



"Together we learn, Together we succeed"

SEND Information Report 2025

Our **Special Education Needs and Disabilities (SEND) Information** report aims to inform parents and young people about the provision available at Welbourne Primary School for pupils with Special Educational Needs and Disabilities (SEND). This report is written in conjunction with Welbourne Primary school's [SEND Policy](#).

If you require any further information please contact:

SENCO, Ms Cappello via the school office.
office@welbourne.haringey.sch.uk
The school telephone number is 0208 808 0427

What does SEND mean?

The SEND Code of Practice 2014 defines SEND as follows:

Children have special educational needs if they have a learning difficulty or a disability that calls for special educational provision to be made for them that is different from or in addition to that provided for other pupils of the same age.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of the children of the same age.
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education area.

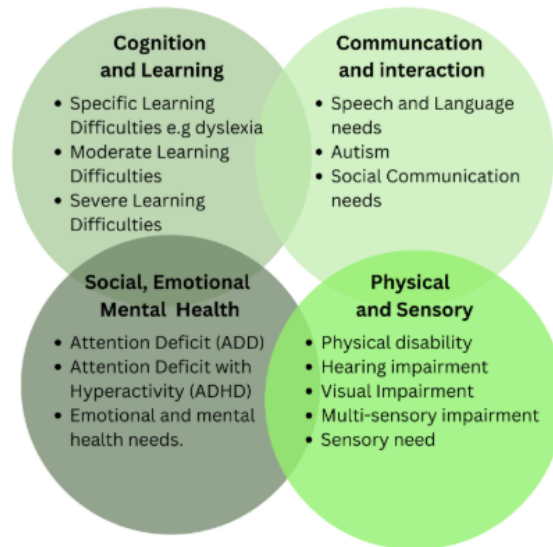
Our vision for SEND Provision

Welbourne Primary School is committed to inclusive education and ensuring that all pupils, including those especially Educational Needs and all disabilities (SEND), have equal opportunities to an ambitious, rich and varied curriculum that enables all children to reach their full potential.

We believe in identifying needs early, providing high quality teaching, and working closely with parents, carers and external agencies to remove barriers to learning.

What kinds of SEND does Welbourne Primary School cater for?

There are four main areas that SEND can fall into, and children may encounter difficulties in one or more of these areas. They are:



Medical needs:

For pupils with medical needs alongside SEND, we coordinate educational provision with their healthcare plans (where applicable), ensuring compliance with statutory guidance on supporting pupils at school with medical conditions. This coordinated approach ensures holistic support for the child.

What is the school's policy for identifying children with SEND and assessing their needs?

Our identification process follows the graduated approach outlined in the SEND Code of Practice: Assess, Plan, Do, Review. We draw on multiple sources including teacher observations, pupil progress data, parental input, and information from previous educational settings. When necessary, specialist assessments are sought. Weekly Inclusion Team meetings review pupils of concern, with staff able to refer via the our monitoring systems.

For full details, refer to the school's SEND Policy, specifically the 'Identification pathway of pupils with SEND.'

How do we adapt our teaching for children with SEND?

At Welbourne Primary School, all teachers are responsible for delivering inclusive, high-quality teaching (Quality First Teaching) that meets the diverse needs of pupils with SEND. This includes:

- Ensuring most pupils with SEND access the full National Curriculum alongside their peers.
- Tailoring learning activities to individual abilities and strengths.
- Modifying timetables and lesson durations to support concentration where necessary.
- Implementing adaptations to classrooms and the broader school environment to enhance accessibility and comfort.
- Employing Teaching Assistants to support learning in pairs, small groups, or one-to-one, while promoting independence.

Staff receive ongoing professional development to deliver effective, targeted interventions. Pupils may be referred to external agencies if in-school strategies are insufficient.

The school also provides specialist spaces including a sensory room, in addition to a school resourced provision that caters for high-needs pupils to support personalised learning.

What are the school's arrangements for assessing and reviewing children and young people's progress towards outcomes?

Children and young people identified on our SEND Register have an individual SEND Support Plan outlining personalised goals for each term. These plans detail the targets set, the provision to be implemented, and the intended outcomes.

Each term, the class teacher meets with parents/carers to hold an Assess, Plan, Do, Review (APDR) meeting. During this meeting, the following take place:

- A review of progress against the child's identified areas of need.
- Examination of evidence to evaluate which support strategies have been most effective.
- Agreement of new, measurable targets for the forthcoming term.
- Discussion of any areas where progress has been slower than anticipated, exploring possible contributing factors.
- Planning of any additional or adapted support required to accelerate progress.

