

WPS SEND Information Report 2025

Willen Primary School



To be reviewed: September 2026

SEN INFORMATION REPORT 2025-26

(In accordance with Section 65 (3) of The Children's and Families Act 2014)

SPECIAL EDUCATIONAL NEEDS

The Code of Practice (2014) explains that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. This is due to a significantly greater difficulty in learning than the majority of others of the same age, or they have a disability which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same.

The four main broad areas of SEND are as detailed below:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and /or Physical Needs

These areas of SEND offer an overview of the range of needs and in many cases, children do have needs that cover more than one of these areas. The purpose of identification within the broad areas is to help in the decision behind the support for the individual and ensure this takes into consideration the needs of the whole child as well as their Special Educational Needs. This allows for the most appropriate intervention to support the individual pupil and ensure their needs are fully catered for. We are a fully inclusive school and continuously strive to provide the best for all our children, including those with SEND.

Safeguarding:

At Willen Primary School, safeguarding and child protection is paramount and we are fully committed to ensuring the welfare and safety of all our children. We believe that pupils have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any student in distress and are confident about applying the processes to avert and alleviate any such problems. If any behaviour is a concern in relation to safeguarding Willen Primary School procedures and processes will be followed at all times in accordance with the Child Protection Policy. Any concerns will be referred to the Designated Safeguarding Leads: Carrie Matthews, Hayley Gates, Melanie Nickson or Tina Percival.

IDENTIFICATION AND ASSESSMENT

At Willen Primary School children are identified as having SEND through a variety of different strategies and assessments including:

- Concerns raised by parents/carers;
- Concerns raised by teaching staff or by a previous school/setting;
- Assessment and tracking data;
- If there is a change in the child's behaviour or self-esteem, which impacts on their learning or wellbeing;
- Liaisons with external professionals
- A medical or SEND diagnosis

We believe parents, carers and school staff are central to the identification process.

PLANNING, DELIVERING AND MANAGING PROVISION

The class teacher has overall responsibility for the planning and teaching of the curriculum for all children, which is monitored by senior leaders throughout the school. If a child has a Special Educational Need, an Achievement Plan will be produced. It will highlight the quality first teaching strategies, targeted and personalised provision specific to the child's needs. Not all children with SEND will require all types of provision.

Quality first teaching strategies - support within the classroom as provided by the class teacher, including a variety of resources to support the learner.

Targeted provision - Specialist programmes in areas such as: self-esteem, anxiety, reading difficulties, managing anger, handwriting difficulties, lego therapy, touch typing, maths support, or speech and language support. These programmes are usually carried out in small groups.

Personalised provision - individual targets specific to difficulties a child is experiencing. Should a child require additional support in order to meet their short-term outcome (personalised provision), they may be included in an intervention group or 1:1 time with a Learning Support Assistant to work on their specific outcomes.

EVALUATION OF THE EFFECTIVENESS

The personalised provisions are planned in consultation with the SENDCo. All targeted and personalised provisions are reviewed at the end of each cycle (approximately 8 weeks). The impact of interventions are measured and discussed at termly Pupil Progress Meetings with the Head Teacher. The SENDCo also evaluates the effectiveness of the intervention against the aims and baseline assessment. This evaluation and review then contribute to the discussion regarding new outcomes, which the class teacher will plan.

ASSESSING AND REVIEWING PROGRESS

Throughout the year, parents/carers will receive a copy of their child's Achievement Plan detailing the support in place. Parents/carers are welcome to contact their child's class teacher at any time for an update on how they are meeting their outcomes. There are regular opportunities throughout the year for parents/carers to speak with the class teacher or to receive feedback, including: two parents' evenings, two book looks, and two reports from teachers. The SENDCo is also available to meet with parents regarding any child with SEND. Appointments can be booked via the school office.

