

# The Weald CofE Primary School & Scott-Broadwood CofE Infant School

## SEND Information Report August 2025



The kinds of SEND that are provided for:

The Weald and Scott-Broadwood schools are mainstream, inclusive settings which take children from Reception through to Year 6. We are proud of our ethos and culture, and we fully comply with the requirements outlined in the Special Educational Needs Code of Practice (2014).

In our schools, every teacher is a teacher of SEND and every effort is made to ensure children with SEND are identified early and support put in place to enable them to overcome their unique barriers to learning. Through internal and external training, all staff plan to cater for learners who may have difficulties with: Cognition and Learning; Communication and Interaction; Social, Emotional and Mental Health; Sensory and/or Physical Needs. We make reasonable adjustments to our practices to comply with the Equality Act (2010).

Wave one - quality first teaching is about having high expectations and meeting the needs of all learners to ensure children make progress from their starting points and achieve success. Whole class work is adapted to match all children's needs.

Wave two - wave one plus time limited, additional support or appropriate intervention put in place to support learning.

Wave three - wave one and two plus more personalised intervention put in place aimed at minimising the gap and maximising learning. We also have staff specifically trained in the following areas: ASD, Social and Emotional Development, Restorative Approach to Behavioural Management, SaLT, ELSA, Lego Therapy and Literacy for All.

Policies for identifying pupils with SEND and assessing their needs, including the name and contact details of the special educational needs coordinator (SENDCo):

The schools have a SEND policy which can be found on both schools' websites:

<https://www.wealdprimaryschool.co.uk/policies-2/>

<https://www.sbinfant.uk/Our-School/Policies/>

Our SENDCo is Mrs Hopkins and she can be contacted via the school office on 01306 711719 (The Weald) or 01306 711181 (Scott-Broadwood). Mrs Hopkins is a part-time member of staff. If she is unavailable to speak/meet, then please leave a message with the office and she will contact you as soon as possible.

Termly Pupil Progress meetings with the Senior Leadership team, SENDCo and class teachers are used to identify those children raising concerns re progress or other issues impacting on a child's learning, monitor and track provision and impact. Children are continually monitored by SLT and their progress carefully tracked. Parents who have concerns can raise these with the class teacher in the first instance and then liaise with the SENDCo directly as required. Children entering the schools with SEND are closely monitored and targets are set as appropriate to the needs of the child. The schools liaise closely with feeder schools and nursery settings to ensure that the school is fully informed of a child's needs. In collaboration with the SENDCo, class teachers set realistic and achievable targets for children. These are shared with parents through Provision Map, an online secure system, and reviewed termly. A wide range of intervention programmes are used to support a child's area of need. Both teachers and support staff receive regular training and updates about new programmes. There are members of staff who are highly trained in specific interventions. Programmes of work vary in length according to the type of need that is being addressed. Interventions and the impact they have had on children's learning and progress are monitored by teaching staff on a half-termly or termly basis and revised accordingly. The SENDCo meets with class teachers on a regular basis both informally and formally to review progress made by children who have a special need and to set new targets. Class teachers can approach the SENDCo at any point if they have concerns about a child in the meantime. The Code of Practice recommends a graduated approach to the support and information gathering process. The schools' Provision Map system details how we meet the needs of all our children. Class overviews set out interventions in place for children who are identified as requiring wave 2 provision and interventions. All SEND Learning Plans completed for children who are at 'School Support' level or have an EHCP. The schools operate an 'Assess, Plan, Do and Review' cycle, whereby each term class teachers first assess the child's needs then plan and map out the additional support and interventions to be carried out with the child. Clear targets are set and interventions are then reviewed on a half termly or termly basis to check the impact they are having on the child's progress.

<p>Arrangements for consulting parents of children with SEND and involving them in their child's education:</p>	<p>The schools have a regular reporting cycle for all children, where parents are informed of their child's progress. This cycle takes the form of two parents' evenings, one in the autumn term and one in the spring term. Parents of SEND children also meet in the summer term to review progress. At these meetings class teachers will discuss a child's provision, the interventions they are accessing and the outcomes on which they are working. They will also inform parents of the progress their child is making both in class and within the additional interventions they are receiving. At these parents' meetings, teachers will also share ideas with parents about how they can further support the targets the child is working on at home. In the summer term parents will receive a formal written report, detailing their child's progress in all areas of the curriculum as well as information about their child's general progress. Following the summer reports there is an opportunity for parents to discuss their child's progress or any specific concerns with their child's teacher or SENDCo. SEND Learning Plans (SLPs) are reviewed and updated three times a year and copies of the plans are sent electronically to parents. The SLPs indicate what specific support is required to meet each child's individual outcomes and give an opportunity for children's views to be heard through a 'pupil voice' section. Parents are encouraged to speak to either the class teacher or the SENDCo should they have concerns about the overall progress of their child. The SENDCo holds meetings with parents and outside agencies such as Speech and Language (SALT), Woodlands ASD Outreach Service and Specialist Teachers of Inclusive Practice (STIPs) to discuss progress and to identify the best ways to address a child's needs. Our websites have details of our SEND provision through the policy and other useful documents that support the area of SEND.</p> <p>Parents are welcome to volunteer to come in regularly to hear readers. Training for this is given and class teachers can be approached if parents wish to volunteer. All regular volunteers require a DBS (Disclosure and Barring Service) check, full induction including safeguarding, and the information for this can be obtained from the school offices.</p> <p>The parent associations, FOTW and FOSB are open to all parents. We also have half-termly parent forum meetings, where parents are encouraged to contribute positively to the schools as well as to raise any concerns they have. Parents with particular skills are sometimes asked come in to share those with a class, if their skills are relevant to the topic being studied.</p>
---	--

