

SPECIAL EDUCATIONAL NEEDS

INFORMATION REPORT

WATLINGTON COMMUNITY

PRIMARY SCHOOL

2026 - 2027

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PART 1 – KEY INFORMATION

INTRODUCTION

A message from the Headteacher, Miss Jessica Woodrow, and the Special Educational Needs Coordinator (SENDCo), Mrs Donna Southon:

Welcome to Watlington Community Primary School's SEND Information Report 2026 - 2027. This report explains how we support children with Special Educational Needs (SEN) and Disabilities (D).

WHY IS THIS REPORT SO LONG?!

It is a legal requirement (under the **Children and Families Act 2014**) for all schools to publish a SEN Information Report on their website and update it at least annually. The **SEND Regulations 2014** and the **SEND Code of Practice 2015** (CoP) set out all the information that must be included in this report. There is a lot of required information which is why this is such a long document!

Speaking to families, we understand that the length of this report could make it quite daunting. If you would like to talk to a member of staff about any part of this report, please do get in touch.

At Watlington Community Primary School we are committed to working together with all members of our school community. We are always keen to work with families and pupils to find ways to make this document as user-friendly as possible. If you are a parents/carers, pupils, governors, or a member of the wider Watlington community, we would welcome your feedback and involvement in reviewing the way we support children with SEND, so please do contact us. The people to contact this year are:

Headteacher: Miss Jessica Woodrow

SENDCo: Mrs Donna Southon

SEN Governor: Hayley Pink

All of these members of staff can be contacted via the school office on: 01553 810468. Further contact details can be found here.

In the first part of this report, we are going to give you some information about the school and the support that is available in the local area. We are also going to include some of those key bits of information that need to be included in every SEN Information Report.

In the second part of the report, we've included some questions and answers that families told us would be useful.

Please look at the contents page on pages 2-3 and you can then go directly to the section you are interested in by following the links.

THE LOCAL OFFER

This report is part of the Norfolk **Local Offer** for learners with SEND. The Local Offer sets out the local services available to support children and young people with SEND and their parents and carers. It includes all the information about **education** and **health and social care** in one place. To access the Norfolk Local Offer click on this link:

www.norfolk.gov.uk/send

For information on other useful external support services that are regularly involved in meeting the needs of pupils with SEND and in supporting their families click here.

WHAT IS SEN?

At different times in their school career a child or young person may have a special educational need (SEN). The SEND Code of Practice 2015 defines SEN as:

> "A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
>
> - has a significantly greater difficulty in learning than the majority of others of the same age, or
> - has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

Learners can fall behind in schools for lots of reasons. They may have been absent from school or they may have attended lots of different schools meaning that they have not had the same consistent opportunities to learn. They may not speak English very well or at all. They may have worries which distract them from learning. So, not all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Most children with SEN can have their needs met by the types of additional support provided at school. We call this level **SEN Support**. However, if a child needs a higher or more specialist level of support the school and/or families can request an Education, Health and Care (EHC) needs assessment from the Local Authority (LA). If the LA decides that this higher level of provision is needed, a child may then get an EHC Plan (EHCP) which combines the child's education, health and social care needs. In this report, we refer to this level of support as **EHCP**. Further information about EHCPs can be found here.

If you think your child may have SEN, please speak to their class teacher in the first instance or contact Mrs Donna Southon, our SENDCo.

WHAT IS DISABILITY?

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities." Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with sensory impairments such as those affecting sight or hearing, or long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

All staff at Watlington Community Primary School are aware of the requirements of the Equality Act 2010. This legislation places specific duties on schools, including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments' to ensure that disabled children are not at a substantial disadvantage compared with their peers.

For further information on how we ensure access for all, please see our school website: https://www.watlington.norfolk.sch.uk/

To find the School Accessibility Plan please click this link:

https://www.watlington.norfolk.sch.uk/page/?title=Accessibility+%26amp%3B+Equality&pid=206

WHAT IS SEND?

Together we refer to these two groups – SEN and disability – as SEND.

AREAS OF NEED

The SEND Code of Practice identifies four broad areas of SEN. These are:

Cognition & Learning (C&L). Children with C&L difficulties might:

- learn at a slower pace.
- have difficulties with memory and organisation.
- have a specific difficulty with literacy (e.g. dyslexia) or numeracy (e.g. dyscalculia).

Communication & Interaction (C&I). Children with C&I might:

- have speech, language and communication needs (SLCN) that make it more difficult for them to communicate with others. They might have difficulty saying what they want to, or understanding what is said to them.
- find the social side of school difficult. It may be difficult for them to understand social rules, which could make conversations and play challenging. Children with Autistic Spectrum Disorder (ASD) are likely to find these things especially difficult.

Social, Emotional & Mental Health (SEMH). Children with SEMH difficulties might:

- behave in ways that disrupt their learning because of underlying mental health difficulties, such as anxiety or depression.
- do things that impact their health and wellbeing, such as self-harm or eating disorders.
- have difficulties with friendships which leave them feeling isolated.
- have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder that could impact their SEMH.

Sensory and/or Physical (S/P). Children with S/P might:

- have vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) that requires specialist support and/or equipment to access their learning.
- have a physical disability (PD) requiring support and equipment to access the opportunities available to their peers.

More information about these areas can be found in the SEND CoP on pages 97-98.

You can find examples of the additional support for learning that is available at Watlington Community Primary School to pupils with SEN for each of these four broad areas on our Provision Map. A Provision Map does not detail the individual learners' names, but describes what we do to support learners with SEN. The Provision Map changes every year, as our learners and their needs change.

SENCO

Every school or early years setting will have a Special Educational Needs (and Disabilities) Coordinator (SENDCo). The SEN Code of Practice states: 'The SENDCo must be a qualified teacher working at the school. They must achieve a National Award in Special Educational Needs Coordination within three years of appointment.' (p108).

This designated member of staff oversees the day-to-day provision for children with SEN to ensure that support makes a difference for pupils. This includes those who have EHCP. The SENDCo works closely with the Headteacher, Miss Jessica Woodrow, and with staff, families and other agencies. All staff at Watlington Community Primary School have a responsibility towards children with SEN and work closely with the SENDCo on all aspects of our provision.

