ONLY required for the learners with the most complex and severe SEN and disability. The vast majority of learners will have their needs met by the school without the need for an EHC plan or additional funding.*

### How will my child be consulted and involved in their education?

Children who have a support plan contribute to the process by sharing their views on their strengths and needs, and strategies that they find helpful. Pupils with EHCPs will contribute views on their progress and next steps as part of the annual review process.

### What training are the staff supporting children with SEND had or having?

Our curriculum is matched to a SEND child's needs. Staff are trained in how to adapt lessons to meet the needs of children with SEND.

The SENDCO and the Senior Leadership Team monitor the training needs of the staff. Further training is offered in line with the both the needs of the staff and those of the children they are working with. Over the last few years staff have received training from Speech and Language therapists, Autism Education Trust, Team Teach, Inclusion Support Services and the educational psychology service.

An element of the school budget will be used to support SEND training.

### How will Wellesley prepare and support my child to join their setting, transfer to a new setting or the next stage of education and life?

Prior to joining school in Reception, the school are notified if a child will be starting who has SEND and with whom the Early Years Inclusion Team have been involved. A transition meeting will be held where all parents, carers, staff from the current setting and professionals involved will be invited to a transition plan for the child. This may include a range of arrangements such as additional visits to the school, photo books and home visits.

When a child joins from another primary school, the SENDCO of the child's current school will pass on information about the child's needs and current support they are receiving. This also happens when a child moves to a secondary school or a new primary school.

When moving from year to year, the child will be supported by being given the opportunity to meet their new teacher more than once and have additional visits to the classroom. The past and future teacher will meet before the start of the school year to discuss the child's needs and support.

Links with other schools are maintained to ensure a smooth transfer on entry. We have an ELSA trained TA who will work with any vulnerable children when moving to secondary school to make it a smooth and enjoyable experience.

The staff of several local Secondary Schools visit Wellesley during term 5/6 to discuss our Year 6 pupils. All our year 6 pupils will spend some time at their chosen secondary school. When required, a more supported transition for SEND pupils will

be devised by the SENDCO and Year 6 teachers in liaison with the SENCO of the chosen secondary school.

#### How are Wellesley's resources allocated and matched to children's special educational needs?

The level of additional support in each class or year group is not uniform, as it is based upon the needs of our individual cohorts.

The school can access support from professionals, training and funding through the LA Cluster Project. When a child has received support more than £6,000 per year and still needs a greater level of provision, then a request for additional funding may be applicable to meet their needs via an application for an Educational Health Care Plan or Medical Needs Funding.

We will use our best endeavours to meet the needs of all pupils within the constraints of the resources and the physical space that are available to us.

#### How are parents / carers involved in the education setting?

Teachers are available to speak to before and after school daily. Members of the school Senior Leadership Team (SLT) are also on hand to discuss any concern parents may have. We encourage a close working relationship between parents and school as we believe they know their child best. We endeavour to consult fully with everyone involved when forming care plans to meet medical and physical needs.

#### How will my child be included in activities outside the classroom including trips?

We strive to make sure all trips and activities are accessible for all learners. Ratios of staff to children are adjusted to make this possible. Parents of children with specific disabilities or medical needs are consulted in the planning stages and an individual risk assessment is carried out if needed.

#### What are the arrangements for the admission of children with disabilities?

The admission of children with disabilities is considered in the first instance in the same way as non-disabled children. Further considerations are made in the light of need and accessibility, and the school would work with parents/carers and other agencies involved to ensure that appropriate provision could be provided. It is the school policy to accommodate children with disabilities should parents wish, and individual needs are planned for to prevent any children with disabilities being treated less favourably than other children.

In practice, we ensure that classroom and extra-curricular activities encourage the participation of all children, including those categorised as having Special

Educational Needs and Disabilities. Staff organise all resources within the school to increase access to learning and participation by all children.

#### How accessible is the education setting?

The main school building is single storey and has many outside spaces areas which, apart from the woodland area, are fully accessible for wheelchair users. We have accessible toilets at both ends of the building as well as a shower facility. There are no steps to access the building.

Equipment to support children may be purchased directly by the school. In the case of a large piece of equipment e.g. a hoist, needed for a particular length of time, we would consider options to hire or loan it.

Every caution is taken to make sure the site is secure, however, we cannot accommodate children with high levels of behavioural needs that present as climbing, escaping or hiding, as the site is large making it difficult to guarantee their safety.

The school will take account of needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

#### Accessibility Plan

In line with the Equality Act, 2010, Wellesley Primary School has an Accessibility Plan, which is reviewed and updated every two years. This is available on the policies page of our website.

#### How do I raise a concern or make a complaint about SEND at Wellesley?

A concern can be made in person, in writing / email or by telephone in the first instance to the class teacher, the SENDCO or any member of the Senior Leadership Team. They may also be made by a third party, if they have appropriate consent to do so.

The concern or complaint will be dealt with as detailed in our Complaints Policy which is available on our website.

#### Who can I contact for further information?

The South Glos Local Offer website had a range of advice and information for parents and carers and can be found here:

<https://find-information-for-adults-children-families.southglos.gov.uk/kb5/southglos/directory/localoffer.page?localofferchannel=0&channel=localoffer>

Parents may also like to contact SEND and You.

<https://www.sendandyou.org.uk/contact-us/>

South Glos Parent Carer Forum are the local parent carer forum, representing and supporting parent carers of children and young people (aged 0-25) with Special Educational Needs and Disabilities (SEND) in South Gloucestershire. They offer support, training and information.

<https://sgpc.org.uk/>

**More detailed information about our SEND provision can be found in our SEND policy which is available on our website.**