Wolston St Margaret's C of E Primary School

LEARNING, BELIEVING AND ACHIEVING TOGETHER
TO 'LET YOUR LIGHT SHINE' Matthew 5:16

SEND Information Report

2026 - 2027

An overview for parents on the school's approach to identifying and supporting pupils with Special Educational Needs and Disabilities (SEND) to ensure they make progress and flourish in a supportive, nurturing environment.

October 2026

Wolston St Margaret's C of E Primary School is a fully inclusive mainstream school. We strive to ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the school curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs.

Overseeing the provision for Special Educational Needs and Disabilities at Wolston St Margaret's is the school's SEND co-ordinator, Louise Rouledge.

My role in school is to work with the staff to identify and support pupils with Special Educational Needs or Disabilities. I work with families and outside agencies to ensure our children with additional needs have every opportunity to succeed and thrive.



Louise's working days are Tuesdays to Thursdays and she can be contacted on rouledge.l2@welearn365.com.

The School Governor with responsibility for SEND is Peter Hazelgrove.



My role is to support the school in delivering the best quality SEN provision we can.

October 2026

Identifying need and placing pupils on the SEND register

Identification and Early Response

The definition of a child with SEN is *'...where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'* – The SEN and Disability Code of Practice: 0 to 25 years, 2014.

Sometimes concerns are raised by pupils, parents or teaching staff and other agencies. This may be due to a lack of progress in academic subjects or low attainment as well as changes in behaviour or attitudes. Initially teachers will discuss these concerns with the family. Extra support or intervention may be put in place and reviewed.

SEND Support Stage- Following a conversation with the SENDCO and class teacher your child may be placed on the SEND register. The SEND register is an internal list of pupils in school who require support additional and different from other children. We would like to gain your consent to place your child on the register, because we know that we are more successful when we all work together. We will work with you to provide a plan for your child and identify the category of need. We will look at the outcomes you and your child want and the additional support that can be put in place for them. Your child will have targets that will be reviewed with you termly. With your consent, outside agencies may be contacted to provide additional guidance to the school. This is known as an Individual Learning Plan (ILP).

If your child makes progress and they no longer require the additional and different provision, then they can be removed from the SEND register.

Education Health and Care Plan (EHCP) - If your child has more complex and enduring needs, or remains significantly behind, then a request for 'statutory assessment' can be made to the Local Authority. If an Education, Health and Care plan is agreed then your child is likely to have more tailored provision and additional adult support. You will also have person-centred review meetings each year to talk about their achievements and progress, and what is working and isn't working well.

What is the school's approach to teaching children with SEN?

Additional support for children with SEN will be put in place to help them make good progress. This may involve:

- Further differentiation in class (teaching and resources);
- Advice to staff on a child's needs and the associated specific strategies for teaching and learning;
- One-to-one or small group targeted intervention sessions with school staff and/or external professionals;
- One-to-one in-class support;
- Modifying the learning environment, e.g. bespoke furniture/resources, etc;
- Adapting the curriculum, e.g. adapting teaching content/sequences;
- Technological support.

> I like learning in fun ways, like playing games.
>
> Year 5 Pupil

Any additional support for a child with SEND is documented on their Individual Learning Plan (IEP), which is reviewed at least termly by those professionals involved, the school's SENDCo, the child and their parents.

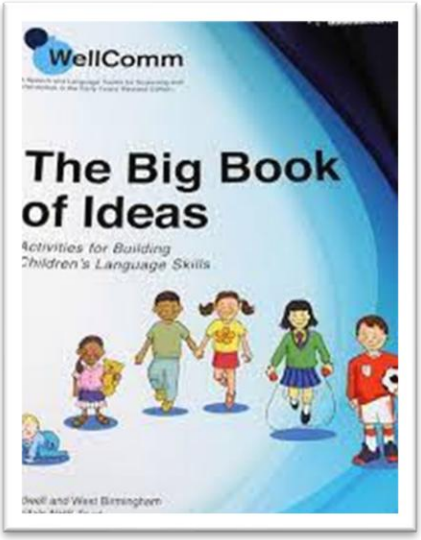
Working in partnership

Wolston St Margaret's C of E Primary School works in partnership with a range of external professionals and specialists to ensure that we can provide the highest quality provision for children with SEND. These professionals include:

- Specialist Teaching Service
- Educational Psychology
- Physical Disability Team (inc. Occupational Therapy and Physiotherapy),
- Visual Impairment Specialists,
- Speech and Language Therapy (NHS and private provision)
- Child and Adolescent Mental Health Services (CAMHS)
- Connect for Health – School Nursing Service
- Counselling Services

- Early Years Inclusion and SEND (0-5)
- Mental Health for Schools Team
- Health Visiting Team

Our offer for Communication and Interaction?

