

Special Educational Needs & Disabilities (SEND)

Information Report

Information Report 2025/26

INTRODUCTION

Our school vision '**Friendship, Family and Fulfilment**' reflects our shared ethos that '**Life in all its fullness**' (John 10v10) encapsulates every dimension of living – spiritual, moral, social, academic, creative, physical, and overall well-being.

In keeping with our church school values and the school ethos, we believe in providing every possible opportunity to develop the full potential of all children and developing every individual as a whole person. All children will have the right to a broad and balanced curriculum, including extra-curricular activities where appropriate and full access to the National Curriculum. All children are valued, and their self-esteem is promoted.

We work in close partnership with parents/carers who play an active and valued role in their child's education. Our aim is for all children with special educational needs and disabilities to participate in activities that support the effective education of other children and the effective use of resources. Provision for pupils with SEND is an integral part of the School Improvement and Development Plan and the school's self-evaluation process.

Every school is expected to publish an information report on all services relating to young people with SEND. This page is our school's information report and follows a question-and-answer format for ease of access.

Our policy for Special Educational Needs and accessibility policy can be found below.

GENERAL INFORMATION ABOUT THE SCHOOL

Numbers and percentages

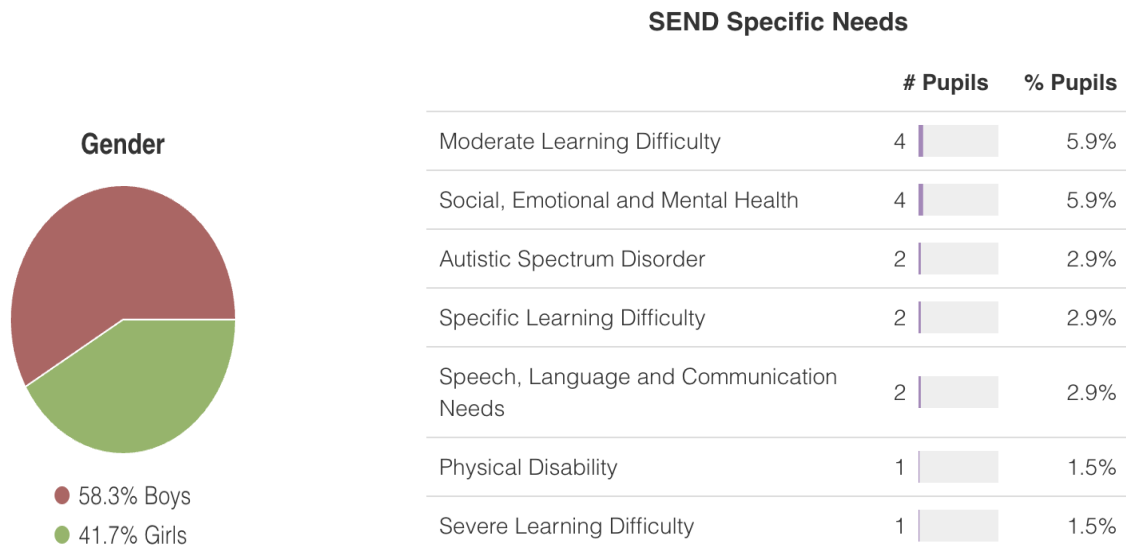
There are currently 68 pupils on roll. There are three classes in the school: Wrens (Reception/Year 1), Hawks (Year 2/Year 3/Year 4) and Kites (Year 4/Year 5/Year 6).

At present, 17.6% of the school has SEND, with 14.7% on SEN Support and 2.9% with an EHCP. Given the school's small scale, breaking down this information further into year groups or key stages could result in identifiable information. We are, however, able to provide information on the gender breakdown of SEN pupils and the specific needs of those pupils whose needs constitute SEN register level support (please note some pupils may

have needs in these areas who are not on the SEN register, as this is not impacting their education)

Nationally, the total proportion of pupils identified with SEND is 18.3%, with 14.8% on SEN Support and 3.5% with an EHC plan.

Gender/ specific needs data 25/26 (Pitton Primary)



What kinds of SEN are provided for?

