



Winyates Primary School

SEND Information Report

What is
SEND?

How do we
identify SEN

Arrangements
to support
SEN

Pupils'
progress

How do we
support
transitions?

Teaching
children with
SEND

Adaptations
for SEN

What training
have staff
had?

The impact
of
interventions

A fully
inclusive
school

Social and
emotional
development

Who works
with us?

The
arrangements
for handling
complaints



What is SEND?

What kind of special educational needs and/or disabilities (SEND) are provided for?

Winyates Primary School is an inclusive, mainstream school that aims to meet the needs of all pupils with SEND. Our pupils are aged between 4 and 11 years old and include those who have:

Communication
and interaction
needs

Cognition and
learning needs

Social,
emotional and
mental health
difficulties

Sensory and/or
physical needs

How does the school identify children with special educational needs?



We aim to identify children with SEND at the earliest opportunity. Each child is tracked according to their progress in English and maths. Regular assessments are completed, followed by meetings that identify those children who are falling behind.



Where concerns are raised about lack of progress, we involve the Special Educational Needs Co-ordinator (SENCo)/Assistant SENCo in a discussion with the class teacher. We identify alternative methods of support to establish whether different teaching strategies, additional resources or more targeted support is needed.



Children continue to be closely monitored to establish if the agreed programme has resulted in a child's progress accelerating. During this process we alert parents as to what is happening in school and invite their comments and support.

SENCO: Sally Walton (swalton@winyatesprimary.net)
SEN Governor: Mrs J Moore



What are the arrangements for consulting children and parents with SEND and involving them in their own education?



Our approach to supporting children with SEND is focused on listening to both the parent and child's voice.



We make sure that where possible and appropriate children are included in the consultations we hold with parents/carers. They are invited to give their views and we aim to ensure that they contribute to and understand the contents of their termly progress plans. All targets and intended outcomes are shared with children and children are encouraged to advise us where they feel it needs adapting.

Arrangements are in place so that class teachers will alert the SENCo/Assistant SENCo to any child whose views are perhaps not included due to their needs. It is our aim to find out just how every child feels about our provision.



What are the school's arrangements for assessing and reviewing the progress of pupils with special educational needs?

All pupils are assessed regularly by the class teacher. If additional assessments are required the SENCo/Assistant SENCo will support the teacher in carrying out the appropriate assessments.



For some learners we may want to seek advice from specialist teams. We have access to services universally provided by Peterborough County Council, which are described on the Local Offer website:

<https://www.peterborough.gov.uk/healthcare/special-education-needs-and-disabilities-local-offer>

How do we support you and your child?



Quality First Teaching

100% of children

Small Groups/Interventions

APDR Plan
(SEN Support)

Outside
Agencies

EHCP

5.3%

*www.gov.uk
data published 12/06/2025

Ordinarily available inclusive provision is made by class teachers and if limited or no progress is made, a support plan is put together. This will be shared with parents so that targets can be worked on in school and at home.

Support for Parents

SENDIASS - SEND Information Advice and Support Service

<https://fis.peterborough.gov.uk/kb5/peterborough/direct-ory/service.page?id=E1PbUlt6ObU>

Little Miracles

<https://www.littlemiraclescharity.org.uk/>

Family Voice Peterborough

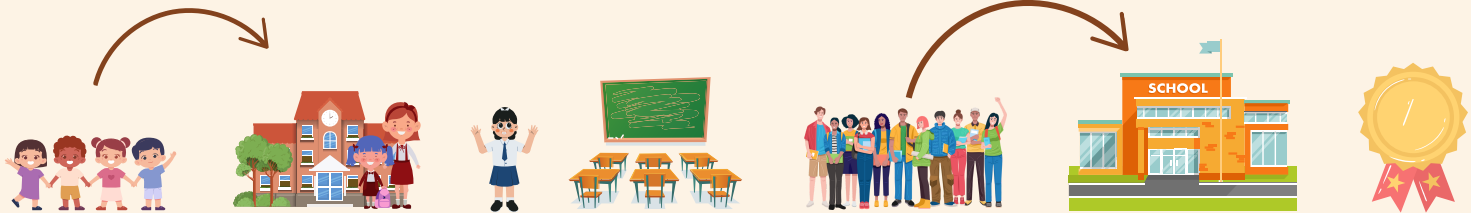
<https://familyvoice.org/>



What arrangements are there for supporting children who are moving between phases of education?

