

SEN Information Report 2026-27

Wootton Community Primary School
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Isle of Wight
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Mission Statement:
“All our children can achieve success!”

Introduction:

All Isle of Wight maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

Pupils with SEN are integrated and encouraged to participate in all activities within school, in so far as it is practical and compatible with the children receiving the necessary provision, the efficient education of other children and the efficient use of resources.

Admissions

Children and young people with SEND (Special Educational Needs and Disabilities) are allocated places in two separate & distinct ways:

Those children and young people with Education, Health and Care Plans (EHCPs) have a separate admissions procedure overseen by the Isle of Wight SEND Assessment and Review team.

Those children and young people who have SEND but do not have an Education, Health and Care Plan are admitted via the normal school admissions criteria.

Parents should contact the Headteacher in the first instance. The head teacher will liaise with the Local Authority to ensure that the provision is appropriate and meets the needs and objectives of the child's educational and health care plan.

Detailed information and guidance of how to apply for a place at an Isle of Wight School, both if your child/young person has an Education, Health and Care Plan, or if he/she has special needs but does not have an Education, Health and Care Plan, can be found on the following link:

- <https://www.iow.gov.uk/schools-and-education/school-admissions/>

**PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFERENCES WITH LEARNING
IN THIS SCHOOL:**

School Based Information	Staff	Summary of Responsibilities
Who are the best people to talk to in the school about my child's difficulties with learning or Special Educational Needs and Disabilities (SEND)?	Class teachers	They are responsible for: • Ensuring the safety and wellbeing of all pupils in the class. • Differentiating the curriculum to ensure access and progress for all pupils. • Managing resources and support staff to ensure progress for all pupils. • Assessing and recording progress to feed into whole school data. • Recording and reporting to parents on children's progress and development. • Ensuring any pupil with an EHCP (Education, Health and Care Plan) is planned for and delivered on a daily basis. • Writing a report for EHCP reviews.
	Miss Emily Paterson - Special Educational Needs co-ordinator (SENco)	She is responsible for: • Overseeing the day-to-day operation of the SEND policy • Coordinating the provision for pupils with SEND • Liaising and giving advice to fellow teachers • Managing deployment of support staff • Overseeing records of pupils with SEND

	Mrs. Jane Wilford - Headteacher SEND Governor	• Liaising with parents of pupils with SEND • Making a contribution to ongoing Continuous Professional Development and training for staff • Maintaining an SEND register • Liaising with external agencies, LA (Local Authority) support services, health, social services and voluntary bodies. • Leading Annual Reviews for children with an EHCP with parents and professionals She is responsible for: • Monitoring the quality of teaching and learning for all pupils. • Monitoring and reporting on progress and achievement of all pupils. • Ensuring that the governing body is kept update about any issues in the school relating to SEND. They are responsible for: • Liaising with the school SENCO and monitoring the progress of children with SEND • Ensuring that the Governing Body is kept updated about issues in school relating to SEND • Working with the SENCO and Head Teacher to ensure that the most appropriate support is made for any child who attends the school who has SEND.
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HOW COULD MY CHILD GET HELP IN THE SCHOOL?

Children at Wootton Community Primary School will get support that is specific to their individual needs. This may be provided by:

- The class teacher
- Other staff in the school including teaching assistants and the SENCO
- Professionals who will visit the school from, for example: the Local Authority Speech and Language Therapy Team, The Regulation and Engagement Team
- Professionals from health care for example: Speech and Language, School Nurse or Occupational Therapy.

	Types of support provided (incl. SEN Code of Practice stage)	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children with SEND in this School?	All children – High Quality Ordinarily Available Inclusive teaching	Your child will have their learning needs met through high quality inclusive teaching, using varied activities that are aimed at your child's individual level.	All children
	All children – Evidence based interventions	If a child has been assessed and highlighted as needing further support, they will be put forward for one of the evidence-based interventions that are run within school. This will be reviewed as part of the assess, plan, do, review cycle.	Any child who has been highlighted as not meeting their personal or age-related target
	All children – Social and Emotional Well-being	A barrier to a child's learning may be due to the child's social and emotional wellbeing. If this is highlighted then a programme of intervention will take place and will be customised to the child's needs under the guidance of the ELSA.	All children who have been highlighted as having an emotional, social need or mental health need
	Children with barriers to learning (K support) within Cognition and Learning, Sensory/Physical need, Communication and Interaction or Social, Emotional and Mental Health need.	A barrier to a child's learning will have been identified through moderation of work and assessments within school after two plan, do, review cycles have been implemented. They will be placed on the SEN register and be provided with a Personalised Learning Plan with targets to work towards which may include in and out of class support or interventions to support their needs.	Children who have been highlighted as having a specific barrier to learning
	Children with an Education Health Care Plan (EHCP) under the categories outlined above	Specific barriers to learning have been identified by a range of professionals and an allocation of resources is provided by the school and the Local Authority to support their needs in school. Reviews are held at least yearly to make sure the provision is effective for the child.	Children who have been assessed by the Local Authority and issued with an EHCP