If the child has an Education, Health Care Plan, then parents/carers are invited to planning, review and transition meetings as required. Specialist teachers, Speech and Language Therapists, Occupational Therapists and a representative from the SEND team at the Milton Keynes Council may also be present, alongside the class teacher and parents/carers within this meeting. Parents and the school team around the child will also be invited to a EHCP Annual Review meeting. In addition, we always adopt an open-door policy and actively encourage any parent/carer to share any concerns, however small.

TEACHING AND LEARNING APPROACH

All children are entitled to universal high-quality teaching, adapted to children's individual needs to enable them to access the curriculum. Lessons will be adapted to support children in accessing the lesson at a level appropriate to their learning and developmental stage. Lessons will use a range of means to engage children and support their progress. The lessons account for children's needs and they are planned in order to remove any barriers to the curriculum.

ADAPTATION TO THE CURRICULUM AND LEARNING ENVIRONMENT

Some children may require the curriculum to be adapted in order to remove any barriers that would prevent them from accessing lessons. We therefore find ways in which all pupils can take part in lessons and enrichment activities. As a school we regularly review the way in which resources are matched to the needs of all the children. Adjustments may be in the form of using technology or oral recording devices instead of recording information in a traditional format. Other equipment may also include but is not limited to: coloured overlay, pencil grips, writing scaffolds, writing slant or fiddle toys. Advice from external agencies is welcomed in order to further develop and train staff in adaptations to lessons.

Within some year groups, the number of children within each group may also be smaller to allow for more focused teaching of children with higher level needs. As a school, we adopt dyslexia and ASC friendly strategies within the learning environments across the school. At Willen Primary School, we feel access to all areas of school life is important and have a SEND policy and accessibility plan detailing how we ensure this happens.

INCLUSION

At Willen Primary School we work extremely hard to make sure children are fully included with their peers within learning experiences both inside and outside the classroom. Risk assessments are carried out and procedures put in place to enable all children to participate, wherever possible, in consultation with parents/carers. If a health and safety risk assessment suggests that an intensive level of 1-1 support is required or that an activity may not be suitable for a child, then this will be discussed with the parents/carers prior to the trip or activity. Every measure is taken to fully include every child as long as it is safe to do so.

PROVISION FOR EMOTIONAL, MENTAL AND SOCIAL DEVELOPMENT

At Willen Primary School we pride ourselves on outstanding pastoral support and acknowledge that at some time within their school life all children may need extra support from school staff. If, however, children need further support, this may include:

- Opportunities to talk through concerns with members of staff;
- Individual time with the school pastoral team to further explore feelings, anxieties and behaviour;
- Access to small group work to promote confidence, self-esteem, emotional awareness, anger management or social interaction with our pastoral team;
- Play time support such as a play leader to promote games, activities and social interactions, or access to a weekly lunchtime nurture group.

EXPERTISE AND TRAINING

Pupil support at Willen Primary School comes from all adults in school. The Senior Leadership team, the SENDCo, and class teachers all support children's wellbeing. The school also employs Learning Support Assistants who support a range of needs within school. Within year groups, there are also focused learning groups, which are carried out by experienced teachers. All staff within the school have access to regular training related to special educational needs and disabilities, and Willen Primary School also has access to local authority training as appropriate. We provide our staff with specific training as the needs of the children arise.

EXTERNAL AGENCIES

Occasionally a child or family may need more specialist support from an outside agency. If the advice of a Specialist Teacher is required, parents' consent will be initially required for the needs of their child to be discussed, and this will then trigger the involvement of the relevant Specialist Teacher. For other external agencies such as Educational Psychologists and Speech and Language Therapists, parents' consent will be initially required and a consultation appointment will be arranged.

EQUIPMENT AND FACILITIES

At Willen Primary School we strive to increase the range of equipment used within school for children with SEND as well as the facilities we offer. Equipment within school can range from specialist seating and equipment to support children in accessing their lessons. It may also include equipment that supports children with their attention within lessons such as a visual timetable or sensory toys. Specialist equipment for subjects such as PE is used within school to support children with their gross motor skill development and adapt the curriculum for children with disabilities where appropriate.

