

The Willows Primary School

Information



Report

SEND

Summer 2026

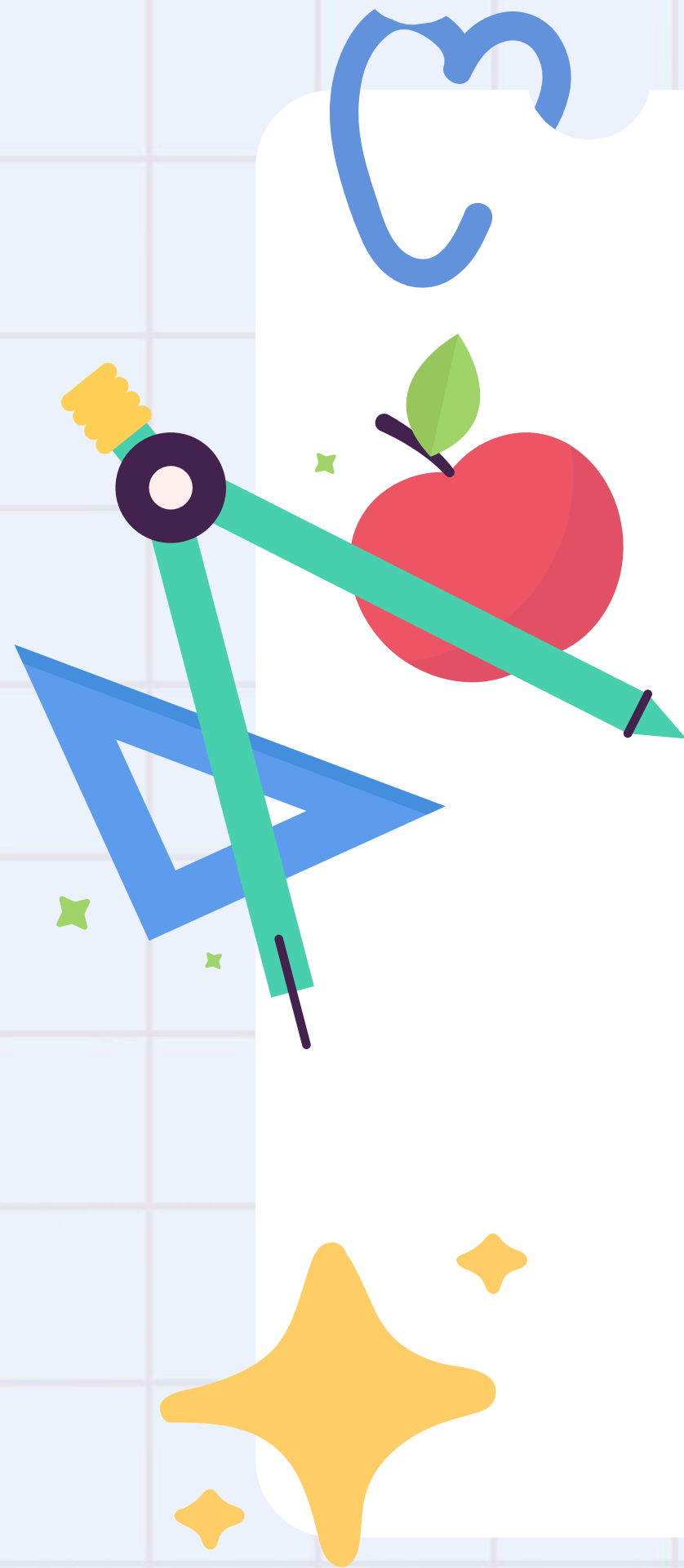




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Who is Responsible for SEND Provision at The Willows Primary School



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The SEND team can be reached using office@thewillows.omat.org.uk or 01473 683178



What is a Specialist Educational Need or Disability?



A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.

Special educational needs and provision can be considered as falling under four broad areas:

- o **Communication and interaction**
- o **Cognition and learning**
- o **Social, emotional and mental health**
- o **Sensory and / or physical**



How will children with Special Educational Needs be identified and what sorts of assessments will be completed?

Starting school with a diagnosis or need Identification in school

Some children start school with a diagnosis or need which means that they require Special Educational Provision which has already been identified by other professionals. Other children may be identified during their time at school.



Children are carefully monitored through their daily performance, observations and formal and informal assessments. From this we can identify when a child may require additional support/ adaptive teaching strategies.



- Baseline tests – Speech & Language Assessments/ Reading ages Spelling ages
- Teacher / LSA / SENCO identification through observation
- Admission meetings
- Parent information concerns
- Tracking progress through interventions
- Insight Tracking analysis
- Phonics screening
- Speech and language screening
- Early Years baseline
- Literacy assessments
- Maths assessments
- Pre-school assessments and liaisons between settings
- Therapist assessments e.g. speech and language, occupational therapy
- If children come into school with an Education Health and Care Plan or medical diagnosis already in place

How do we talk to parents/carers and involve them in their child's education?