Our SENDCo is Mrs Donna Southon. Donna has worked at Watlington Community Primary School since April 2019 and is a qualified teacher. She was the SENDCo in both of her previous schools from 2012 completed the **National SENCo Award** in 2014, she took over the role of SENDCo at Watlington Community Primary School in September 2019. Donna is contactable via the school office on 01553 810468 or via email: senco@watlington.norfolk.sch.uk. She works on Monday to Friday and also has class teacher responsibilities. If you have an urgent enquiry, please contact the school office and they will be able to help you regarding her earliest availability.

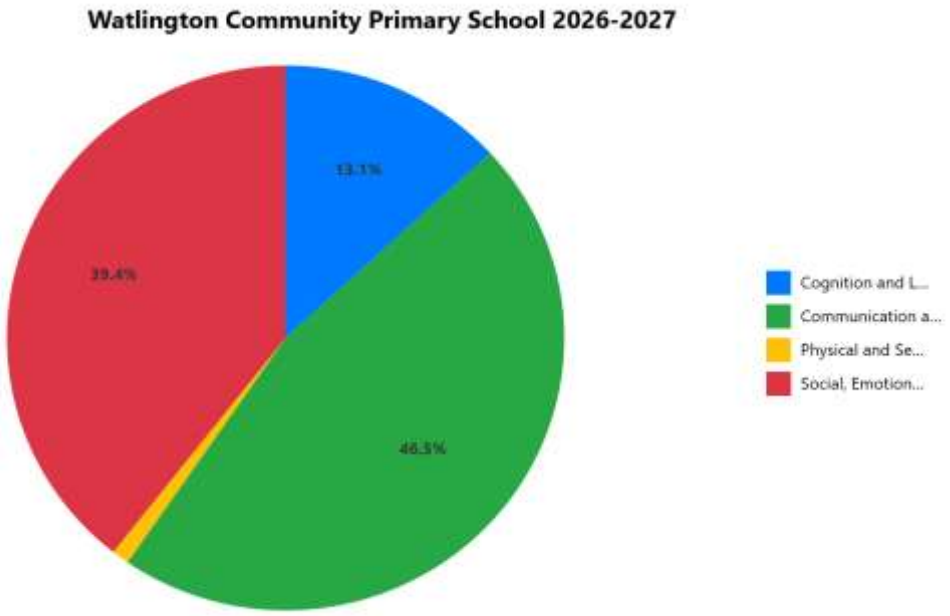
For further information about the role of the SENCo please contact us, or follow this link:
https://www.norfolk.gov.uk/children-and-families/send-local-offer/support-for-learning/special-educational-needs-sen-support/people-who-can-help-in-sen-support/special-educational-needs-coordinator-SENCo

OUR SEND PROFILE 2026-2027

Our SEN profile for 2026-2027 shows that 28% of children in the school have been identified as having SEN (46 pupils out of 166). This consists of 25% at SEN Support and 3% with an EHCP.

Below, we have outlined the percentage of pupils with SEN at Watlington Community Primary School who are identified with each of the four broad categories of need.

- Cognition and Learning 13%
- Communication and Interaction 46%
- Social, Emotional and Mental Health 39%
- Physical and/or Sensory 2%



This information is based on each pupil's identified primary needs, but these pupils may also have secondary needs that are not represented by this data. 46% of pupils on the SEN Register are girls, and 54% are boys.

We can compare the Watlington Community Primary School data to the national SEN data for primary schools in England, which is based on the June 2026 school census (the latest available national data). This showed:

- 6% of pupils have an ECHP up from 5.3%
- 14.8% of pupils were at SEN Support which is up from 14.2%
- The most common type of need for pupils at SEN support was SLCN (Speech, language and communication need)
- Most common type of need for pupils with an EHCP was ASD
- SEN was more common in boys than girls with boys representing 70.7% of all pupils with an EHCP and 60.4% of pupils on SEN Support.
- It has been noted that there is an increase in girls being identified as SEND which is also represented within our setting.

SEN FUNDING

As well as the main school budget, schools receive additional money to support children with SEN. This is known as the 'SEN notional budget' and it is published in the school's SEN Memorandum. You can find Watlington Community Primary School's SEN Memorandum for 2026-27 here: https://csapps.norfolk.gov.uk/BudgetShare/default.aspx

From the SEN notional budget, the school must fund the first £6,000 of any additional support provided to each pupil, but the school does not receive this amount per pupil. This year, Watlington Community Primary School's SEN notional budget is £37,308. The school needs to make up any shortfall from their Whole School budget.

In addition to this we received cohort funding based on the needs of the pupils with SEN usng the INDES system where we received a total of £45,470. Both funding streams were received for th financial year of 2025 – 2026.

Further information can be found on the Norfolk Local Offer: https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-training-0-25/schools/sen-funding-for-schools

Watlington's SEN notional budget is used in a variety of ways to support children with SEN. Examples of how money was spent during 2025-26 include:

- Additional hours for SENCo/Teachers/Teaching Assistants (TAs)/Higher Level Teaching Assistants (HLTAs) to deliver high quality in class support, intervention work, pre- and after-school tuition, SEMH support and additional supervision for lunchtime and social times.
- High quality Continuous Professional Development (CPD) with an SEN focus.
- Providing staff cover to allow teachers, TAs and leaders to attend training and CPD.
- Accessing specialist support services such as Educational Phycologist diagnostic assessments.
- Purchasing specialist diagnostic assessment tools and SEND classroom resources.
- Support from additional external services to complete assessments to support the needs of the pupils. (Carla Holmes).

PART 2 – Q&A

Parents have helped us identify questions that they would like to ask. If you have additional questions that you think should be included in this report, please contact the SENDCo. We would really appreciate your input.

WHAT DOES WATLINGTON COMMUNITY PRIMARY SCHOOL HAVE TO OFFER?

Specific examples of the ways that we support children with SEN can be found here. But more broadly we feel that Watlington's culture, ethos and curriculum create an environment where all children can thrive. We want all adults and children to participate in learning. We celebrate all members of our community. Watlington Community Primary School is a fully inclusive school. This includes being responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. Our aim is for all pupils to achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, gender identity, physical ability or educational need.