Additional meetings can be arranged at any time if parents or staff feel that further discussion or review of a child's progress would be beneficial.

How does the school evaluate the effectiveness of the provision made for children and young people with SEND?

Staff ensure inclusive teaching by adapting approaches to meet the diverse needs of all pupils. High-quality teaching underpins SEND provision, and its effectiveness is monitored through pupil progress, attainment data, learning walks, planning monitoring and achievement of individual goals. Where strategies are less effective, provision is reviewed and adjusted collaboratively with the SENCO, parents, and the pupil.

Education Health and Care Plans (EHCP):

If a pupil continues to make limited progress despite targeted SEND support, the school or parents may request an Education, Health and Care Needs Assessment (EHCNA), which may lead to an Education, Health and Care Plan (EHCP). Guidance on requesting an EHCP in Haringey is available via the council's Local Offer website, or by contacting the Haringey SEND Team at SENDTeam1@haringey.gov.uk.

EHCPs, issued by the Local Authority, support planning for children with severe or complex needs. Each EHCP includes:

- A detailed profile of the child, including strengths and future aspirations.
- Identified education, health, and care needs.
- Agreed outcomes and goals for the next stage of education.
- Specified provision to meet the child's identified needs.

What are the school's arrangements for consulting parents of children with SEND and involving them in their child's education?

We recognise parents and carers as essential partners in their child's education. We maintain open, regular communication to keep families informed of progress, listen to their views, and involve them in planning and reviewing SEND provision.

Every pupil on the SEND Register has a SEND Support Plan, reviewed two to three times yearly. These reviews take place during Parents' Evenings, Annual Reviews, or bespoke meetings to ensure personalised support is effective and responsive.

- Regular informal communication with parents/carers, including daily check-ins or Home School Communication books where appropriate.
- Contact via in-person meetings, email or telephone.
- Parents' evenings and written progress reports.
- Annual parent surveys to gather feedback and inform continuous improvement.
- Education, Health and Care Plan (EHCP) Annual Review meetings, held with pupils, parents/carers, and relevant professionals.
- Curriculum meetings at the start of the year to share expectations, strategies for supporting learning at home, and guidance on addressing concerns.

This collaborative approach ensures that parents and carers are central to decision-making and to supporting their child's development.

What are the school's arrangements for consulting young people with SEND and involving them in their education?

The school is committed to ensuring all pupils are active participants in their education and contribute positively to school and community life. Pupils are regularly consulted about their learning and progress. For those with SEND, additional measures are taken to ensure their views are sought, valued, and acted upon. Children with SEND are fully included and represented in pupil voice activities and decision-making processes across the school.

What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood?

Successful transitions between key stages are carefully planned to ensure continuity of learning. The SENCO works closely with teachers to facilitate handovers, sharing information on individual needs and effective support strategies.

For pupils moving to secondary school, additional measures include:

- Attendance at meetings to review each child's needs and plan support.
- Leading Annual Review Meetings to ensure a well-structured transition for pupils with EHCPs.
- Collaboration with receiving schools to provide a clear understanding of each pupil's requirements.
- Targeted transition support over two terms in Year 6, including guidance from our Learning Mentor, or Haringey Learning Partnership.
- Extra school visits where needed, and access to Haringey Local Authority transition support for children with an EHCP.

How do we ensure our staff have the expertise and training to support children and young people with SEND?

Teaching and support staff receive targeted training relevant to the needs of specific pupils, such as speech, language, and communication, or sensory support. The school also provides whole-school, team, and individual training, delivered internally by the SENCO or subject leads, senior leaders or by external specialists, ensuring staff are equipped with the knowledge and skills to effectively support pupils with SEND.

How do staff at Welbourne Primary School ensure that all young people with SEND are able to engage with activities in the same way as those who do not have SEND?

Welbourne Primary School offers a broad range of extra-curricular activities such as sports, music, and dance, with a current list available via the school office. All pupils, including those with SEND, are actively encouraged to participate. Reasonable adjustments are made as needed to ensure full inclusion and to support the achievement of each pupil's individual goals.