What support is there for behaviour, avoiding exclusion and increasing attendance?	• Wootton Community Primary School will endeavour to support any child with a behavioural need. Focus will help determine the underlying cause of the behaviour and then work with other professionals and staff to provide a behaviour plan specifically for the child. However, this will need to be practical in terms of the rest of the class and resources that are available to the school. • In more complex cases an Early Help Plan could be completed to include a wider variety of interventions and strategies from other professionals that are available in the community. • Support may be sought from external agencies such as the Regulation and Engagement Service. • The attendance lead and Local Authority Education Attendance Officer will work together to provide to support for children with low attendance and their families. The SENco and Child and Family Support Officer may also be involved where potential Emotional Based School Non-Attendance (EBSNA) is identified. The approach is always to support the child and parents to increase their attendance compassionately.
How can I let the school know I am concerned about the progress of my child?	• The first point of contact should always be your child's current class teacher. All our teachers are happy to speak to parents at the end of the school day if they are available, either informally or by prior arrangement. If you still feel concerned after having spoken to the class teacher then you can contact the SENCO, Emily Paterson. • Every other half term the school offers a longer parents consultation period to discuss the progress of the children, where concerns could be addressed with the teacher. The SENCO is available at one of these evening consultations each term. • The Child and Family Support Lead, Jade Harrison, is also available by appointment to listen to concerns and signpost you to who best to talk to regarding your concern. • Each class teacher can be emailed and will endeavour to respond to you as soon as possible during working hours.
How will the school let me know if they have any concerns about my child? How will the school provide information to my child?	• Class teachers will keep parents informed if they have concerns about your child. As soon as they feel there are concerns about your child, they will inform you. They will usually arrange to have a meeting with you or they will ask the SENCO to arrange a meeting together. • We aim to make all information available in various formats within a reasonable time frame for all pupils, staff, parents and visitors. We can discuss individual needs for distribution of information, homework etc in a format that suits them.
How is extra support allocated to children and how do they move between the different levels?	• Extra support is identified in termly pupil progress meetings with the class teacher and Senior staff and termly meetings at a SEN surgery with the SENCO. They will identify which groups of pupils, or individuals, have a barrier to learning and allocate the appropriate support to them. Our aim is to make sure all children make good progress. • Any child needing extra support through an intervention will be carefully monitored in terms of their levels of progress to ensure that they move their learning forward. • Most interventions will last for at least 6 weeks when the progress made will be reviewed and amended if necessary.

Any of the services listed below will only be accessed for a child after consultation with the class teacher, SENCO, Head Teacher, child and parents.

What specialist services are available or accessed by the setting?	A. Directly funded by the school	• Educational support • Class Teaching assistants. • ELSA/FLO/Mental Health Champion • SENCO • Teaching and Learning Resources Centre subscription
	B. Paid for centrally by the Local Authority but delivered in school	• Educational Psychology Service (Statutory referrals) • Early Help Team • Regulation and Engagement Service • Education Speech and Language Therapists (for children with an EHCP with Speech and Language needs specifically identified)
	C. Provided and paid for by the Health Service but delivered in school	• School Nurse • Speech and Language Therapist (NHS for children in EYFS and those with more complex Speech and Language Needs) • Occupational Therapy when a referral is accepted • CAMHS (Child, Adolescent Mental Health Service) • Physiotherapy when a referral is accepted • Isle of Wight Neurodiversity team
Personal budgets	A personal budget is an amount of money identified by the local authority to deliver all or some of the provision set out in an Education, health and care plan (EHCP). This will be discussed with parents and the child and would be personalised to the individual's needs.	
How are staff in the school supported to work with children with SEND? What training have the staff supporting children with SEND had or will have available?	• We provide all our staff with an on-going programme of training opportunities and these will be extended if we feel a specific area either needs further intervention or we are needed to deal with a new situation. • We employ a SENCO: Miss Emily Paterson. All staff are supported by Miss Paterson and she meets regularly with class teachers and support staff to discuss children's changing needs. Should issues arise Miss Paterson will seek advice from outside agencies or from the Headteacher to ensure that children's needs within the school are effectively met. • SEND has a regular place on staff meeting agendas enabling constant sharing of good practice and ideas to be used within school. • Through the Head Teacher, Senior Leaders and SENCO monitoring the quality of teaching and learning, training needs can be identified and courses/training/support can be sought from either within school or from outside agencies if necessary.	