At Willen Primary School we have facilities such as a medical room, which is staffed at lunchtimes in order to support children with medical needs or disabilities in school. Our school also has a disabled toilet and showering and changing facilities. In addition to this we also have our lounge area where the pastoral team is based and where children receive support.

INVOLVEMENT OF PARENTS

We strongly believe parents/carers are central to all we do at Willen Primary School. We therefore actively welcome the involvement from parents. Parents can communicate with class teachers via an email or have more informal discussions at pick up and drop offs.

If parents require a more detailed conversation, an appointment can be made with the class teacher or SENDCo via the school office. All parents are also kept informed of their child's progress through parental consultations, the child's mid- year and annual school report.

INVOLVEMENT OF PUPILS

At Willen Primary School we believe that the child's opinions are fundamental in ensuring they are happy and achieve within school. Pupils are therefore involved in all meetings with regards to their provision where it is felt appropriate to their age and stage of development. SEND One Page Profiles and provision maps are written in conjunction with the pupil, or having considered their views.

In addition, the format of the Annual Review process for children with EHC Plans is focused on a more child centred approach, where the pupil will be invited to participate in the meeting or part of the meeting to present their views if appropriate, and as the parent/carer feels is appropriate.

INVOLVEMENT OF GOVERNORS

Our governing body is very active and fully supportive in all areas of school life, including SEND. We have a SEND Governor, **Jade Gilks**, who meets with appropriate school staff and information is regularly fed back and shared at governor meetings. Any complaints would follow our complaints procedures and would include the Governors as appropriate.

TRANSITION

When children with SEND transition to Willen Primary School mid-year or mid key stage, all information from the previous school will be requested and shared with the new teaching team in order to ensure timely intervention and awareness of needs. If required, an observation may also take place at the previous school to gain a full understanding of successful strategies and the provision in place. Additional visits to our school may also be organised as part of the transition process in order to make children more familiar with the routines and layout of the school. These opportunities are all tailored to the individual needs in order to support a smooth transition to the school.

If a child is transitioning from Willen Primary School, all SEND information is passed on to the receiving school and a transition meeting may be set up with the SENDCo of the receiving school, the parents and the pupil, if appropriate. Willen Primary School will also support any additional transition visits to the receiving school or for members of staff to come into our school in order to build the relationship with the pupil. Invitations are also extended to the receiving school for Annual Review Meetings.

CONTACT DETAILS

School:

At Willen Primary School, the first point of contact will be your child's class teacher either in person, by phone or via an email to the office.

Meetings can also be arranged with the Acting SENDCo, Miss Hayley Gates

External Agencies:

SEND Team

Please be aware that the SEND support phone line is now closed, they are only available via email: SENDSupport@milton-keynes.gov.uk

CAMHS - Children and Adolescent Mental Health Services

For new referrals: 01908 724228

Existing patients: 01908 724544

SENDIAS

Advice Line: 01908 254518 (open Monday-Friday 9:30am-4:30pm)

Contact@mksendias.org.uk

[SENDIAS website](#)

Further contact information for external agencies is available in the Local Authority's Local Offer <https://www.mksendlocaloffer.co.uk/>

COMMUNICATION

At Willen Primary School we endeavour to get it right as we always put the needs of our pupils first. Parents/carers are positively encouraged to come into school to talk about any aspect of their child's education. Initial contact is usually made through the child's class teacher, and in the vast majority of cases, concerns or anxieties are usually resolved at this stage. If not, then the SENDCo, pastoral team, Senior Leadership Team and ultimately the Head Teacher, will always strive to resolve any concerns. However, in the very unlikely event this fails and a parent wishes to make a formal complaint, the governing body has published guidelines for parents detailing the necessary stages in the formal complaints procedure.

COMPLAINTS

Please refer to the school's complaints procedure (on the website) should you feel it necessary to make a formal complaint.

LOCAL AUTHORITY LOCAL OFFER

Milton Keynes local authority has also devised a local offer. This has been written in order to show the availability of provision within the local area and to support parents/carers with more information with SEND procedures.

This can be found on the following link:
<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>