"The teachers always help you when you need it!" (Year 1 pupil)

"The sensory pod is a good place to help me when I need space to calm myself." (Year 5 pupil)

Key points to highlight about Watlington's curriculum include:

- We prioritise time spent within a stimulating and quality environment, and this can mean time spent outside the classroom in the sensory room, rainbow room or intervention spaces.
- We prioritise the monitoring of progress without pressuring children, as this is key to helping ensure that all children reach their potential.
- We emphasise wellbeing: for more information, click here.
- We have a very active and wide-ranging sporting life and seek to inspire all our children to reach for the highest levels of personal achievement and development in whichever activities they enjoy.
- We work together: All pupils are given opportunities to make positive contributions to school life and the community.
- All learners have the same opportunity to take part in extra-curricular activities, clubs and leadership roles (for more information click here).

"There are lots of clubs to do after school and I get to show people what I am good at." (Year 4 pupil)

We combine these core values to create our school's ethos: **Achievement, Independence, Resilience**

Everyone leads; the school works together as a team: taking responsibility and being accountable; children taking charge and looking after each other; providing role models for our peers and the future leaders of Watlington Community Primary School; pushing ourselves to find the best way to learn.

Everyone learns; we aim to foster a lifelong love of learning. Teachers always seek out ways to provide a creative, active and fun curriculum, allowing everyone to do their best. All stakeholders believe that it's not how good we are now, or how we compare to others, but being prepared to make progress that matters and show resilience and growth mindset.

"I think our school is great because there are so many opportunities for us to do different things and this happens in every year group." (Year 3 pupil)

Everyone matters; every child is unique and brings their own experiences, skills and ideas to school. We want everyone to be safe, feel valued and able to do their best. Health and happiness are the best foundation on which to build an amazing educational experience. At Watlington we aim to prepare children for whichever path they dream of – wherever it may lead.

Helping children achieve their potential academically, while maintaining this nurturing ethos, is an important part of this preparation. The National Test data from the 2026 Standard Assessment Tests (SATs) showed that the percentage of pupils on the SEN Register at Watlington Community Primary School to reach the Expected Standard in reading, writing and maths (combined) in Key Stage 2 (KS2) was 0% our NON-SEN 27% of pupils achieved a combined expected level. Nationally 26% of pupils identified with SEN achieved the expected level of combined Reading, Writing and Maths.

Finally, Watlington Community Primary School believes that involving pupils and their families in decisions about their support is crucially important to ensuring that the right provision is put in place. You will see examples of how we involve children and their families throughout this report.

For more information about our vision and core values, please see our school website.
https://www.watlington.norfolk.sch.uk/page/?title=Vision+and+Values&pid=174

HOW DOES THE SCHOOL KNOW IF MY CHILD MIGHT NEED EXTRA HELP?

IDENTIFYING CHILDREN WITH SEND

Class teachers, support staff, families and, of course, children themselves, may be the first to notice a difficulty with learning. At Watlington Community Primary School we focus on identifying a child's barriers to learning, rather than looking only at diagnostic labels. Examples of barriers to learning could include: speed of processing, reading, working memory, anxiety, attention, hearing, social communication skills, language comprehension etc. Barriers can be identified in a range of ways: through conversations with children and families (pupil progress meetings take place in the Autumn and Spring Terms);

through observations by school staff; or through informal/routine assessments. We consider how a barrier to learning is impacting a child and what we can do to overcome or remove these barriers.

In addition to targeted assessments for individual children, we carry out some routine screening of all children to look out for indicators of specific areas of difficulty. Children in our Reception Class are assessed on entry in line with Foundation Stage Guidelines and the Baseline Assessment Tool. Hearing impaired children and those with sight difficulties will be known to the school through Virtual School Sensory Support (VSSS).

For some learners a more formal or diagnostic assessment may be helpful, which could involve the class teacher, SENDCo or external professionals. Some specialist support is provided through Norfolk County Council, as described on the Local Offer website, including School to School support, Educational Psychologist services and the school nursing team. Some support is available for free, while other services incur a cost (such as assessments by Educational Psychologists or support from specialist teams). We may also suggest that families make an appointment with their GP for a referral.

Once we have gathered all the relevant information through a combination of the methods mentioned above, we work together to ensure that the child receives support that is designed to help them overcome or remove their barriers to learning.

The following school policies provide further information about how Watlington Community Primary School identifies need and makes provision for learners with SEN. All of these can be accessed on our school website
https://www.watlington.norfolk.sch.uk/page/?title=Accessibility+%26amp%3B+Equality&pid=206

https://www.watlington.norfolk.sch.uk/page/?title=Policies&pid=177

- SEND and Inclusion Policy
- Accessibility Plan
- Safeguarding Policy
- Behaviour Policy
- Complaints Policy
- Admissions Policy
- Equality Information and Objectives Policy

HOW DO WE SUPPORT LEARNERS WITH DIFFERENT AREAS OF NEED AT WATLINGTON COMMUNITY PRIMARY SCHOOL?

At Watlington Community Primary School we are committed to ensuring that all learners have access to high quality learning opportunities. Every teacher is expected to teach at a range of levels that reflect the pupils' range of interests and understanding; this is called the normal differentiated curriculum. If your child is identified as having SEN, our job is to offer them something 'extra' that is 'additional to or different from' the normal differentiated curriculum. Any 'extra' provision or intervention is dependent on the individual's needs and is designed to

overcome or remove barriers to their learning and we work closely with the pupil and their families to determine the right provision.

Our Provision Map describes the range of teaching strategies and interventions that we use to support learners with SEN. The support is set out in three columns: **Quality First Teaching (QFT)**, **Interventions** and **Specialist Support**. These are explained below.

CLASSROOM SUPPORT – QUALITY FIRST TEACHING

Every teacher is expected to adapt their classroom, teaching and resources to help children with SEN make the best progress they can. To enable this to happen the Headteacher and SENCo support teachers by providing advice and access to high quality training. Our Provision Map outlines the ways teachers support children with SEN within the classroom.

At the current time, there are no children at Watlington Community Primary School who require significant adaptations to the physical environment in order to meet their physical or sensory needs. For details of the ways we support children with physical and sensory needs, including specialist equipment, please see our Provision Map.