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and interaction, for example, autistic spectrum disorder and speech and language difficulties

Cognition and learning, for example, dyslexia

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)

Sensory and/or physical needs, for example, visual impairments and processing difficulties,

Moderate/severe/profound and multiple learning difficulties

Identifying pupils with SEN and assessing their needs

How does the school know if my child needs extra help, and what should I do if I think my child might have SEND?

We are committed to early identification of special educational needs to ensure your child remains included in all areas of the curriculum. We use a graduated response to meet their needs in line with the 2014 SEND code of practice, which outlines four areas of special educational need that include a range of difficulties and conditions.

- Communications and interaction.
- Cognition and learning
- Social, emotional and mental health.
- Sensory and/or physical.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

A range of evidence is collected through regular and ongoing progress checks, and the school quickly identifies those children who may not be making the expected progress. This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Assessing and reviewing pupils' progress towards outcomes

Children receiving intervention are monitored by our SENCo through discussions with Teachers and Staff, Assessment Monitoring, and Class Provision Maps. The school uses an Assess, Plan, Do, Review cycle for all interventions at every level of additional support/intervention and strategy to carefully monitor which support works best for the individual child and what may need adjustment to promote good progress.

There is no need for pupils to be registered or identified as having special educational needs unless the school is taking an additional or different action. Needs may have been identified in another setting, and this information is passed on during transition meetings.

If you have a concern about your child's progress or believe they have a special educational need, this should first be discussed with the class teacher. We will always work with you to ensure that your child is not disadvantaged in any way by their SEN if it is at all possible.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do and review.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experiences of parents
- The pupil's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Communication with Parents/Carers

Consulting and involving pupils and parents

We will have a discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed-upon outcomes sought for the child
- Everyone is clear on what the next steps are

We will notify parents when it is decided that a pupil will receive SEN support.

Please note all children with a specific learning difficulty such as dyslexia or ADHD must be placed on the SEN register

Other diagnoses are only placed on the SEN register if this is impacting on the education of the child. With the exception of Specific learning disabilities, children can be placed on and removed from the SEN register based on progress and need.

How will I know how my child/young person is doing? How will you help me to support my child's learning?

There are two formal parent consultations during the year, an annual report and opportunities to discuss your child's learning. During consultations, class teachers will provide information on progress and outcomes to interventions for any pupil who is having interventions or in-class support in a particular area.

During parents' consultations, those children recorded on our SEN register will be given the option of a 20-minute session to support the review of their individualised targets and updates to their personalised plan. In some cases, this may be through reviewing an IEP (Individualised Education Plan). These children are also able to have an additional meeting to put in place targets additionally to these consultations.

Children with the statutory 'Education, Health Care Plan' (EHCP) have an annual review additionally to these meetings, in which progress on individual targets is reviewed and an updated plan is put in place.

Where necessary, the SENCo and class teacher may request additional meetings, such as when setting up an IEP, making a referral to an external agency or applying for an EHCP.

What support is there for parents/carers?

The teachers are always available for discussions and to offer support after school and by appointment. The class teacher is the first point of contact for any queries. Teachers can also be contacted by Class Dojo, by email to admin@pitton.wilts.sch.uk, and at handovers at the end of the school day throughout the school week.

If, after discussing with the child's class teacher, there are further concerns or queries, the SENCo can be contacted via the school office. There is a dedicated SEN Governor who can be contacted via the school office; in addition, the school can put parents in touch with specific groups that support SEN. The school also provides information sessions for parents, such as online pre-recorded sessions which can be accessed at any time via our Inclusion at Pitton padlet along side our Inclusion at Pitton newsletter and links to other websites which may be useful for a variety of needs.

Our approach to teaching pupils with SEN

How will the setting support my child to achieve their potential?

In collaboration with parents and pupils, the school sets targets to help pupils to achieve their potential. The school may support your child in a variety of ways depending on their individual needs.

The first way is within the classroom. Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who show support needs in their learning, including those with SEN. This will be differentiated for individual pupils. Learning will be scaffolded to your child's needs (overseen by the class teacher).