How will activities/teaching be adapted for my child with learning needs to increase curriculum accessibility? How will the curriculum be matched to my child's needs? How will both you and I know how my child is doing and how will you help me to support my child learning?	• Teachers will provide all children with high quality inclusive teaching through a planned, varied curriculum to ensure all children make good progress. • We aim to look holistically at the whole child and family ensuring we are meeting all needs; emotional and social as well as academic. • All pupils follow the National Curriculum or Early Years Foundation Stage at a level and a pace that is appropriate to their abilities. Some children may follow the Engagement Model. • The curriculum will be matched to suit the needs of your child and we make sure that it is fully inclusive for all children to enjoy and achieve. • We will make reasonable adjustments within teaching and learning including the use of specialist aids and equipment including the use of technology when it is necessary. • All children with an EHCP and on K support will have a Personal Learning Plan outlining their key area of need and successful strategies and resources needed. • The class teacher and SENCO will keep detailed records and continue monitoring your child's progress frequently. • We will work with parents to ensure that we identify your child's strengths and use these to aid in engaging and motivating the child to learn new skills. We will also ensure we identify their barriers to learning and find ways to overcome them. • Where possible we will carry out additional assessments or refer to an outside agency to gather as much information as we can about your child to ensure we identify any areas of need precisely, matching teaching, the curriculum and activities to where they are developmentally. • As well as the termly parent consultations with teachers, we may meet with you at any time to inform you of your child's progress and development. As well as the formal parent teacher consultations additional meetings can be arranged by parents or outside agencies should you have any concerns which you feel are not being addressed or require advice on how to support your child further at home. • We will apply for access arrangements for testing situations if necessary and appropriate, allowing children to have additional time, readers and/or scribes and quiet rooms. • We can arrange for you to talk to specialist services who work with your child. • We can signpost you to services, websites and voluntary organisations that can provide you with additional information, support and advice. • We will provide you with the details of SENDIASS, an external independent service, who can support you at meetings, with paperwork and provide advice regarding processes and decisions with things such as school placement or support with EHCPs (01983 825548 or email sendiass@iow.gov.uk)
How will the school measure the progress of my child?	• Teachers informally assess the children all the time and are quick to identify when a child is not making progress through high quality inclusive teaching.

	• At Wootton we formally assess the children every term through either teacher assessment or tests, recording this assessment on the school data system. • The Head Teacher, Senior Leaders and SENco closely monitor the progress of all pupils so should a teacher be missing progress being made it will be picked up by the Senior Leadership Team.
What is the pastoral, medical and social support available at Wootton? a) What support will there be for my child's overall wellbeing? b) What support is there for behaviour, avoiding exclusion and increasing attendance? c) What approaches are used in early year's settings to manage behaviour?	• At Wootton we spend time ensuring children are happy and ready to learn. Teachers get to know the children well. Should a teacher or another member of staff be concerned about a child's medical or social well-being they can refer to either the designated first aider or arrange for the child to talk to someone they feel comfortable with within school. • We can offer a safe, quiet place to talk if children feel they need to talk to an adult about any concerns or worries about home, school or their work. • We use a whole school system for rewards and sanctions. • We have an ELSA in school (Emotional Literacy Support Assistant) who can offer a safe calming environment. • If a child is at risk of exclusion a behaviour plan is drawn up with classroom staff, the SENco and the Headteacher if necessary. We will put in pro-active strategies and try to understand what the behaviour is communicating. We may refer to the Regulation and Engagement Service for support. • We can refer to local counselling services, CAMHS, Young Carers and can sign post to other services such as the Youth Trust and bereavement services. • We closely monitor all children's attendance and if your child's attendance falls below 95%, Mrs Wilford and a representative of the Education Welfare Service will meet with you to see if there is a particular reason and explore how we can work together to improve attendance. If for any reason your child is finding it difficult to come into school, we will work with you to try and find alternative ways to support you with this. • Medical needs are recorded - children with significant needs such as allergies requiring Epi-Pens are known to all staff and may have a health care plan drawn up by school staff and parents, alongside health professionals indicating how to support the medical needs within school. • Most staff are trained in first aid at work or emergency paediatric first aid training and some staff also have 2-day training in paediatric first aid. • For families requiring additional support we offer an Early Help support package and are experienced in working with other agencies to support better outcomes for all. • In the EYFS setting, consistent boundaries are established from the start, using the same behaviour strategy as used within the rest of the school, but with reasonable adjustments made for some children. A time out chair may be used in certain instances to talk through the incident and discuss alternative ways of reacting next time.
What support does the school have for me as a parent of a child with a SEND?	• We run an open school policy where parents are free to come in and chat to class teachers and the SENCO or Child and Family Support Lead whenever they feel they need someone to talk to and if they are unavailable an appointment can be made.