INTERVENTIONS

Sometimes a child may benefit from a specific intervention outside the classroom, working individually, or in a small group, with a member of staff. These specific, time-limited sessions focus on helping a child make progress with key skills or knowledge and/or removing barriers to learning. For examples of this kind of additional support for learning please see our Provision Map.

Children with different areas of need may also benefit from extra time or support with reading during exams and assessments.

EXTERNAL AGENCY SUPPORT

Watlington Community Primary School has access to a range of external support services. Some of these are provided for free, but many are paid for by the school from the SEN Notional Budget or the Whole School Budget. External agencies are involved on a case-by-case basis, based on need. Sometimes the child will work directly with an outside agency, and at other times the specialist support will be delivered by school staff under guidance from external specialists.

Below you can see some examples of professionals, agencies and networks that we have worked with in the past two years:

- Norfolk and Waveney Speech and Language Therapy Team. The team help schools to support children with speech, language and communication needs.
- Educational Psychology Specialist Support (EPSS). The EPSS team is a multi-disciplinary team, with Educational, Clinical and Occupational Psychologists, Specialist Learning Support Teachers, and the Critical Incident Lead Officer, who has a background in social work and education.
- Norfolk County Council – Inclusion and SEND team. The team supports schools to meet the needs of their learners with SEND. They work with other departments in the council and

health, to help schools fulfil their duties set out in the Equality Act 2010, the Children and Families Act 2014 and the SEND Code of Practice 2015.

- Dyslexia Outreach Service for advice and next steps.
- School 2 School support. This is a service offered by the consortium of Norfolk Complex Needs Schools, formally known as Trust Norfolk-SEN. School 2 School Support offers support to school staff and learners to develop a climate of opportunity and success for all.
- Point 1 – Mental Health support services
- CAMHS – Children and Adolescent Mental Health Services
- Nelson's Journey – Supporting children with Bereavement
- SENSi - Paediatric Occupational Therapists and Advanced Practitioners in Sensory Integration (SI) and Sensory Attachment Intervention (SAI) providing treatment for a wide range of Sensory Processing Disorders (SPD) and difficulties relating to SI, SAI and SPD.
- Virtual School SEND. The NCC service for educators providing training, advice and support.
- Neurodevelopmental Service. Norfolk Community Health and Care NHS Trust.
- SEN Forum (Local Authority). This SEND Forum for SEND professionals is led by the Virtual School for SEND.
- Norfolk County Council EHCP Support Team.
- EHAP (Early Help Assessment Pathway) support team.
- Education High Needs SEND Service.
- Community Paediatric Team.
- Just One Norfolk health services.
- Families and Communities Team – yoga, lego therapy, parenting classes

We also access the following services when needed: Alpha Inclusion & Communication, The Benjamin Foundation Emotional Wellbeing Support.

HOW DO WE FIND OUT IF THIS SUPPORT WORKS?

Checking children's progress is an integral part of what we do at Watlington Community Primary School. Progress data is scrutinised by the senior leadership team, governors, the local authority and Ofsted. There are termly meetings between the SENDCo and class teachers to review the children's needs and decide if further interventions, external specialist support or a change in approach are needed. In addition to this all staff both class teachers and teaching assistants have open access to the SENDCo to discuss the needs of pupils or request additional resources and support whenever the needs arise. The Governors also see our Provision Map and check we are doing what we say and that it makes a difference to the progress of children with SEN.

One vital way that we review the effectiveness of our SEN support is through the '**graduated approach'**.

THE GRADUATED APPROACH

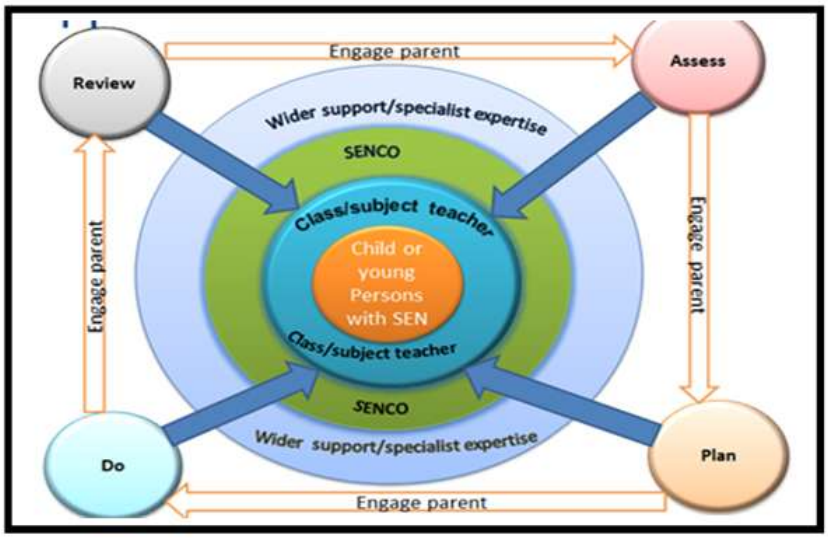
We follow a four-part cycle known as **'the graduated approach'**. This process helps us make sure that the support we are giving is effective. It is really important that children and their families are closely involved in reviewing this support throughout the process. The four parts of the graduated approach are: **assess**, **plan**, **do** and **review** and these are explained below:

- **Assess**: we assess using information from parents and other family members, children, school staff and sometimes other professionals. We use a variety of initial assessments which can help us to identify the child's needs so that the right SEN support is given. These assessments could focus on any of the four broad areas of need.
- **Plan**: Taking account of the views of children and their families and of the child's needs, we decide what SEN support will be put in place to achieve the desired outcomes. This could be in-class support, interventions or specialist support. Every term, the SENDCo, teacher, learner and their family will talk together before we decide what kind of help we give a child. This can include a one-to-one pupil-friendly interview with every child on the SEN Register to help them give their views on how they are supported as and where this is meaningful and appropriate. We also agree what we expect to be different following the implementation of this extra support, and when we will next review things. Children are also encouraged to share their thoughts and views as part of the IEP process.
- **Do**: Working closely together, we do what we have planned.
- **Review**: We use assessments at each review point (termly) and compare the results to the initial assessments that we did at the start of the process. This allows us to review whether the SEN support has had a positive impact and what needs to happen next. We share this information about progress with families and children at each review point. We do this through pupil progress review meetings and written feedback.

