SEND Information Report 2025-2026

Who do I contact in school about Special Educational Needs and Disabilities?	
School Information	
Headteacher;	Lauren Johnstone
SENDCO:	Katie Richardson
Governor with responsibility for SEND;	Liz Hay
Contact details;	01226 383739 sendwellgate@ecmtrust.co.uk
If you have any enquiries, please contact school using the details above.	

Number of pupils on roll	**426 including FS1** **391 not including FS1**
Number of pupils on SEND register	**57**
Number of pupils with an EHCP	**11**

Types of SEND provided for;

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties
- Medical needs for example, diabetes, allergies

Inclusion policy link

Identifying Pupils with SEN and assessing their needs;

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.
Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

The SENDCO will support class teachers in assessing pupils who meet any of the above categories. Class teachers will be begin by initiating support for the child and monitoring the impact of this over a short period of time. If this support is not effective, a more detailed plan will be set up with the support of the SENDCO.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their Parents/Carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a child requires support, which is different from and/or additional to that of their peers, it may be advised that they are put on the schools SEND register.

If this is the case, an SEND Support Plan (SSP) will be written in collaboration with the child, parent, class teacher and SENDCO to outline the support they will require to make progress.

Consulting with pupils and Parents/Carers/carers;

We will involve the pupil and their Parents/Carers in discussions when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the Parents/Carers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify Parents/Carers and involve them in the decision making when it is decided that their child would benefit from being on the schools SEND register and receiving SEN support.

Pupils and Parents/Carers will be involved in the setting of outcomes and the regular review of progress against these. These reviews will take place at least termly.

Assessing and reviewing pupils progress towards outcomes;

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and/or behaviour
- Other teachers' assessments, where relevant
- Observations completed by the class teacher and/or SENDCO
- The individual's development in comparison to their peers and national data
- The views and experience of Parents/Carers
- The pupil's own views
- Advice from external support services, if relevant

This assessment will support the setting of outcomes, and the allocation of appropriate support and provision to help the child meet these outcomes.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Our approach to teaching pupils with SEN, including additional support;

In accordance with the SEN Code of Practice, the school uses a graduated approach when meeting the needs of children with SEND.

Quality First Teaching (Class Teacher input via excellent targeted classroom teaching).

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

For a child this would mean:

- That the teacher has the highest possible expectations for them and all pupils in their class.
- That all teaching is based on building on what the child already knows, can do and can understand.
- Different ways of teaching are in place so that the child is fully involved in learning in class. This may involve things like using more practical learning resources.
- Specific strategies (which may be suggested by the SENDCO or outside staff) are in place to support the child to learn.
- The child's teacher will have carefully checked on the child's progress and will have decided that the child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific Small Group Work.

This group, often called 'intervention' or 'target groups' by schools, may be run in the classroom or outside, run by a teacher or a teaching assistant.

Examples of small group interventions that we provide in school are;

- Communication and interaction; Time to Talk, Socially Speaking, Music Interaction, Lego Therapy, Friendship Circle, WELLCOMM
- Cognition and learning; Maths and literacy intervention groups, Read Write Inc. target groups, memory interventions
- Social, Emotional & Mental Health; Incredible Me, Mindfulness, drawing and talking, anxiety support
- Physical and/or sensory – Sensory breaks, Jump Ahead, Sensory Circuits

SEND Register

If the child's class teacher has identified that the child may need extra support in school then they would be referred to the SENDCO, and possibly placed on the SEND register at SEN Support.

For the child this would mean:

- The meet with the class teacher, SENDCO and their Parents/Carers to agree some outcomes and what support they would need to work towards these.
- He/ She will engage in-group sessions with specific targets to help him/her to make more progress. A Teaching Assistant/Teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plan.
- Outside Agencies such as Educational Psychologist or Speech and Language Therapy may become involved to provide advice and support.

Where a specialist professional is involved, they will work with the child to understand their needs and make recommendations, which may include:

- Making changes to the way the child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
- Support to set better targets which will include their specific expertise
- A group run by school staff under the guidance of the outside professional e.g. a social skills group
- A group or individual work with an outside professional

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified Individual support

This is usually provided via an Education, Health and Care Plan (EHCP). This means the child will have been identified as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school.

Usually, the child will also need specialist support in school from a professional outside the school. This may be from outside agencies such as Inclusion Services, Physiotherapy, Speech and Language therapy (SALT).

For the child this would mean:

- The school or parent can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process, which sets out the amount of support that will be provided for the child and identifies whether the school requires additional funding to provide this support for the child.
- A decision may be made that an EHC Plan is required for the child. The EHC Plan will outline the objectives, provision and the range of extra funding that will be given to school to support the child.
- Any funding allocated will be used to provide support in order for the child to make progress. This could be in the form of an additional adult used to support the child with whole class learning, small group intervention or individual programmes. The funding may also be used to provide equipment/resources that the child may need to access the curriculum.

Adaptations to the curriculum and learning environment;

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

The school accessibility plan provides further details on how disabled pupils can participate in the curriculum.

Accessibility Plan link

Support for improving emotional and social development;

We provide support for pupils to improve their emotional and social development in the following ways:

- Prioritizing wellbeing through the use of Incredible Me! (a trust developed wellbeing intervention and assessment system)
- Providing interventions such as Time to Talk, Socially Speaking and Lego therapy to support the development of social skills
- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to take part in after school clubs
- Pupils with SEND are given opportunities to take part in sporting competitions
- Providing additional support on the playground to model social skills
- Ensuring staff have access to appropriate training
- We have a zero tolerance approach to bullying.