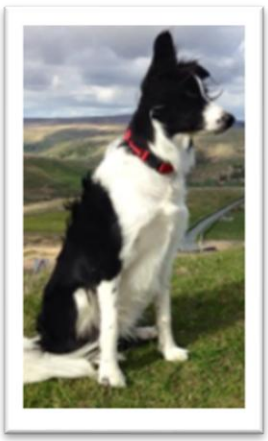


We recognise the need to provide a language rich curriculum for all, focusing on developing rich vocabulary and ensuring everyone can express themselves. On entry into school, all nursery and reception pupils are screened using the Wellcomm Early Years Toolkit. This enables us to recognise early on if pupils require additional support in their use and understanding of language. We continue to support those with language needs throughout the school with the Wellcomm Primary Toolkit. If pupils have difficulties with the production of some speech sounds, we follow the Speech Link programme, to identify the sounds they need to work on. The school uses widget symbols to support understanding of language. We work closely with Speech and Language Therapists, who provide additional support and advice if needed.



An example of a widget symbol

Our offer for Social, Emotional and Mental Health need?



Wolston St Margaret's C of E Primary School prioritises the social development and emotional well-being of all its children. As a result, social and emotional development is embedded throughout the school curriculum and approaches to teaching and learning.

I love visiting Ted, he's cute and fluffy and I get to play with him.

Pupil

For those children who need additional support to improve their social and emotional development, our school provides a range of opportunities, which may include intervention groups such as LEGO Therapy, nurture groups, Zones of Regulation, ELSA resources and visits from the Pets as Therapy dog, Ted. The school works closely with the Mental Health for Schools Team who deliver whole class sessions but also referrals are made for individual pupils where there are specific concerns. Some pupils have Individual Support Plans so emotional support is tailored to their needs.



If a family or child need further help we also access support, such as play or art therapy and counselling, through the Early Help Framework (EH) process. Some children receive support from RISE and CAMHS and take part in a series of counselling sessions. We also support children who have experienced a bereavement through work with Guy's Gift. The School Nursing Team also support those children who have difficulties regulating their emotions and offer a series of one to one sessions to individuals. We support families where a child is struggling with attendance through Warwickshire's ATTEND Framework.

Our offer for Cognition and Learning?

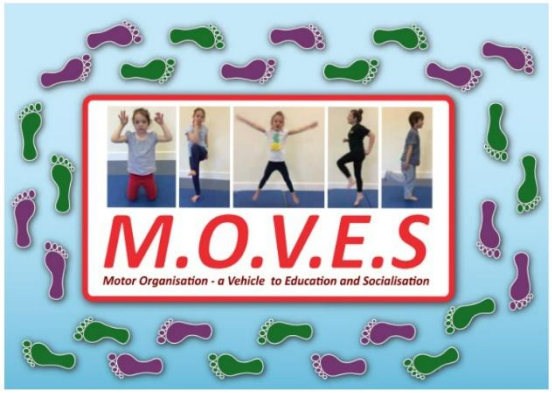
Teachers monitor the academic progress of all the children at Wolston St Margaret's through ongoing and end of term assessments. If pupils are not making progress, or they are working significantly below the level of their year group, the lessons will be adapted to suit their needs, and they will take part in individual or small group interventions to support their reading, writing, spelling or maths work. Pupils may be supported in class by a teacher or teaching assistant. They may have adapted work, or resources such as word banks, checklists or phoneme charts to support them

Area of need	Interventions used in school	Description
Phonics and early reading and writing	Little Wandle Catch up sessions	Small group work, to ensure pupils have knowledge of phonemes and how to blend them to read.
Spelling	SNIP spelling programme Grammarsaurus	Tailored spelling programmes focusing on the high frequency words and phonics.

Maths	Numberstacks	An individual maths intervention, alongside a Teaching Assistant helping to plug gaps in number work.
Reading	Precision Teach or EPATT	A one-to-one daily intervention focusing on word reading.

Our offer for sensory and physical needs?

If a pupil has a physical need, we work closely with the appropriate medical team so we have a detailed understanding of the condition and how best to support the child in school. The may involve producing an Individual Healthcare Plan alongside the family and appropriate medical staff.



At Wolston St Margaret's we appreciate the benefits of physical activity to ensure we lead healthy, active lives and feel ready for learning. For those who need a little physical activity before they begin their day in class, take part in a physical circuit in the hall. Some children take part in the MOVES programme, which encourages their physical development, balance and co-ordination. We also develop fine motor activities and handwriting support through the South Warwickshire Fine Motor Programme.