At Watlington Community Primary School, details from this support cycle are written down in an **Individual Education Plan (IEP) or an Individual Provision Map**. Every child on the SEN Register has an IEP/Provision Map or both, which describes the child's strengths, interests, areas of difficulty, targets and strategies that help them and the outcomes of each review process. They are used to make sure that everyone who works with the child knows about them and can use the information to help them give the right support. The majority of learners with SEN will have their

needs met by this **graduated approach**. However, if a child with SEN does not make progress despite the additional provision set out in their IEP/Provision Map, families or the school can request an Education, Health and Care needs assessment so that the Local Authority can decide if there is a need to provide an Education, Health and Care Plan (EHCP).

If a child has an EHCP, this is formally reviewed with families annually, in addition to the less formal termly meetings. These pupils will receive additional funding to support their needs through and INDES (identification of needs descriptors in educational settings) application to the local education authority. Further information about EHCPs can be found here.



HOW DOES THE SCHOOL IMPROVE THE SOCIAL AND EMOTIONAL DEVELOPMENT OF PUPILS? WHAT DOES THE SCHOOL DO TO SUPPORT GOOD MENTAL HEALTH?

Watlington Community Primary School is committed to being a healthy and safe school. A huge emphasis is placed on developing our children's physical and mental well-being. Below you will find a link to our PSHE, RSE and Life Skills curriculum and intent statements that demonstrate the core values and education we feel is important in supporting our pupils lead happy, healthy and emotionally resilient lives.

https://www.watlington.norfolk.sch.uk/page/?title=PSHE%2C+RSE+and+Life+Skills&pid=197

Our school's ethos is: **Achievement, Independence and Resilience.** We believe that the pupil involvement and leadership opportunities through class and school council promotes wellbeing, by helping to foster independence, boost confidence and self-esteem and a sense of personal responsibility and well as celebrating and sharing their differences and views. Children with SEN enjoy a range of opportunities and roles at Watlington Community Primary School including: School Council, House Captains, representing the school in a variety of sporting events, both competitive and friendly showcasing events, Peer buddies, Reading Buddies across year groups.

As well as an ethos and culture that we feel improves the emotional, mental and social development of pupils, we also ensure that children have access to a range of support for developing emotional literacy and wellbeing. This includes a wide range whole school approaches, interventions and specialist support as outlined on the SEMH section of our Provision Map. We

also have a senior leader who has been trained as a mental health champion. (Mrs Donna Southon). We also have a 'I want to talk button' on our school website for anyone (children and adults who may need to talk.
https://www.watlington.norfolk.sch.uk/page/?title=I+want+to+talk&pid=209

Families and the school also have access to expert advice through a range of external agencies. Please speak to us if you are worried about a child's mental health. Further expert advice and support can also be found here:

- Just One Norfolk
    - Visit: https://www.justonenorfolk.nhs.uk/emotional-health
    - Phone: Just One Number on 0300 300 0123
    - Text: Parentline on 07520 631590

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS AND BREAKFAST AND AFTER-SCHOOL CLUBS?

ACCESS AND ENGAGEMENT

At Watlington Community Primary School, we want to ensure that pupils with SEN can engage in all the activities of the school, including school trips, social times and extra-curricular activities, alongside those who do not have SEN.

In 2026 - 2027 we are offering a range of additional clubs and activities. We are committed to making reasonable adjustments to ensure participation for all, so please contact our SENDCo or Headteacher via the office (Tel: 01553 810468 or email office@watlington.norfolk.sch.uk) to discuss specific requirements.

During September 2026, we monitored the number of pupils with SEN attending any of our additional clubs before and after school throughout the course of the year. Clubs included: breakfast- and after-school clubs: football, dance, multi-skills, dodgeball, choir, mini-golf, Lego club and craft club.

We saw that 24% of the pupils on the SEN register attended one or more of the additional clubs that school offer.

We are very proud of how successfully we enable children with SEN to access opportunities outside the classroom. We do this in the following ways:

- By providing extra support where needed to ensure we are able to meet the needs of all pupils. This could include additional teacher/teaching assistant support or peer support including buddying or mentoring by older pupils.
- By ensuring that pupils with SEN are supported to give their views about the kinds of clubs they would like to attend, through participation in School Council and pupil questionnaires and interviews about SEN provision.
- By matching leadership roles to pupils' strengths and interests.
- By discussing any concerns expressed by children or families about activities at the earliest

possible time to ensure that we can overcome any barriers.

- Adjustments to equipment to provide opportunities for success: e.g. sports equipment.
- Adjustments to the physical environment to encourage attendance e.g. the provision of a quiet/low stimulation areas
- By subsidising some clubs.

Clubs vary from term to term and in recent years we have also offered: choir, dance, dodgeball, football, multi-sports, craft club, breakfast club

WHAT TRAINING HAVE THE STAFF WHO ARE SUPPORTING CHILDREN WITH SEN HAD?

RECENT TRAINING (LAST 2/3 YEARS)

At Watlington Community Primary School we are committed to providing staff with high quality training and professional development opportunities. Staff have access to a variety of specialist SEND training courses delivered in-house or by external providers (both remotely and in person).

In addition, below are details of specialist SEND training undertaken by staff at Watlington Community Primary School in the last 18 months.

	Who	**When**
SEND Leadership		
SEMH Senior Leader Training	SENDCo - DS	March/May 2023
Core Consultations meetings with Samantha Hearn	SENDCo – DS Headteacher - CC	4th Oct 2022 21st March 2023 9th June 2023
NPQH	SENDCo - DS	Completed September 2026
Training to support all pupils with SEND		
Professional Reading – Rosenshine's Principle of instruction	All Teachers	18th Jan 2023
SEN – Dyslexia Outreach Service – Twilight Dyslexia support & best practise	All teachers & TAs	17th May 2023
Webinar – Making sense of autism - EPSS	All Teachers	14th June 2023
Motional – emotional resilience	All Teachers	28th June 2023
Planning Prep and transition meetings - SEND	All Teachers	19th July 2023
Diabetes Training	Class teachers & Teaching Assistants	September 2023, February 2024, September 2024

		September 2025
Epilepsy Training	Class teachers & Teaching Assistants	September 2024
Professional Reading – Walk Thru	All Teachers	5th September 2024
NPQ in SEN – 1 member of staff	N Scott	May 2025 – present
NPQ in Maths – 1 member of staff	R Mulligan	Completed September 2026
Walk Thru training in house	L Whiting	Summer 2026
Early Communication – Delivered by SALT team	All teachers	Summer 2026
Judith Carter PEP outcome training	Headteacher J Woodrow	Coming up October 2026
SALT training	All staff	Coming up October 2026
Trauma Informed practice	All staff	Coming up October 2026
ADHD awareness training	All staff	Coming up January 2027

HOW WILL THE SCHOOL LET FAMILIES KNOW ABOUT THINGS?