An additional provision may be through targeted small group work that takes place in or out of the classroom. The school uses a wide range of strategies and specialist support programmes to enable your child to make progress.

A further level of provision may involve your child working in a small group or at times individually with a member of staff to meet specific targets. These targets may be set out in an IEP (Individual Education Plan), IBP (Individual Behaviour Plan), or EHCP (Educational Health Care Plan) or be recorded on the school's year group provision maps. These details support that is additional to or different from those provided as part of the School's usual differentiated curriculum. These strategies and support programmes are reviewed and revised on a regular basis and pupils' progress is closely monitored by the class teacher and the SENCo and your child's targets will be set by the class teacher in collaboration with the SENCo.

How will the curriculum be matched to my child/young person's needs?

Our school strives to provide an engaging and exciting curriculum for all children. Your child's class teacher will plan for a variety of needs in the classroom by providing appropriate tasks and achievable outcomes to consolidate and extend children's learning. To ensure that every child with additional needs receives the correct amount and type of support, the following graduated approach is in place:

Early Intervention (EI) (included in Wave 1 classroom support)

At this stage, the class teacher may have identified a low-level need. Some children within class may need a "boost", which may be as simple as learning recapped or scaffolded further to support their learning. The child will receive support and monitoring within normal classroom activities and will not need individual targets. Alternatively, the child might be invited to receive 1:1/ small group support from a Teacher or TA during the school day. Children at the EI stage can also be supported in class groups by the Teacher or TA, and sometimes by parent helpers. If the child is not making progress in these sessions, the SENCo will monitor the intervention in place and assessment data to help support to effectively bring the child back 'on track'.

"How will I know?"

Your child's teacher may ask you to come in at an early stage to discuss your child's progress. However, it is likely they will discuss this with you during the usual course of parent meetings. The teacher will probably not even mention "Early Intervention", as it is more useful for you to be aware of your child's needs. The teacher will tell you what is being done in school and is likely to offer suggestions as to how you can help at home.

SPECIAL NEEDS SUPPORT (SEN SUPPORT or Wave 2)

Children who are experiencing significant and ongoing difficulties with one or more areas of their education (despite the "boosting" support given at the EI stage), will move onto further levels of support. A graduated response will continue to be used to guide staff into next steps for your child.

Within this stage, some pupils may have an Individual Education Plan (IEP) drawn up for them by their teacher if they have a number of different interventions in place. This is an 'in house' plan which will give a clear view of all support given across school life and consist of small targets to work towards.

Your child will receive support in the form of small, focused group work or in some situations, one-to-one, as well as many other opportunities to work on their area of need through the continuation of in-class high-quality teaching support.

It is important to remember that children can move up and down the waves of support and can with a period of time at this level of support, move back to wave 1 and away from support in time. In these instances, children's progress will continue to be monitored by the class teacher and SENCo to introduce support if needed as soon as possible.

"How will I know?"

At this stage, you will be notified that your child will be recorded on the SEN register within the school. This allows for the SENCo to monitor your child's progress more closely and this information transfers across settings during transitions. During parents' consultations, you will be offered a 20-minute session to discuss your child's individualised plan of learning and the progress they are making on their small step targets in their area(s) of need, which may be recorded in school on class provision maps or an IEP.

If your child requires an Individual Education Plan (IEP) you will be invited to discuss your child's IEP be given a copy.

Some children's needs may be specifically surrounding behaviour and in these instances, an IBP (Individual Behaviour Plan) may be put in place with small targets to work on, however, based specifically around behavioural needs.

All children at this level of support also have a One Page Profile. This is a child-centred document written (as much as possible) from the child's voice within the school environment. This gives all staff who work with your child an overview of your child's needs at a glance.

FORMAL STATUTORY ASSESSMENT (EDUCATION AND HEALTH CARE PLAN also known as Wave 3)

In a few circumstances, a child's needs may be severe, multiple and on-going and they may require the assistance and guidance of the Local Authority to assess their needs more formally.