An outdoor sensory trail, trim trail and woodland area are also used for movement breaks and individual pupils may use wobble cushions, bands around their chair, fidget toys, pen grips, chewellry, ear defenders and handwriting slopes if needed.

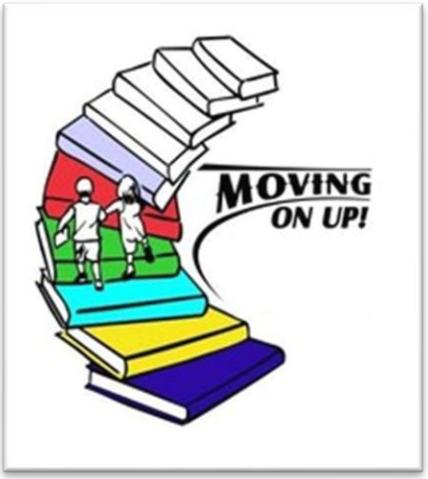
Some children record their work in different ways including typing and using speech to text technology or recording their ideas on a Talking Tin.

How does the school support children with SEND on entry to the school and when they leave?



Some children who join our School are already diagnosed with a special education need and/or disability. Information is passed on to the school from the child's previous school or pre-school setting (where applicable) and this is used by the SENDCo and the school's staff team to appropriately adapt provision. In addition, Wolston St Margaret's C of E Primary School has an established transition programme with our main feeder play group which include regular visits and a clear familiarisation process through Stay and Play sessions. Parents who have concerns about their child before they begin school are invited to meet with the SENDCO to discuss this before the child joins school, to ensure their needs are met.

When children leave our school at the end of Year 6, the Year 6 teacher (and SENDCO where appropriate) meet with the receiving school's SENDCo and Head of Year. Information is shared both verbally and in writing by transferring the child's SEN file containing all assessments and records used to support the child's progress during their time at our school, to the receiving school. If appropriate, additional visits are arranged for individual children to their secondary schools to support transition.



How we work alongside parents

When your child is on SEND register, you will be invited to a review meeting each term with the class teacher and SENDCO. During the meeting we will discuss the support your child has received over the term and the progress they have made. We will listen to any concerns you have and, together, make plans and targets for the next term. This is known as an 'Assess, Plan, Do, Review' cycle.

We are keen to hear the voice of the child, so encourage children to say what they would like to get better at and what helps them to learn. They will also be asked how they think they have done towards meeting their individual targets.

If your child has an Education, Health and Care Plan, you will also be invited to an Annual Review, which is an opportunity to review the progress made over the year.

In addition, we also hold parent workshops covering various topics of interest to keep you informed of ways to support your child. Such as Early Reading and Phonics and Fussy Eaters or supporting emotional dysregulation.

How accessible are both indoor and outdoor areas?

All school accommodation is on one level with access to outside doors.

The school has a disabled toilet with changing facilities. The classrooms are carpeted throughout to reduce noise levels and one of the classrooms has a special acoustic ceiling to facilitate any hearing difficulties.
We understand a busy environment can be overwhelming for some children, so we ensure classrooms are free from clutter and are calm spaces.

We have several spaces around the school where pupils can work alongside a member of staff or in a small group.

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

The school is fully compliant with the 2010 Equality Act (last updated 2015) requirements. We ensure whenever possible, equipment used is accessible to all children regardless of their needs. After school provision is accessible to all children, including those with SEND. We aim to ensure that extra-curricular activities including trips are accessible to children with SEND.

> I think gardening club is really good as I get to help out and it makes me happy.
> Pupil

How does a parent complain about the provision in place for their child with SEN?

Parents who wish to complain are strongly encouraged to initially discuss their concerns with the SENDCO or Head Teacher. We are a very approachable team and want to work closely with you to support your child in the best possible way. If the issue cannot be resolved at this level, parents will be directed to the school's Complaints Procedure.

How does the school evaluate the effectiveness of its SEN provision?

Our school evaluates the effectiveness of its SEND provision. This occurs at least termly through:

- Progress made from additional provision, including targeted interventions and one-to-one support;
- Progress made between Pupil Progress meetings, held termly in school between class teachers, SENDCO and headteacher.
- Progress pupils have made towards their individual targets. We involve the pupils in reviewing their targets so they can say how well they think they have done.

Where can I find information about the local authority's Local offer for children with SEN?

Details of the local offer can be found at: www.warwickshire.gov.uk/send