Initially, contact your child's class teacher if you have any concerns.

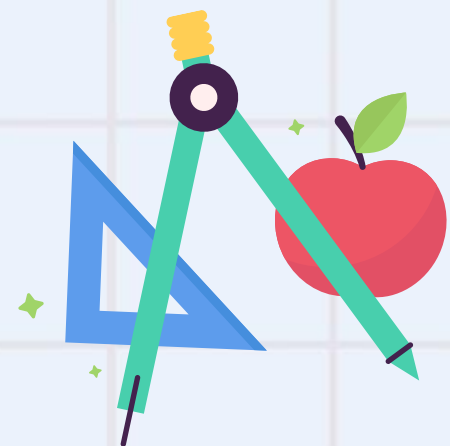
The class teacher may then refer you to the SENCO.

Formal – these may include:

- Parent consultation meetings
- Termly review meetings
- Your views
- Inviting you in to meet with professionals
- Annual Reviews for children with an EHCP

Informal – these may include:

- Informal discussion with staff
- Arbor messaging
- Phone calls
- SEN Newsletter
- Parent workshops/ coffee afternoons
- Home/ School Book



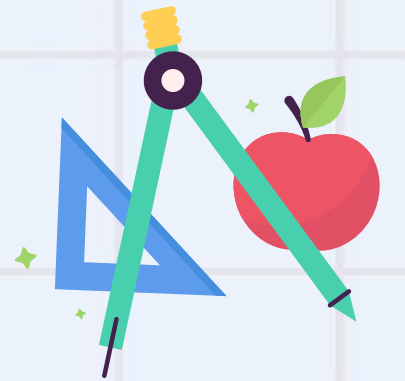
What arrangements are there for involving your child in their SEND Provision?

Formal – these may include:

- Pupil passport
- My Views section on IEP (Individual Education Plan)
- Mini Paths for EHCPs and Annual Reviews

Informal – these may include

- Conversation with staff
- Progress reviews
- Pupil voice meetings
- Discussion with professionals working with the child



What arrangements are there for assessing and reviewing children's progress?



Ongoing SEND assessment may include:

- Progress reviews
- A range of assessments in school and by outside agencies
- Pre and post-intervention assessments
- Pupil views
- Parent views
- School assessment data tracking systems
- Observations of the child

What arrangements are there for supporting children and young people in moving between schools?

Pre-school to Early Years	Early Years to Key Stage 1	Key Stage 2 - Key Stage 3	Moving between schools
<ul style="list-style-type: none"> • Home visits • Nursery/Child-minder visits • Welcome meetings and booklet • School tours • Transition programme • Photo books • Liaison with preschool staff • Transition meetings • Stay and Play sessions 	<ul style="list-style-type: none"> • Transition programme • Welcome meetings to set out expectations (Meet the Teacher) • Teacher hand over meeting • New Teacher attending child's summer IEP (Individual Education Plan) meeting review • Liaison with SENCO 	<ul style="list-style-type: none"> • Parents encouraged to visit a range of secondary schools to ascertain appropriate secondary provision for their child • Teacher hand over meetings with children's new schools • Transition programme • Liaison with SENCOs • Extra visits to secondary schools if needed • Staff supported visits if needed • Support for parents when visiting secondary schools if needed • Open Days and Taster Days • Year 6 annual reviews • Transition Books if needed • Additional transition meetings as necessary 	<ul style="list-style-type: none"> • Liaison between SENCOs • Paperwork to be forwarded as soon as possible • If children are from out of county, EHCP to be re-written into the Suffolk Format • Admissions meeting with pastoral members, parents and your child • Visit to school • Transition days if needed



What is the approach to teaching children and young people with SEN?



Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff'

[Code of Practice; June 2014: 6.36]

This is done through:

- **Graduated approach linked to assess, plan, do, review**
- **Quality First Teaching / SEN Support / Education, Health and Care Plan**
- **Provision which is 'additional to and different from'**
- **Taking account of recommendations from specialist outside agencies**
- **Relevant research-based intervention programmes linked with provision guidance**



What expertise and training do staff supporting SEN have?



- All our SEND and Pastoral Support staff hold qualifications in a variety of SEND areas and national qualifications, including National Award for Special Educational Needs Co-ordination (NASENCo).
- All school staff have received training relating to SEN
- All staff will receive specialist training when required and available
- Our staff regularly attend various training programmes organised by the local authority or relevant other professionals

In addition staff may have access to the following:

- Specialist Teacher advice and training
- Educational Psychologist advice
- Speech and Language Therapist advice Occupational Therapist advice
- Physiotherapist advice
- Advice from Emotional and Well-being Mental Health Service
- Play Therapist support
- Home / school liaison worker
- Outreach support
- Support workers
- Inclusion Facilitator advice and training
- SENCO update meetings and specific training
- School Nurse



How does the school involve other professionals and support Services?