The school will follow a graduated response in supporting your child with all appropriate available support the school can provide in a graduated approach of Assess, Plan, Do and Review, before reaching this stage, as there is a whole host of support avenues available. Before this stage is reached, there are also many external support avenues which can be accessed through the Wiltshire Local Offer and Health Services of which guidance can be given and would be added to the Assess, Plan, Do and Review approach and the impact monitored and assessed by the class teacher and SENCo.

The EHCP, which means **the Education and Health Care Plan**, is a document which sets out the education, healthcare and social care needs of a child or young person for whom extra support is needed in school, beyond that which the school can provide. The EHCP allows for the individual to focus on making progress on small steps, breaking these down further and reviewing yearly with the collaboration of other agencies involved (if appropriate)

The EHCP is can be applied for by the school, Health services, or by parents themselves. The school will let you know if we feel we have reached this stage. Parental involvement at this stage is very important and full guidance and support will be given from the SENCo at every stage of this procedure. If we do not feel your child has reached a stage where this is the next step, we will discuss the next steps available to support your child and Class teachers and the SENCo will be able to give further information and support.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

-Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, small group work, 1:1 work, teaching style, content of the lesson, seating, movement breaks etc

-Adapting our resources and staffing

-Using recommended aids, such as coloured overlays, visual timetables, larger/ specific font, seat wedges, desk raisers etc, fiddle/worry worms etc

-Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, breaking instructions down, scaffolding activities further, modelling in different ways, practical activities, etc.

-Please see the accessibility plan for further information

Additional support for learning

Alongside teachers, we have 3 teaching assistants who are trained to deliver interventions. Teaching assistants and teachers support pupils in class, in small groups and at times 1:1.

Expertise and training of staff

Our SENCo has many years of experience in this role and has worked as a Unit Manager of a Respite Centre for a variety of Special Educational Needs and Disabilities as well as a Nursery SENCo. Our SENCo has completed the National Award for SENCOs

They are allocated 1 afternoon per week to manage SEN provision.

We have a team of 3 teaching assistants, who are trained to deliver high-quality teaching and SEN provision both in and outside the classroom as well as our class teachers. We also have a school (Emotional Literacy Support Assistant) ELSA who, supported by the Wiltshire Educational Psychology department, will receive regular supervision training. ELSAs are school-based learning support assistants who work with children who are experiencing emotional, social, or behavioural needs. They help children identify their feelings and develop strategies to cope with them.

What training do members of staff receive on supporting children with SEND?

The School has an experienced SENCo. Teachers and Teaching Assistants have training in school and attend courses run by outside agencies. Class teachers and our SENCo regularly have Pickwick Academy trust cluster meetings as well as Inset events with The Pickwick Learning Alliance. This is evaluated and updated by the Governors and Head teacher.

Staff within the school received external training in the following areas :

- **Number Sense**
- **Success@Arithmetic**
- **Specialist knowledge for teaching mathematics**
- **Little Wandle**
- **Literacy Tools for Inclusive Classrooms**
- **Dyslexia**
- **TA training: on the balance of things**

- **Speech and language training**
- **Masking in autism and beyond**
- **Executive function and sensory differences**
- **ASD in Early Years**
- **The Big Transitions for Autistic and SEND pupils**
- **Understanding ADHD: Current Research and Practice**
- **Creating Social Stories**
- **5 to thrive**
- **ELSA supervision**
- **Mental Health First Aid**
- **Teaching students who have suffered complex Trauma**
- **Creating an Inclusive Classroom**
- **Working together for children: Stirling**
- **Looking at the future of education globally**
- **SEND Code of Practice**
- **Creating effective support plans**
- **Diabetes training (Small group training by the NHS)**
- **Epilepsy Awareness**

Securing equipment and facilities

How are the school's resources allocated and matched to children's SEND?

Every child's needs are carefully assessed, and decisions are then made based on the ability of the child to access the curriculum and make progress. The school SENco will work closely with you and all staff to discuss relevant interventions, adult support and advice from specialist services to make the best use of available resources. We regularly assess the impact of any additional support and resources and report children's progress to parents.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

Pupil Progress Meetings

Reviewing pupils' individual progress towards their goals each Assess -Plan – Do - Review cycle

Reviewing the impact of interventions after a scheduled number of weeks (intervention dependent)

Using pupil voice

Monitoring by the SENCO

Using Provision maps/ IEPs to visualise progress

Holding annual reviews for pupils with EHC plans

How will you support my child's emotional and social development?