WHAT DO I DO IF I WANT TO TALK TO SOMEONE AT SCHOOL?

WORKING WITH FAMILIES

At Watlington Community Primary School, we are committed to working closely with the families of children with SEN. We want parents and carers to feel that they can talk to the SENDCo, teachers and the Headteacher about their children on an everyday basis. Below are some of the ways we work with families.

Families of children with SEN:

- will receive a SEN updates of support in the locality every half term.
- will have regular informal opportunities to talk to teachers, the SENDCo and the Headteacher to raise any concerns when dropping off or picking up their child or during events such as Family Cafes or by messaging staff through the Class Dojo system.
- can contact the SENDCo (Mrs Donna Southon on senco@watlington.norfolk.sch.uk) or the Headteacher (Miss Jessica Woodrow) on office@watlington.norfolk.sch.uk) to request a meeting to discuss any concerns.
- are invited to share their views and participate in discussions about the education of their

child during parents' evenings during the Autumn and Spring Terms and by providing written feedback to the Summer Term report (with an option to discuss this). In addition to this; parents can also contribute their views during IEP meetings which happen termly.

- are invited to additional termly SEND meetings to discuss the special educational provision for their child.
- are invited to take part in parent governor elections.
- receive questionnaires and surveys from the school and the governing body to allow them to give their views on key issues. These views then help to inform the review and development of the school offer and policies.
- can contact the designated SEN Governor.
- receive useful SEN-related information via whole school class dojo posts, such as signposting to useful events and training.
- receive a daily/weekly dojo updates about their child when/where needed.
- take part in Family Cafes and Feast on the Field events.

Below is some recent feedback from families of Watlington Community Primary School children with SEN:

"I like that there was constant communication about the type of day my child was having and this helped me to support him. I appreciated that if something personal had happened in my child's life he had people to talk to and support him and he couldn't regulate his emotions alone. Working together with staff to set targets and move him forward and the consistency between home and school helped him cope with what was coming next. The support for the parent and not just the child is incredible."

Parent of a Year 4 pupil

“The team that has supported my child’s emotional needs after a bereavement has been fantastic. The communication from Mrs Young has helped me to understand what my child is thinking and feeling and then I can also help them at home. To know my child has someone to talk to in school and the support is there is fantastic.”

Parent of a Year 3 pupil

“SEN support in school is amazing and the support they offer parents is great. They keep you up to date with what is happening with your children and next steps.”

Parent of a Year 5 pupil

We are always looking for ways that we can improve the way we work with families. We are looking for family members and children who would be willing to get involved and discuss what more we could do to work in partnership with families. If you would be willing to be part of these discussions and/or work with us in any of the following ways, we would love to hear from you.

- Share your story of being a child with SEN or a family member of a child with SEN at Watlington Community Primary School. This could be reassuring to other parents so that they know they are not alone. Families and children also may have useful tips for others about how to get the best out of the school system, based on their own experiences of Watlington Community Primary School.
- Give feedback on SEN information provided by the school to make it as parent-friendly as possible. This could include this SEN Information Report, the school website SEN area and newsletters etc.
- Suggest ways we could improve the way we work with families. Possible ways to expand our offer would include the introduction of an informal SEND Surgery where families could meet each other and the SENCo/SEN governor to talk about SEN provision and any concerns you may have. But we would love to hear any other ideas you have.

If you have worries about your child, or you would like to get involved in discussing the way we support children and families, please contact our SENDCo, Mrs Donna Southon via the school office or via email: senco@watlington.norfolk.sch.uk

HOW WILL THE SCHOOL HELP MY CHILD GET READY FOR THEIR NEXT STEPS : JOINING WATLINGTON COMMUNITY PRIMARY SCHOOL; MOVING TO A NEW CLASS/TEACHER; THE TRANSITION TO SECONDARY SCHOOL?

JOINING WATINGTON COMMUNITY PRIMARY SCHOOL

When a child joins Watlington Community Primary School in Reception, the class teacher will liaise with the child's family and their Early Years Provider. Families also have opportunities to visit the school and speak to staff. Children attend transition sessions and meet the adults that they will be working most closely with.

If a child joins Watlington Community Primary School in another year group, a similar process is followed. We will speak to new children and their families, as well as contacting your child's previous school so that we can gain an understanding of the needs of new pupils. If a child has SEN we will write a IEP (Individual Education Plan) for that pupil which will be shared with all staff who are working with that child. Children and families will have opportunities to visit the school and additional support (such as being given a 'buddy' in their new class) will be offered. In some cases a positive behaviour plan may also be written to ensure all staff have a clear understanding of behavioural support techniques to be in place and where necessary intimate care plans will be completed should the child have any need for this level of care and support.

TRANSITION

Moving on is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school. Watlington Community Primary School recognises that change can be unsettling and works in partnership with children, families and other providers to plan for and provide positive transitions for our learners with SEN.

Transition will be discussed with you and your child to ensure that your views are understood and you are involved with planning and decision making. Moving classes is discussed at the child's summer term review meeting (or earlier as needed). Transition to secondary schools will be discussed in the summer term of their Year 5 to ensure time for planning and preparation. In some cases, we will begin supporting pupils to think about future goals and transition even earlier. This may include transition-focused targets in their IEP – Individual Education Plan and additional support to reach these goals. Staff at Watlington Community Primary School will have contact with the new school to ensure that all relevant information is passed on. Some children may benefit from additional visits to their new school and staff at Watlington Community Primary School have sometimes accompanied the child on these visits. Other initiatives include the use of a transition book for their new school or class with photographs of people and places, visual timetables, a buddy in the new class etc.