How does the school involve other professionals and support services?		
<ul style="list-style-type: none">• Invite to EHCP/Annual Review meetings• Invite to Team Around the Child / Team Around the Family meetings• Open door policy	<p>Referrals as appropriate to:</p> <ul style="list-style-type: none">• Paediatrician• Emotional Wellbeing and Mental Health Service [EWMHS]• Speech And Language Therapist [SALT]• Social Care• Educational Psychologist [EP]• Specialist Teacher Services [SES]• Occupational Therapist [OT]• Family Liaison Worker• Counsellor• School Nurse	<p>Family Support to include signposting to:</p> <ul style="list-style-type: none">• Family Support Worker• Kids Inspire• Suffolk Neurodevelopment Pathway• Suffolk Local SEND Offer including Activities Unlimited• Various SEND Charity Organisations such as BEANS and the Autism Trust



How are children included in all our school has to offer?



All children at the school are included in all activities regardless of their level of need. It may be necessary for adjustments to be made in order for some children to participate through the use of increased support or specialised equipment.

has to offer?

- **Quality First Teaching**
- **Appropriate Scaffolding**
- **Inclusion in activities/ Curriculum**
- **Appropriate resources**
- **Bespoke equipment advised by professionals**
- **Access to before and after-school clubs**
- **Social skills and nurture groups**
- **Core learning and life skills**
- **Enrichment activities**
- **Support for school trips**
- **Lunch time nurture club**
- **Adaptations to the curriculum**



How is the effectiveness of the provision given to the children with SEND evaluated?

The SENCO will look at the effectiveness of provision by tracking the progress of children with SEND and discuss this with the Class Teacher and Headteacher, using data from the following:

- Insight
- Evidence based Interventions
- Outcomes of review meetings
- Parent and Pupil views
- Teacher reports
- Ongoing assessment using those assessments and toolkits listed to identify pupils with SEND.

This information will be used to assess whether the existing programme is working for a pupil and whether the level of support is still appropriate. When looking for interventions the SENCO will look at the Recommended Assessments for Identifying Pupils Needs which include some interventions and toolkits, take advice from Specialist Education Services and the Educational Psychologist (EP) and consider suggested recommended evidenced programmes



What additional support does The Willows School offer children to support their Communication & Interaction?

Universal Support

- Use clear, concise language, dual coding, use of visual cues.
- Allowing thinking time. Use of sentence openers and explicit teaching of vocabulary.
- Modelling Language strategies through approaches such as Chatta and Mighty Oak Confidently Speaking Programme.
- Visual supports such as visual timetables, labelled resources, vocabulary displays, story maps and use of concrete resources and mind maps to model concepts and ideas.
- Social interaction support – Kagen learning structures, team roles, core learning skills curriculum, structured class games, talk partner time.
- Explicit teaching and reinforcement of class rules and routines.

Targeted Group Support

- WellComm Speech & Language, Language Link and Early Years Talk Boost Interventions.
- Phonological Awareness Interventions.
- Pre-teaching Vocabulary
- Time to Talk and Talk About social interventions.
- Lego-Therapy and Structured Team Role Cooking Sessions.
- Blanks Questioning through Language for Thinking and Mr Good Guess.
- Barrier Instruction Games.
- Small Group Lunch Club.
- Narrative Therapy. Language Transporters Programme.
- KS2 Talking Football Intervention.
- Attention Autism, Musical Communication

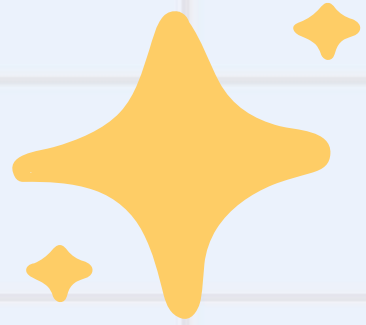
Individual Support

- School and NHS Speech and Language therapist sessions following personalised care plans.
- Colourful semantics.
- Choice Communication Boards.
- Social Stories and Comic Strip Conversations.
- Now and Next boards.
- Workstations.
- IdentiPlay.