All pupils can take part in school trips, including the Year 6 residential. For pupils with SEND:

- Parents are involved in planning to assess benefits, risks, and support needs.
- Adjustments are made to accommodate individual requirements.
- Parents may be invited to accompany trips to support safety and well-being.

The school site is fully accessible, with all classrooms on the ground floor. Pupils with SEND are also encouraged to take on leadership roles, such as prefects, peer mediators, peer mentors, and school council members; no pupil is excluded due to their needs.

What support is available for improving the emotional and social development of pupils at Welbourne Primary School?

The school has robust systems to support all pupils, including those with SEND. Class teachers work closely with the SENCO, Learning Mentor, and senior leadership team to ensure appropriate provision.

Staff can refer pupils experiencing difficulties with cases reviewed in weekly Inclusion Team meetings. Support is tailored to individual needs, and external agencies are consulted if in-school provision is insufficient. Where additional funding is required, a statutory assessment may be requested to apply for an EHCP.

We provide a range of emotional and social support, including:

- SENCO and Learning Mentor support
- SEND Support Plans, informed by Plan-Do-Review meetings
- Access to the sensory room
- Talk Time sessions with the Learning Mentor
- Anti-bullying initiatives and Games Club at playtime and lunchtime
- Guided Emotional and Mental Health Support (GEMHS), formerly Trailblazers
- BASE mentoring
- Educational psychologists
- CAMHS

How do we ensure the safety of pupils?

Pupils with additional needs may be more vulnerable to bullying or abuse. Welbourne provides strong pastoral support and vigilant staff to ensure all pupils are safe.

Support is embedded in classroom practice and during play, with staff who know pupils well providing close supervision. Staff are trained to identify and respond to those at risk.

The school actively promotes respect, equality, and inclusion through:

- PSHE curriculum and assemblies
- Awareness events, including Anti-Bullying Week and Neurodiversity Celebration Week

Robust safeguarding systems are in place, guided by the principle that “no concern is too small,” and overseen by a team of four dedicated safeguarding leads.

For more details, please refer to our Safeguarding Policy and Behaviour and Relationships Policy.

How does Welbourne Primary School involve other services to meet children and young people’s SEND and support their families?

The school collaborates closely with pupils, parents, staff, and external agencies to monitor progress and provide targeted support. When in-school teaching and interventions are insufficient, referrals may be made - with parental consent - to specialists such as:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Language and Autism Support Team (LAST)
- CAMHS
- Child Development Centre
- School Nursing

For pupils with severe or complex needs, the school may request additional funding from the Local Authority via an Education, Health and Care Plan (EHCP) assessment, which determines the support and resources required to achieve agreed outcomes.

Who is the Special Educational Needs & Disabilities Co-Ordinator (SENCo) and how do I contact them?

The SENCO, Ms. Cappello, is a qualified teacher responsible for overseeing SEND provision across the school. They work with the Senior Leadership Team, governing body, teachers, and support staff to ensure high-quality support for all pupils.

Parents with concerns should initially contact their child's class teacher, who is responsible for:

- Monitoring progress and planning additional support as needed.
- Delivering and adapting a differentiated curriculum.
- Preparing, sharing, and reviewing **SEND Support Plans** each term, under the guidance of the SENCO.
- Implementing the school's SEND policy within their classroom.

The SENCO can be contacted via the school office as follows:

office@welbourne.haringey.sch.uk

The school telephone number is **0208 808 0427**

If you are the parent or carer of a child with additional needs and are considering applying for a place at Welbourne for your child, you may wish to contact the SENDCo to request a meeting to discuss their needs and how they could be met.

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

Parents should first contact their child's class teacher, then the SENCO. If unresolved, the school's Complaints Policy should be followed.

Should none of these stages resolve your complaint, then you can go to the Local Authority, who retains the responsibility for your child's education.

Where can I find more information and support in Haringey about SEND services and the Local Offer?

All local authorities are required to publish a **Local Offer**, which provides information about education, health, and social care services available for children and young people with SEND or disabilities in their area.

To explore the services available in Haringey, visit:

Haringey Local Offer: www.haringey.gov.uk/localoffer

Parent Partnership Service – Markfield Together for Inclusion

Markfield provides free, impartial information, advice, and guidance for children, young people, and families with SEND. Their services include:

- Assistance with resolving disagreements.
- Information, advice, and direct support.
- Help with personal budgets and form-filling.
- Access to social groups, activities, and local networks.

Email: enquiries@markfield.org.uk

Website: www.markfield.org.uk