Children's social development is developed through their curriculum activities and play times. For those pupils who need additional support, the school has members of staff who are trained in running Social Skills groups. Outside agencies may also be involved.

Our ELSA Trained TA sees children on a weekly/ fortnightly and sometimes termly basis in small groups and 1:1 where necessary. She also runs a weekly group to provide ongoing provision to those who need additional support to manage social/ emotional needs. The school ELSA offers breaktime activities for those children who feel they need quiet time or time with the ELSA once their sessions have been completed, as well as the awareness that they can ask her for a catch-up when they need. At the end of the ELSA, provision cycle activities will be sent home as a follow-up to the provision. Having completed the ELSA Sessions, the child will be reassessed a term after the provision ends, and during this time, the ELSA may carry out drop-in sessions where necessary. Support for social and emotional needs is planned and reviewed using the same Assess, Plan, Do, Review cycle used for academic interventions.

What support will there be for my child's overall wellbeing?

Ofsted has identified the school as having a particularly caring ethos with outstanding behaviour. As a small school, all pupils are known to all staff, including our Midday Supervisors. We are committed to sharing information amongst staff about pupils who have been identified as needing additional support. For children who need additional support for their well-being, we have a TA who is training as an ELSA (Emotional Learning Support Assistant). Their role is to support children in school through small group sessions or individually, depending on the needs of the child. Children are supported during play times with organised games and equipment. Our ELSA is also present during lunchtimes to offer extra help for those children who need it. For children who may need further support and with the full consultation and support of the parent,s we would refer a child to the CAMHS (The provision of Specialist Child and Adolescent Mental Health Service,s which is part of the NHS Foundation Trust).

Working with other agencies

What specialist services and expertise are available to my child?

- Medical needs – the school can make referrals to the Community Paediatrician and the school's Nurse.
- Specialist Advisory Teacher – Physical & Medical

- Occupational Therapists and Physiotherapists may visit by arrangement with the school.
- Sensory – The school can make referrals to the sensory impairment team
- Speech Therapy – The school can make referrals & implement programmes designed by the Speech and Language service
- The school has access to an Educational Psychologist
- The SSENS Cognition and Learning Team: support for children with literacy, numeracy and learning difficulties, generally, as well as those with identified Specific Learning Difficulties such as dyslexia and dyscalculia (please note this is not a diagnostic team)
- Behavioural support team
- The SSENS Communication and Interaction Team: support for children with language and/or social communication needs, such as difficulty interacting with others, or understanding classroom language and routine, high anxiety levels and difficulty managing their emotions and behaviours
- CAMHS – referrals can be made
- Educational Psychology - The school has scheduled solution surgeries with an educational psychologist throughout the year.

The local offer has details of local services, events and information for children and young people aged 0 - 25 years who have special educational needs or disabilities (SEND).

Supporting pupils moving between phases

Transition

What transition arrangements are in place between Key Stages and moving from Pre-School/Nursery to Primary School?

As a small school, we can be very flexible about the amount of time your child may need to make a transition to a new class. We arrange for them to spend time in their new classroom prior to moving, and teachers liaise closely with each other to ensure a smooth transfer between classes.

The SENDCo/Class Teacher meets with Pre-Schools prior to children moving school and has as many familiarisation days as appropriate.

How well does the school prepare and support my child to move on to secondary school?

Once you know which secondary school your child will be attending, the SENCo contacts the SENCo of that secondary school and initiates a transition process. This can include your child being visited in school by staff from their new setting and additional visits to the school, accompanied by a member of our school staff.

Where necessary, we use tailored transition activities allowing children to take ownership of the change ahead and feel excited about their next step. Secondary schools are usually very

amenable to additional visits to ensure that your child feels happy about their change to a new school. Secondary school provision can be either mainstream or specialist according to your child's needs.