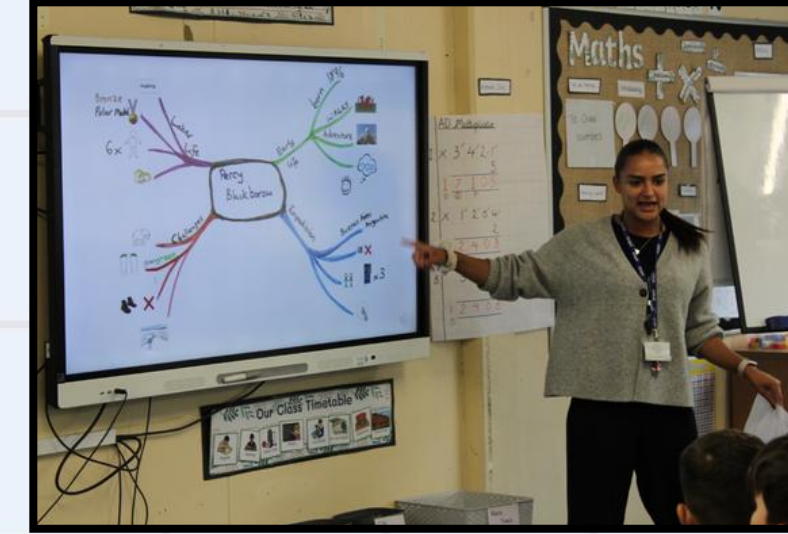


What additional support does The Willows School offer children to support their Cognition and Learning?



Universal Support

- Explicit instruction - 'chunking' learning and introducing new material in small steps. Modelling steps starting with concrete resources then pictorial representation before moving on to abstract working out
- Recalling of prior knowledge before moving on
- Scaffolding- use of clear working models with steps to success, word banks and graphic organisers, working visual displays, concrete manipulatives, mind maps, dual coding, Use of technology (Chatta and Visualisers)
- Collaborative learning – Kagan Structures
- Spaced and interleaved learning
- Growth mindset, self and peer reflection, explicit teaching of metacognition – core learning skills curriculum
- Practical curriculum with authentic outcomes, celebrating learning



Targeted Group Support

- Pre-teaching Vocabulary and Pre-teaching texts – reading fluency group
- Flexible groupings
- Read Write Inc Phonics Groups and Fresh Start
- Magic Belt Reading Series
- Booster maths, reading and writing groups
- EPS Maths Intervention
- Reciprocal reading
- Premier Stars Maths Mangers and Reading intervention



Individual Support

- Precision teaching for key facts
- TEACCH Trays
- Daily reading intervention
- Harberton Reading Programme
- AcceleRead AcceleWrite and Sound Foundation Programme
- 1+1 and Power of 2 Maths facts
- Chatta Boards – sound buttons to record ideas. Supportive sentence structures. Alternative ways to record learning.
- Use of technology e.g. Clicker
- Paired Reading





What additional support does The Willows School offer children to support their Social, Emotional and Mental Health?



Universal Support

- Teachers Meet and Greet at the start of the day
- Soft starts
- Zones of Regulation Check-ins
- My Happy Mind Curriculum – Happy Breathing, journaling, identifying character strengths and learning to give gratitude
- Calm Down Corners and Boxes
- After School Clubs
- Consistent routines
- Growth mindset language
- Celebrating effort and perseverance
- Adults modelling thinking – using ‘Thinking Aloud’ strategy
- Fish Philosophy values
- Tribal Classrooms
- Life Skills Curriculum

Targeted Group Support

- Forest School Intervention
- Small nurture clubs (football, multi-skills, gymnastics and dance).
- ELSA Friendship Intervention
- Thrive Feelings Group
- Horse Riding – Changing Lives Through Horse BHS qualification
- Zones of Regulation
- Think Good Feel Good
- Zones of Regulation intervention
- MHST Brain Buddies
- SEMH Resource Room

Individual Support

- Ipswich Town Foundation Learning Mentor
- Comic Strip Conversations/ restorative conversations
- Personalised Helpful Behaviours Reward Charts/ Rearward Time
- Dog Therapy
- Play Therapist Support
- Incredible 5 Point Scale
- Anxiety/Anger Gremlin
- My Hidden Chimp
- Thrive sessions
- Learning Mentor sessions
- Emotion Coaching/ trusted adults
- Circle of Friends
- Personalised soft starts and check-ins/ PACE approach
- School Nurse Supervision
- Proud Books



What additional support does The Willows School offer children with Sensory/ Physical barriers?



Universal Support

- Uncluttered Spaces – careful planning of school environment
- Extended movement breaks
- Opal Play
- Fine and Gross Motor skills tasks planned across the curriculum
- Letter Join handwriting Scheme
- Class Sensory Breaks
- Workstations
- Sensory Toy boxes in each class

Targeted Group Support

- Gym Trail
- Fine motor skills intervention
- Dough Disco
- Letter Join handwriting intervention
- Sensory Play
- Sensory Circuits
- Once Upon a Touch
- Sensology

Individual Support

- Typing Club Programme
- Assisted technology use of Clicker
- Pencil grips and writing slopes
- Sensory fidget toys
- Colour overlays
- Write From the Start Handwriting Programme
- Provision linked to children's medical care plan requirements such as optimal seating plan, enlarged resources.
- Sensory diet plans