We have a series of transition arrangements to support children and parents who are entering from neighbouring pre-schools. This includes a range of activities across the year that enable the children to get to know us and staff to meet them.

- The SENCo will share records and important information with the new school
- During year 6 there are opportunities for children to visit secondary schools and meet their teams to identify which one might be most appropriate for them.
- When children transfer mid-year our SENCo/Assistant SENCo will arrange a discussion with the SENCo of the receiving school. We will keep you informed of how your child's new school will be maintaining any provision we have already established.



What approaches to teaching children with SEND are in place?



Our priority is to ensure that the quality of teaching is high throughout the school. We aim for all lessons to be either good or outstanding. Part of our criteria for a good and outstanding lesson is that children with SEND are catered for appropriately.

We expect that:

Teachers vary the strategies they use and the way they approach their lessons to address the different learning needs of the students in their classes



Each lesson is considered in relation to the needs of all the pupils in the classroom

Teachers and teaching assistants work closely together in targeting pupils whose assessments have indicated they are making less than expected progress.

Teachers support each other by sharing their areas of SEND expertise in order to meet the needs of all our pupils



Teachers have high expectations for what our pupils with SEND can achieve

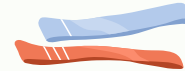


How are adaptations made to the curriculum and the learning environment for children with SEND?



We aim to ensure that all our children can access all aspects of the curriculum and can use all the facilities in the school. We make reasonable adjustments within the classroom and to resources to meet the range of needs, which our children have.

Although we have long-term plans to ensure a broad and balanced curriculum in our schools, class teachers plan on an individual basis for their class. This ensures that the plans are tailored to meet the needs of the children in each year group.



Resources are selected specifically and are tailored, with the help of the SENCo/Assistant SENCo, to the individual needs of the child and any outcomes identified as part of their profile or Education, Health and Care Plan (EHCP).

Class teachers are provided with advice from occupational therapists and other experts on ways the classroom can best suit the needs of children with disabilities or specific problems that must be addressed.





What facilities do we have to support children with disabilities?

- In line with the equality act, when a child with disabilities starts school, we will make every reasonable adjustment to ensure they can fully enjoy school life.
- The majority of our school site is wheelchair accessible.
- Disability toilets are available in school.
- For more detail, please see our accessibility plan here: [Accessibility Overview, Plan and Policy](#)

How do we secure equipment and facilities to support children with SEND?

- We work with the various disability teaching support teams at Peterborough Local Authority to ensure that all our children with disabilities have up-to-date advice and support.
- We work with NHS to ensure that where specific equipment is needed we secure and maintain this in line with individual children's needs.



The steps we have taken to ensure children with a disability are not treated less favourably than other pupils:

- All visits are risk assessed to ensure they are suitable for all pupils. Where necessary reasonable adjustments are made.
- All our clubs are available to all children in the school - club lists are monitored to ensure there are opportunities for all.
- We have strong relationships with our governors, who monitor our inclusive practices.
- We complete frequent self-evaluations to ensure our inclusive practices are up-to-date and meeting children's needs.

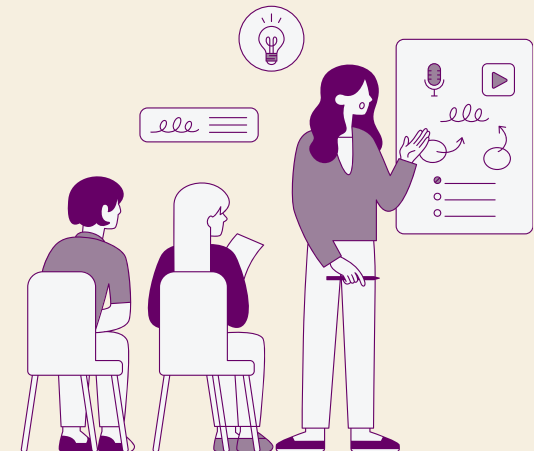
What anti-bullying measures do we have in place?