	• We work closely with SENDIASS and will always refer you to them for independent support. • We can signpost to other agencies and websites if necessary. • If necessary, we can offer regular meetings or telephone calls to help you monitor your child's progress.
How does the school manage the administration of medicines?	• In cases where children require medication regularly, it would need to be registered at the school office and locked away. The key worker would be responsible for administering the medication and accurately recording the dose taken. Please see the administration of medicines policy for further information. • All staff have had Epi-Pen training.
How accessible is the school environment? (including after school clubs and school trips)	• We are a fully inclusive and fully accessible school since the school underwent a refurbishment in 2020. • There is always somebody in the school office from 8:00am until 4:00pm. However, the school has an answerphone on which you can leave a message at any time. • Each teacher has an email address where messages can be sent at any time and will be answered within a reasonable time frame within working hours. • We offer after school clubs which change each half term which are fully accessible to all children. Those with complex needs are considered on an individual basis to ensure the safety of all participants but are included wherever possible. • The school offers a variety of educational visits throughout the year as we want the children to have as many different opportunities and experiences as possible. The visits we offer can be local, mainland and residential. • Payment plans to enable families to spread the cost of visits over a period of time are available. • The Headteacher is always happy to meet with parents to discuss individual cases when necessary and after the class teacher/SENCo have been involved. • We have a disabled toilet and hygiene room. The school has wide doorways internally and externally with flat surfaces throughout the setting. An automatic opening door to the reception area is in place with a ramp to the front entrance. • If necessary specific training on lifting and handling can be sought through external agencies. • Pupil conferencing, where children are asked how they feel about their learning, happens daily and all children are involved in this regularly throughout the course of a week. • Children with SEND are included within the school council and as young leaders/sports leaders in Key Stage 2.
How will the school support my child when they are either moving to another year group or leaving?	• New Teachers meet with the previous teacher to discuss all children moving up. • Additional visits to the teacher and classroom will be arranged for children who need it. • Transition books will be provided with pictures of the new classroom, teacher, teaching assistant and equipment. • Meetings can be arranged for you as parents with the previous class teacher, the new teacher and SENCO.

	• Children in the new Reception intake have several visits to their classroom in the summer term before they attend school, whilst still at pre-school. The EYFS teacher will also visit the child's preschool and talk to staff there, and the SENCo may accompany the teacher where appropriate. • We share resources and successful strategies with new teachers and an end of year discussion takes place with the current class teacher and SENCo to pass on valuable strategies to the next teacher. • If the child is moving to another setting, we will ensure that we discuss your child's needs with the setting. • If your child is moving into our setting from another setting, depending on the need, we may go and visit the child in the previous setting or phone them if necessary. • We always talk to staff at previous settings about resources, strategies and approaches used with the child.
What additional support is available to my Looked After Child who has SEN as well?	• Mrs. Jane Wilford is the Designated Teacher and as a school we meet with Social Workers and any other professionals as necessary and prepare together a Personalised Education Plan which will complement the Personalised Learning Plan to provide additional support for the child to help them succeed. This is monitored termly and adjusted according to the impact of the provision and what needs to happen next. • The Designated Teacher will attend LAC reviews for any child who is looked after and host the meetings, if they are available. • Meetings with an Educational Psychologist will be made through the Local Authority if necessary to help support and advise us on the best way to support the child. • The child will have priority to meet with the ELSA in school, if necessary, to discuss any social, emotional and mental health needs they may have and work on a programme of support. • If deemed necessary by professionals we will source a programme of support from a play therapist or counsellor and provide a space for the child to meet with them. • The designated teacher will attend meetings and training regularly to ensure the correct procedures are taking place in school.

What are the arrangements for handling complaints from parents of children with SEND about the provision made at school?	It is in everyone's interests for complaints to be resolved as quickly and effectively as possible. Our SEND complaint procedure is as follows: • Initially the complaint is dealt with by the class teacher. Class teachers will listen to all the points raised and seek ways to address the issues. • If the matter remains unresolved, the complaint will be dealt with by the SENCO in consultation with the Headteacher. • If there is still no resolution the Headteacher will become actively involved. • If the matter is still not resolved, the complainant must put their complaint in writing to the Chair of Governors and the Governing body will deal with the matter through their agreed complaint resolution procedures. • The school's complaints policy is available on the school website.
Where can I get further information about services for my child?	• IOW local offer https://iwc.iow.gov.uk/localoffer • Family information hub https://familyinfohub.iow.gov.uk/kb5/iow/directory/home.page