Does the school work with outside agencies?

Working with outside agencies;

Where necessary, referrals to external agencies will be made for additional assessment, advice and resources that will ensure a child's needs are met effectively.

The agencies we refer to for support are;

- Speech and Language Therapy (SALT)
- Barnsley Educational, Child & Community Psychology Service (BECCPS)
- Barnsley Education Specialist Support Team (BESST). This encompasses Hearing Impairment, Visual impairment and Social Communication & Interaction.
- Paediatric Therapy
- Children's Disability Team
- ASD assessment team (ASDAT)
- Community Paediatrics
- Child and Adolescent Mental Health Service (CAMHS)

We also use the Early Help assessment process to further engage other agencies to ensure that families have access to the correct support. Through this process, referrals are often made for targeted support so that families have access to additional input from family support workers.

We refer to children's Social Care if we have concerns around the care of a child and feel families require more intensive support.

Where a child is looked after or adopted, we work closely with the relevant agencies.

Securing specialist equipment and facilities;

For children with an EHCP, funding may be allocated to securing specific equipment. Any specified equipment is provided.

For some children, specialist equipment may be provided by outside agencies, such as Paediatric therapy.

In addition to EHC plans, the school provides through its own budget and Element 3 funding:

- ICT for some children with dyslexia, motor skill difficulties or visual impairments
- Raised tables and work stations
- Necessary adaptions to toilet facilities

- Equipment to aid fine motor control, such as weighted pencils and grips.
- Sensory equipment
- Regulation areas

Supporting pupils on transition between year groups, key stages or settings;

The needs of all pupils in relation to transition will be very different and a personalised plan will be developed to ensure that the transition will be as smooth as possible. This may include:

- Meetings between existing class teacher and SENDCO and those in the new setting
- Additional visits for the child to his/her new setting
- New staff invited to meet the child in his/her current setting
- Opportunities for Parents/Carers to meet with new staff
- Learning opportunities linked to the new setting/staff e.g. opportunities for children moving to high school to practice using timetables and preparing their own resources
- Multiagency meetings to ensure a joined-up transition plan is in place
- Sharing of information between the current and new setting

Expertise and training of staff;

Our SENCO has 21 years of experience in this role and has worked in two schools; she also has a Master's Degree in Special Education Needs. Our SENCO, is currently also the non-teaching Deputy Head therefore manages SEND provision throughout the week alongside her other roles. We also have a Learning Mentor who supports pupils as needed and A Parent Support Advisor who both work closely with Senco as part of the Inclusion Team.

Wellgate has a team of Teaching Assistants and three Higher Level Teaching Assistants (HLTAs) who are all trained to deliver SEN provision.

Staff have accessed training in;

- Read Write Inc.
- Elkan 5-11
- Makaton
- Precision Teaching
- Phonology – PAT programme
- Team Teach
- Incredible Me
- SALLEY
- Time to Talk / Socially Speaking
- Lego Therapy
- Deaf awareness
- ASD awareness
- Dyslexia
- Social stories
- Sensory needs
- WELLCOMM
- Specific medical training for individual children, such as; EpiPen, diabetes and epilepsy
- Circle of Friends

Evaluating the effectiveness of SEN provision;

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals at least termly

- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO (data, observations, learning walks, book looks, talking to pupils)
- Using Individual Provision Maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Reporting termly to the Governing Body/SISG and responding to any questions from them
- Discussions with Parents/Carers and pupils

Enabling pupils with SEND to engage in activities available to those who do not have SEND;

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential visits.
- All pupils are encouraged to take part in sports day, school plays and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Accessibility plan
Admissions policy

Contact details for support services for Parents/Carers of pupils with SEND;

Barnsley SENDIASS
The Barnsley SENDIASS Service offers free confidential and impartial information, guidance, advice and support.
Contact number; 01226 787234 Email; SENDIASS@barnsley.gov.uk
https://www.barnsley.gov.uk/services/children-families-and-education/children-with-special-educational-needs-and-disabilities-send/sendiass-advice-and-support/

Barnsley Local Offer Monthly Drop-in
A chance to chat face to face with SEND services, including; Disabled Children's Team, Parent Participation Officer, FIS, Targeted Youth Support, EHC Team. Find out about support available, get help with a short breaks application, sign up to the Disabled Children's Register or find out about how you can get involved with SEND decision making.
https://fsd.barnsley.gov.uk/kb5/barnsley/fisd/advice.page?id=kXqh6MsApXE

SMILE - Parent / Carer Support Group
SMILE is a free support group run by volunteers, for families who have a child/children with additional needs.
Email; smilebarnsley@gmail.com
https://fsd.barnsley.gov.uk/kb5/barnsley/fisd/service.page?id=Asg11T1UhlE

Barnardo's Family Linx Service
A service supporting families with children who have a diagnosis of Autism or who are on the ASD pathway to a diagnosis, that are aged under 11. The Service offers different areas of support - cygnet parenting programme, one to one targeted support, sleep service and a weekly peer support group.

Telephone; 01226770619
https://www.barnardos.org.uk/what-we-do/services/family-linx-service

Complaints about SEND provision;

- Complaints about SEN provision in our school should be made to the child's class teacher or phase leader, the SENDCO or Headteacher in the first instance. They will then be referred to the school's complaints policy.

Complaints policy

The Parents/Carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Barnsley's local offer;

Our school offer can be found at: www.wellgateprimary.com
Our local authority's local offer is published here: Children with special educational needs and disabilities (SEND) (barnsley.gov.uk)