- All allegations of bullying are taken seriously. We respect the child's voice and listen to their concerns.
- Frequent assemblies focus on how everyone is different but everyone has a positive place in our school.



What expertise and training do staff have to support children with SEND?

Staff training is audited regularly to identify training needs and this is delivered through both internal and external providers. Where we are due to admit a child with a medical condition or SEND that we have not previously experienced, the SENCo/Assistant SENCo and person responsible for administration of medicines will organise training, with the support of our school nurse.





How is the effectiveness of the children's provision evaluated?

Our regular progress meetings are an opportunity for the class teacher to share progress, not only of individuals, but of the effectiveness of the strategies being used. We track pupils as individuals but also as groups to ensure that our provision is enabling all our children to progress and is correctly targeted. Class provision maps are completed by teachers and are reviewed every half term. The impact of interventions is regularly monitored by the SENCo.

Our governing body is closely involved at every stage in monitoring the effectiveness of our SEN provision. This includes our link SEND governor:

- Having meetings with the SENCo/Assistant SENCo
- Discussing provision with pupils with SEND
- Discussing provision with parents/carers of pupils with SEND
- Governor involvement in the review of the SEND policy [SEND Policy](#)
- Governor involvement in writing the annual SEND information report





How are children with SEND enabled to engage in wider opportunities, including extra - curricular activities?

We provide a range of enrichment activities which include:



After-school activities

All of these activities are available to all of our children. If there is an activity that you would like your child to take part in but you are unsure how we can support them with this, please contact your child's class teacher.



Every year group has at least one outside visit each year

Each year group engages in an outside learning opportunity every year



The visit coordinator for each year group liaises with the SENCo/Assistant SENCo to ensure that arrangements are made for each visit to accommodate any specific medical or SEND need there might be. We liaise closely with parents to ensure they have all the necessary information.

What support is available for improving emotional and social development?



We recognise the importance of building into our curriculum opportunities for our pupils to:

- Develop resilience
- Recognise their own strengths
- Build upon their self-esteem
- Make friends within and across year groups
- Recognise their important role as valuable members of our school society
- Take leadership responsibilities within the school.



Our personal, social and health education curriculum includes units that allow children to explore who they are and how they feel. We have an agreed set of values as a school which are shared and discussed in assembly. Strive sessions provide opportunities for children to discuss issues on an individual, class and school basis.



For children where there are particular concerns about the emotional, social or behavioural needs we have THRIVE practitioners, Forest School Lead and Sports Mentoring available.



How does the school involve other services, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's SEND and supporting their families?

When necessary, referrals are made to the relevant external agencies for support.

We work alongside Peterborough Virtual School to support those children with SEND who are also in care.

The range of services available can be found here:



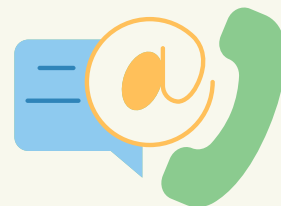
<https://www.peterborough.gov.uk/healthcare/special-education-needs-and-disabilities-local-offer>



What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?

We aim to ensure that parents are closely involved in their child's SEND assessment, planning, provision and evaluation. Throughout this process there will be opportunities for you to raise any concerns you have with the class teacher and SENCo/Assistant SENCo.

If you are still unhappy with the provision that is being made, our Head of School, Mr R Colley, will discuss this with you.



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Abbreviations of SEND Terms

SEND – Special Educational Needs and Disability

EHCP – Education, Health and Care Plan

EHA – Early Help Assessment

APDR – Assess, Plan, Do, Review

SALT – Speech and Language Therapy

OT – Occupational Therapy

SENDSS – Special Educational Needs and Disability Specialist Services

EP – Educational Psychologist

TAF – Team around the Family meeting

CAMHS – Child and Adolescent Mental Health Services