Accessibility and Inclusion

There are no barriers to children with SEND enjoying the same activities as other pupils within our school.

How accessible is the setting environment?

The school has full disabled access, including disabled toileting facilities. The school can be adapted to accommodate specific needs, in line with our Accessibility Plan

Can my child's school lunch requirements be accommodated if they have a special diet?

Our caterers, Clever Chefs, provide a meat and vegetarian option each day and can, with advance notice, accommodate specialist diets.

How will my child be included in activities outside of the classroom, including educational visits?

We are an inclusive school and ensure that pupils are able to participate fully in school life. We liaise with parents when arranging educational visits (including residential) to ensure that the correct level of supervision and provision is in place. All parents are welcome to accompany their child on activities outside of the classroom.

What social/out-of-school opportunities are there?

We have a number of before and after school clubs, including sport, drama and music. A popular activity is the weekly Golden Time, in which children from different year groups mix freely while participating in a wide range of activities run by the teachers and support staff. There are special events, including themed days and social activities (such as discos) run by FOPs (Friends of Pitton School).

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

No pupil is ever excluded from taking part in activities because of their SEN or disability.

Complaints about SEN provision

What can I do if I am unhappy with the school's provision for my child with SEND?

In the first instance, arrange a meeting with the class teacher. If you feel your concern has not been addressed, please make an appointment with the SENDCo. If you still feel that your concerns have not been fully addressed, please make an appointment with the Head teacher. If you still feel that your specific issues are not being addressed by the school, you can contact the SEN Governor and/or the Chair of Governors through the school office. Please refer to the school's complaints policy. This Information Report should be read alongside the school's SEND Policy and Accessibility Plan available on our website or from the school office.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children.

- They can make a claim about alleged discrimination regarding:
- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details for raising concerns

Who can I contact for further information or if I have concerns and how?

You can contact the SENCo or Head teacher at the school on 01722 712322 or email the school office admin@pitton.wilts.sch.uk

Data

25/26

At present, 17.6% of the school has SEND. With 14.7% on SEN support and 2.9% with an EHCP.

Please note, due to the size of the year groups we can not currently provide a further breakdown of SEN as this may unintentionally identify pupils.

Nationally, the total proportion of pupils identified with SEND is 18.3%, with 14.8% SEN support and 3.5% with an EHCP.

24/25

78 pupils on roll, 19.2% of the school had SEND. With 17.9% on SEN support and 1.3% with an EHCP

23/24

25% of the school had SEND. With 22.1% on SEN support and 2.9% with an EHCP. At this time nationally, there was a total of 16% with 13.5% SEN support and 2.5% with an EHC plan.

22/23

62 pupils on roll. 21% of the school had SEND, with 17.7% on SEN support and 3.2% with an EHCP.

Due to the small scale of the school, breaking down this information further into year groups or key stages could result in identifiable information.

Below is an example of the breakdown we provide when the school has larger numbers and children are less identifiable when the data is broken down in this manner.

2020-2021

The table below indicates the number of our pupils receiving interventions. 18% of our pupils are reported as having SEN

Year Group	EHCP in place	SEN support	Early Intervention	SEN Areas of Need
R	0	2	0	SLC, BSE
1	1	0	2	SLC,
2	0	2	3	CL,M
3	0	3	3	CL,BSE
4	0	1	2	CL
5	0	4	2	BSE, CL
6	0	1	2	BSE, CL

BSE Behaviour, Social & Emotional

CL Cognition and Learning

M Medical

SLC Speech, Language and Communication

Pupils with an **Education, Health and Care Plan** (EHCP) in place receive interventions on a daily basis and are supported 1:1 or in small group

Pupils on **SEN Support** receive interventions on a daily basis with teacher/TA support and IT-based programmes, to address particular areas of need.

Pupils receiving **Early Intervention** are currently receiving or have received interventions in the last 12 months to support learning gaps in specific areas.

3.8% of the school is **EAL**. These pupils are monitored as to academic progress to the same degree as those identified as receiving Early Intervention. These pupils are not recorded in the SEN data above.