



Wellington Primary Academy



At Wellington Primary Academy we embrace and value the fact that every child is different and, therefore, the educational needs of every child are different – this is certainly the case for children with Special Educational Needs and Disabilities (SEND).

In terms of what we offer children with Special Educational Needs and/or Disabilities, this is different for every child and it is important to emphasise that, as much as possible, this provision is designed by the relevant Wellington Primary Academy staff members working alongside the child, the child's family and, where necessary, outside agencies* (e.g. a Speech and Language Therapist or an Educational Psychologist).

We currently have 25% of children identified as having SEND with 2 children having an Education, Health and Care Plan (EHCP)

How will the curriculum help my child?



A child with Special Educational Needs and Disabilities may have a Support Plan which sets out targets that are currently being worked on and what additional provision is put in place for that child. The content of the Support Plan is written by the class teacher and, as appropriate, with the child and the child's family. This is why it is so important that parents/carers attend our Parents' Evenings.

For many children, targets will be connected to learning and will often be specifically to do with literacy and numeracy. For other children, they may be to do with social interaction, communicating with children and adults, emotional difficulties, overcoming physical issues (for example problems to do with fine motor control). The most important point is this: targets depend on the needs of the individual child. There is not a one size fits all approach.

How will the curriculum be matched to my child needs?

Our school works on a skills based curriculum. We feel that this is an ideal way that we can engage all learners by tapping into their interests and imaginations through a range of topics over the year.

The school offers many different forms of additional provision. This can include: additional in-class support; additional out-of-class support; one-to-one support; flexible groupings (including small group work); access to specific resources; mentoring; counselling; and access to a wide range of outside agencies*. Additional provision is overseen by the Special Educational Needs and Disabilities Co-ordinator (SENDCo) and is designed and implemented by an excellent team of teachers, ably supported by a fantastic group of teaching assistants.



As with individual targets, the most important point is this: additional provision depends on the needs of the child.

In addition, all of our pupils benefit from a range of teaching and learning styles; a differentiated curriculum; a range of differentiated learning materials (both for reinforcement and extension); assessment procedures that emphasise pupils' strengths and achievements; access to ICT; access to the extra-curricular Golden Eagle programme; differentiated booster classes in Key Stage 2; and a broad range of extra-curricular activities (including residential trips in Upper Key Stage 2).

What training and resources are available to staff?

Our resources are allocated according to need and matched to each child's SEND.

Any specialist services that need to be brought in to observe or assist your child will of course be done in relation to the needs of your child. We currently have very strong links to Speech and Language Therapy, Behaviour Support, Educational Psychologist, Wiltshire Special Educational Needs Support and Child and Adolescent Mental Health Services.



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How will you assess and review my child?

At the end of each term every teacher will review what is being provided for children with SEND. Staff meetings will be held with the SENDCo. The needs of the school and certain individuals we are concerned about can also be raised at the school's PRISM (Planning Review Individual Support Meeting)

How will Wellington Primary Academy keep me informed about my child's progress?

During your child's first Parents' Evening Meeting in Term 2 their Support Plan or initial needs will be discussed with you. Throughout the school year you are, of course, welcome to make an appointment to come in at any time to discuss your child's progress with either the class teacher or the SENDCo. However there will also be Support Plan review meetings during the Term 6 Parents' Meetings.

How will I know what the school's expectations are for my child's progress?

We expect all children at our school to make the same levels of progress and see no reason why this would be any different for children with SEND. Your child's class teacher will be able to explain their expectations for your child with you at your first Parents' Evening.

How will my child's voice be heard?

Each year we will ask you to create a 'one page profile' along with your child. Each year an example will be sent home for you to see and if any help is needed we can make arrangements for this. Before each Support Plan review meeting your child will have a



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chance to have a say on how their learning is progressing and anything that they would like to change.

What are the transition arrangements?

We have a very good liaison with both pre-school settings and the local academy and secondary schools. To ensure a smooth transition we have face to face meetings to exchange paperwork and information about each child. Extra visits can also be arranged for any children we feel this may benefit. Staff will visit the pre-schools to meet the new children and home visits will be offered as part of induction to school.

How will Wellington Primary Academy keep me informed about issues/problems with my child at school?

If there is an issue that needs to be dealt with as soon as possible you will be contacted by either the class teacher or the SENDCo and advised accordingly.

What if I have a complaint?

If you have any concerns about your child's learning then you can speak directly to their class teacher at a mutually convenient time. If you would like to also speak to the SENDCo then this can also be arranged via the school office.

If it is about a matter that has happened in class, at break/lunchtime or before or after school please contact your child's class teacher or SENDCo.

If the matter is not sorted out satisfactorily please refer to the Headteacher.

If it is something to do with school policy, staff conduct or another serious matter please contact the Headteacher.



If the matter is not sorted out to your satisfaction please use the complaints policy and procedures available on the school website and access to The Governing Body through this.

The Headteacher is the complaints co-ordinator and will follow guidance in the DfES 'School Complaints Procedure' document and Academy policy. A full and fair investigation may be carried out by the Governors or an independent person where necessary. Confidentiality is respected.

How do I offer my feedback?

There is no formal procedure for praise. If you feel that something has been done especially well, please feel free to let us know; it is helpful to know which aspects of our school are especially valued by parents. Please recommend our school to others you feel may benefit.