HOW AND WHO DO I TALK TO IF MY CHILD ISN'T GETTING THE SUPPORT THEY NEED OR IF I HAVE ANY OTHER CONCERNS?

HAVE YOUR SAY AND HOW TO CONTACT US

Watlington Community Primary School welcomes everyone helping to shape and develop provision for our learners, aiming at achievement for all. If at any time you have comments, feedback or ideas about any area of our SEN provision, we would love to hear from you. Please contact any of the following:

Headteacher: Miss Jessica Woodrow (office@watlington.norfolk.sch.uk)

SENDCo: Mrs Donna Southon (senco@watlington.norfolk.sch.uk)

SEN Governors: Mrs Darlene Grimsby

All of these members of staff can be contacted via the school office on: 01553 810468.

COMPLAINTS

If a family is unhappy with the provision made at Watlington Community Primary School and they wish to make a complaint, we strongly encourage them to initially speak to the class teacher, Headteacher or SENDCo regarding their complaint via the school office on 01553 810468. If the issue cannot be resolved at this level and in line with the school communication policy the family would be directed to the school complaints procedure.

The Complaints Policy can be accessed on our school website: To find the policy please click the link: https://www.watlington.norfolk.sch.uk/page/?title=Policies&pid=177

Further support available to families who wish to make a formal complaint can be found here: https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and- learning/support-for-learning/special-educational-needs-sen-support/reaching-agreement-sen- support

WHERE CAN I GET MORE INFORMATION?

School leaders, working with the governing body, will always consider how other bodies, including health and social services, local authority support services and voluntary organisations might support the school in meeting the needs of our pupils with SEN and their families. Please see below information on other useful external support services that are regularly involved in meeting the needs of pupils with SEND and in supporting their families:

The Norfolk SENDIASS (Information, Advice and Support Service)

The Norfolk SENDIASS provides information, advice and support to children, young people and parents/carers about SEND. This includes health and social care where it is linked to education. It is a free, dedicated, confidential and impartial service based in Norwich. You can contact the service by calling 01603 704070, or emailing norfolksendiass@norfolk.gov.uk. You can also find more information on their website:
https://www.norfolksendiass.org.uk/about-us/about-us/

The Norfolk Local Offer

The Local Offer sets out the local services available to support children and young people with SEND and their parents and carers. It includes all the information about **education** and **health and social care** in one place. To access the Norfolk Local Offer click on this link:

https://www.norfolk.gov.uk/children-and-families/send-local-offer

Just One Norfolk

Just One Norfolk is the single point of access for all Norfolk Healthy Child Programme services. Your call might be for an appointment change, or you might have a parenting question or a worry about your child's physical or emotional health.

- Just One Norfolk
  - Visit: https://www.justonenorfolk.nhs.uk/
  - Phone: Just One Number on 0300 300 0123
  - Text: Parentline on 07520 631590

This SEN Information was shared with governors in Autumn 2025. It is updated at least annually and published on school website.

APPENDIX 1 – WATLINGTON COMMUNITY PRIMARY SCHOOL PROVISION MAP 2026-2027

	Whole school quality first teaching provision – all pupils

Applicable to all four broad areas of SEN	• High expectations for all children.
	• Differentiating the curriculum: adjustments made to planning, activities and outcomes as needed to meet needs and ensure all children make progress.
	  ○ Teacher considers the teaching approaches that will work best to engage children and help them overcome any barriers to learning.
	  ○ Planning lessons that build on what children already know.
	• Whole school positive behaviour policy.
	• Setting tasks with clear goals and timescales for completion. Tasks and instructions are broken down into stages.
	• Having clear and consistent classroom routines and explicit expectations for learning behaviour.
	• Adjusting timetables to allow intervention work to take place, while still allowing pupils access to a broad and balanced curriculum.
	• Using flexible grouping to allow pupils to work with a variety of different children.
	• Remote learning available when pupils are unable to attend lessons.
	• Additional small group afterschool tuition as and when appropriate.

Area of Need	**All pupils – Quality First Teaching**	**Pupils with SEND – Catch Up & Early Intervention**	**Pupils with SEND - Personalised Specialist Support**

Cognition & Learning	• Differentiating delivery e.g. longer processing times, reading instructions aloud etc.
	• Visual aids used during teaching.
	• Modelling and worked examples.
	• Providing easily accessible, clearly labelled resources (picture and word labels) and strategies to support independent learning (e.g. word banks, writing frames, concrete resources in maths).
	• Considering where a child sits in the classroom to give them the best access to the support they need or to minimise distraction.
	• Displays and working walls.
	• BBC supermovers, CBBC Boogie Beebies and other kinaesthetic learning activities.
	• Making written information more accessible (e.g. alternatives provided to reading instructions from the board – 'text to voice' software or individual printed or written instructions on table). Use of iPad to zoom texts for visually impaired children.
	• Additional support provided during the lesson by teachers and support staff.
	• Giving instructions in small chunks with visual clues. Checking for understanding by asking children to tell you what they have to do.
	• Daily phonics (Reception, Y1, Y2 and beyond as required).
	• Daily mile or other timetabled movement breaks for improved focus in following lesson.
		• 1:1 and small group work on personalised maths targets.
		• 1:1 and small group work on personalised literacy targets.
		• Daily 1:1 reading.
		• Differentiated ICT such as:
		  ○ PhonicsPlay, Reading Eggs etc.
		  ○ Emile, Hit the Button, Sumdog etc.
		• Pre-teaching of key vocabulary.
		• 'Write from the start' programme developing fine motor and perceptual skills.
		• Precision teaching for maths and literacy.
		• Guided reading groups.
		• Reading partners.
		• Additional phonological awareness interventions.
		• 'Touch typing.
		• Focused group work with adult (e.g. Teacher, TA, Volunteers).
		• Daily small group phonics booster sessions.
		• Voice to text assisted technology.
		• Nessy Dyslexia screening and programme to follow if necessary
			• Part-time attendance at Cognition and Learning Specialist Resource Bases (SRBs).
			• Input from Educational Psychologist.
			• Input from EPSS specialist teacher.
			• Additional National Test access arrangements.
			• Scribes/readers.
			• Sensory diet activities.
			• Dyslexia Outreach Service support.