<p>Arrangements for consulting young people with SEND and involving them in their education:</p>	<p>Targets are shared with children using child friendly language so that they are able to understand the expectation. Children with an ECHP are given the opportunity through 'The One Page Profile' section of the SEND Support arrangements to communicate how best to support them and are given the opportunity for their views to be heard in person and their annual review.</p> <p>Children are encouraged to engage with their targets and progress prior to each parent consultation evening by completing a self-evaluation. Children know what they have done well and their next steps for learning are through feedback marking and through discussion with the teacher and teaching assistant during class work and interventions.</p>
<p>Arrangements for assessing and reviewing pupils' progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review:</p>	<p>We follow clear guidance for age-related expectations as set out by the Department for Education. Ultimately, we are striving for all children to achieve their full potential. During the assess, plan, do and review cycle we will look at the actions needed to support a child towards their outcomes and highlight what each stakeholder can do in order to make a positive contribution. Tracking data along with observations/discussions by staff help to inform how well a child is doing. Pupil progress meetings for all children are held with the class teacher, deputy head, headteacher and SENDCo to monitor progress being made towards meeting their outcomes and end of year expectations. Children's targets are discussed with parents at parents' evenings in the autumn and spring terms as well as informally should parents want to drop in for regular updates. At parents' evening teachers will discuss the targets a child is currently working towards and explain how the learning/interventions are planned to support these targets. Each child's annual school report identifies how the child's attainment compares to National Curriculum age related expectations. Annual Parents' Information Meetings help to update parents and advise how best to support children's learning each September. These meetings ensure that parents are aware of the expectations for that particular year group. If a child participates in additional interventions and is on the Special Needs Register, parents will receive termly details of the targets they are working on. These targets will often include targets that can be worked on at home. We also have a part-time Home School Link Worker based at The Weald who is also a trained ELSA, Helen Young, who can support parents and make recommendations on how they can positively engage with their child's learning and all round development.</p> <p>We also have an ELSA based at Scott-Broadwood.</p>

Arrangements for supporting pupils moving between phases of education and preparing for adulthood:

Admissions arrangements for pupils can be found here:

<http://www.wealdprimaryschool.co.uk/admissions-joinour-family/>

<https://www.sbinfant.uk/Parents/Admissions/>

We work collaboratively with all our nursery, infant feeder schools, secondary and specialist schools, sharing information so that transition to our schools as well as the next setting is made easier. When meeting other professionals, we share information on all our children to give the new setting a clear overview of the child.

We aim to build excellent relationships with the settings that our children move onto and offer additional visits to these as part of our transition process. For children starting in reception, staff visit nursery settings in the summer term and conduct home visits at the start of the year in September. For children needing extra support moving into KS2, we create transition booklets that are taken home over the summer holidays so children can become familiar with the new setting. Our Year 3 class teachers meet with the Year 2 teachers to share knowledge and effective strategies, to ensure consistency. Where possible, the Year 2 teachers visit in the autumn term to support the transition once more by meeting with the teachers of the Year 3 classes. The same applies to transitions within the KS2 phase at The Weald with existing teachers ensuring in-depth transition conversations take place. We have a robust induction programme in place for new children entering our infant department and Year 3. In KS2 we liaise closely with our two infant feeder schools sharing information on progress and SEND support arrangements where applicable; this happens in the same way with nursery settings for our reception starters. We have various transition visits/activities throughout the year and we hold parent information evenings as well as an induction day prior to starting the academic year. When deciding on the next setting for their child, parents are welcome to meet with their class teacher and/or SENDCo to discuss the next step in their child's educational journey. In this meeting guidance is given so the parents can make an informed decision in selecting the best setting for their child. Information on the support available to them from outside agencies is discussed and how to access it. If a child is new to our schools midway through the academic year, then the relevant information will be obtained from the previous setting in the same manner as outlined above.

<p>The approach to teaching pupils with SEND:</p>	<p>All our teachers are teachers of pupils with SEND and we have established 'SEND non-negotiables'. We adopt a graduated approach to meeting needs; through quality first teaching our staff make adjustments to include all children, not just those with SEND. Half termly pupil progress meetings track and monitor children's progress and lead to additional support being put in place if required. In collaboration with the SENDCo, class teachers set realistic and achievable targets for children. A range of intervention programmes are used to support a child's area of need. Both teaching and support staff receive regular training and updates regarding new programmes. There are members of staff who are highly trained in specific interventions. Programmes of work vary in length according to the type of need that is being addressed.</p>
<p>How adaptations are made to the curriculum and the learning environment of pupils with SEND (including accessible facilities):</p>	<p>Our staff make reasonable adjustments to include and support all learners. Teachers put much time and effort in to adapting approaches and resources in all areas of the curriculum to meet the needs of all the children in their class. Learning styles are carefully considered as well as the level of support required by some children. As new enquiries are taught across the core subjects and foundation curriculum areas, teachers adapt their planning accordingly for their class. For example, in maths, planning is adapted on a daily basis as teachers assess how children have responded to the concept taught. Same-day interventions are used to 'close the gap' as well as to 'pre-teach' for the next lesson. This means teachers can plan for the next day based on what may need to be revisited or what may need to be taught to move children on in their learning. The schools are able to access support from the Local Authority to meet the needs of parents who may have English as an additional language to ensure that communication levels are maintained. The schools regularly liaise with outside agencies to address the needs of those children with speech and language, physical, visual or hearing difficulties or neurodivergent traits. Some of our neurodivergent children may have individual work stations within a quieter area of the classroom. Some of our pupils with fine motor difficulties in KS2 may access writing through the use of a 'Chrome Book.'</p>