Area of Need	**All pupils – Quality First Teaching**	**Pupils with SEND – Catch Up & Early Intervention**	**Pupils with SEND - Personalised Specialist Support**

Communication & Interaction	• Differentiating teaching, for example, giving longer processing times, reading instructions aloud, etc.
	• Offering peer to peer support (e.g. giving time to think and talk to a partner before answering a question).
	• Clear instructions including visual aids, broken into small steps.
	• Structured school and class routines. Visual timetable with symbols.
	• Children informed of change in advance.
	• Considering where a child sits in the classroom to give them the best access to the support they need or to minimise distraction/support sensory needs.
	• Language enrichment and vocabulary development through shared stories with pictures to support comprehension.
	• Modelling and worked examples.
	• Use of photos/pictures.
	• Buddies (YR/Y1 paired with Y5/Y56). Buddies also offered to new joiners in other year groups.
	• Differentiated questioning.
		• Speech, Language and Communication interventions recommended by the Norfolk and Waveney Speech and Language Team, including:
		  ○ Vocabulary building
		  ○ Concepts
		  ○ Following instructions
		  ○ Grammatical word endings
		  ○ Speech sounds
		  ○ Colourful semantics
		  ○ Phonological awareness
		• Talking boxes to develop language where necessary
		• In class support from Teacher/TA with focus on supporting speech, language & communication. Individual reinforcement of task using simplified language, repeated instructions and key information.
		• Communication log through class dojo to update parents on their child's day – replaced the communication home/school book.
		• Social stories.
		• Pre-teaching of key vocabulary.
			• Input from Norfolk and Waveney Children's Speech and Language Therapy team. Individual assessments, staff training and advice.
			• Input from Educational Psychologist.
			• Additional National Test access arrangements.
			• Transition support. Children are informed about changes in advance and extra support is put in place.

Area of Need	**All pupils – Quality First Teaching**	**Pupils with SEND – Catch Up & Early Intervention**	**Pupils with SEND - Personalised Specialist Support**
Social, Emotional & Mental Health	• Whole school Positive Behaviour Policy and anti-bullying culture. • Buddies (YR/Y1 paired with Y5/Y56). Buddies also offered to new joiners in other year groups. • Celebration assemblies, 'show and tell' and dojo points. • Promotion of Growth Mindset. • Class rules, co-produced with children. • Flexible seating arrangements and quiet/low-stimulation areas. • Reading Cafes & Feast on the Field Days. • Parent and pupil questionnaires. • School council. • Use of Newsletters (via dojo) to celebrate successes in and out of school – also shared in celebration assemblies. • School mental health champion. • Meditation and de-escalation techniques (Step On approach).	• Daily/weekly/half-termly emotional 'check-ins'. • Leadership roles promoted and matched to pupil strengths to boost self-esteem. • Focused social time adult supervision. • Small group or individual sessions teaching relaxation techniques such as mindfulness – zones of regulation. • Additional break and lunchtime social support. • Zones of Regulation. • 5 point scale. • Lego club, board game club. • Calming strategies toolbox. • 1:1 and small group sessions teaching mindfulness and self-regulation techniques. • Providing quiet spaces for children to access when they need it – sensory room/pod. • Sensory circuits • Bereavement support • Transition well-being Yoga • Lego therapy – turn taking, sharing • Anxiety Gremlin • There's a volcano in my tummy	• Input from Educational Psychologist. • Input from EPSS SEMH advisor. • Input from Emotionally-based school avoidance team – persistent absence. • Dojo communication messages – personalised emotional and learning 5-point scale/ zones of regulation. • Transition support. Children are informed about changes in advance and extra support is put in place. • Personalised reward charts. • Sensory diet activities. • Social time support. • Signposting to external agencies as appropriate.

Area of Need	**All pupils – Quality First Teaching**	**Pupils with SEND – Catch Up & Early Intervention**	**Pupils with SEND - Personalised Specialist Support**
Sensory and/or Physical	• Flexible seating arrangements - considering where a child sits in the classroom to give them the best access to the support they need or to minimise distraction. • Motor skill development activities and letter formation. • Chunky pencils/pencil grips. • Left-handed equipment. • Anti-glare IWB backgrounds. • Outdoor Learning. • Mindfulness and other relaxation techniques. • Writing slopes. • Coloured overlays • Dyslexia friendly texts.	• 'Write from the start' programme developing fine motor and perceptual skills. • Personalised lunchtime/break time arrangements. • Timetabled 'Sensory Diet' activities – sensory circuits and movement breaks. • Modified games and activities. • Providing quiet spaces for children to access when they need it – sensory tents, sensory room/pod. • Movement breaks. • Sensory play intervention	• Input from Educational Psychologist. • Personalised lunchtime arrangements - menu, supervision, rewards, etc. • Anti-distraction work station/screens for work station. • Sensory diet activities. • Wobble cushion, weighted shoulder pad, lap weights, blankets, resistance bands etc.

APPENDIX 2 – SEND ACRONYMS

ASD	Autistic Spectrum Disorder
C&I	Communication and Interaction
C&L	Cognition and Learning
CAMHS	Child and Adolescent Mental Health Service
CoP	Code of Practice
CPD	Continued Professional Development
EAL	English as an Additional Language
EHC	Education, Health and Care
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
EPSS	Educational Psychology and Specialist Support
HLTA	Higher Level Teaching Assistant
IASS	Information and Advice Support Service
IEP	Individual Education Plan
INDES	Identification of needs descriptor in educational settings
IWB	Interactive White Board
LA	Local Authority
NASEN	National Association for Special Educational Needs
NCC	Norfolk County Council
NELI	Nuffield Early Language Intervention
P&S	Physical and/or Sensory
PEaSS	Provision Expected at SEN Support
QFT	Quality First Teaching
SAI	Sensory Attachment Intervention
SATs	Standard Assessment Tests
SEMH	Social, Emotional and Mental Health
SEN	Special Educational Needs
SENCo	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disabilities
SENDIASS	Special Educational Needs and Disabilities Information and Advice Support Service
SI	Sensory Integration
SIR	Special Educational Needs Information Report
SLCN	Speech Language and Communication Needs
SPD	Sensory Processing Disorders
TA	Teaching Assistant
VSSS	Virtual School for Sensory Support
WSSEND	Whole School SEND