William Reynolds Primary School and Nursery SEND Information Report 2025/26

This SEND Information Report is updated annually, at the end of the academic year, to reflect changes that were made and plans for the following year within the school. The report states the current provision within William Reynolds Primary School and Nursery.

The Send Code of Practice states that a child or young person has a special educational need 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 facilities of a kind generally provided for others of the same age in mainstream schools.

At William Reynolds Primary School and Nursery, our vision is to create a highly effective and nurturing learning community where the whole school community can work together to be the best they can be. We aim for all our children to leave equipped with key skills, which enable them to be confident, respectful, skilful, ambitious and positive individuals, who are reflective, able to make good choices and have a thirst for life and all it has to offer.

We place emphasis on a curriculum that develops the whole child. Through our school values – Challenge, Honesty, Ownership, Courage and Collaboration - we ensure that the wellbeing of all members of the school community is at the centre of our life in school and the key to raising academic success. Our children gain a sound knowledge of their own value and purpose, with the ability to make choices and decisions in life that show their understanding of right and wrong.

Further details of our ethos and values, including our curriculum offer, can be found on our website. Our open-door policy ensures that staff are always visible and are available to help with queries and work in partnership with parents and carers so that provision for children with SEND is appropriate and effective.

All school staff have a responsibility to meet the needs of all the pupils at William Reynolds Primary School and Nursery, including those with special educational needs and/or disabilities.

What are the kinds of Special Educational Needs provided for at William Reynolds Primary School and Nursery?

We are a large mainstream Primary School with 14 classes, 2 parallel classes in each year group, as well as a morning and afternoon nursery. We offer a broad and creative curriculum that is exciting and engaging. We pride ourselves on the inclusive and nurturing nature of our school. Children with a wide range of needs are supported within class, participating in the learning alongside their peers. APDRs (Assess, Plan, Do and Reviews) support their individual needs and track the impact of any interventions that they access.

We support a range of additional needs, as described in the SEND Code of Practice, offering support from teachers who deliver high 'quality first teaching' and adapting their teaching where needed. We have a large number of highly skilled, experienced and friendly support staff who have training and expertise across a wide range of SEND needs. Staff are also trained in Emotion Coaching and trauma and attachment aware practice, and we are committed to keeping our staff up to date with teaching methods and new initiatives. We also respond to the needs of the children at any time, ensuring that we are able to fully support them using the best strategies and systems.





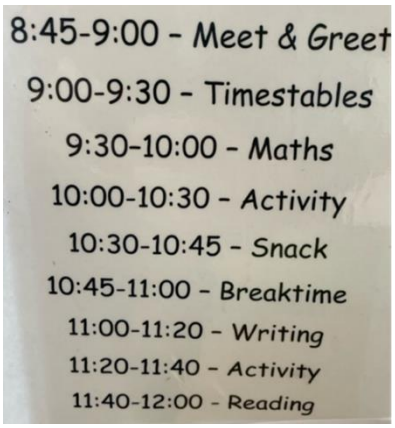
Individual Workstations



Now and Next Cards

Visual timetables are used in every classroom to support pupils' understanding of routines, transitions and expectations. Where appropriate, pupils may also access personalised visual supports, including individual timetables, Now and Next boards and Widgit symbols, helping them to understand tasks, manage changes and develop increasing independence throughout the school day.







Class Visual Timetable and Individual Timetables

At William Reynolds Primary School and Nursery, we have children with SEND needs across all four main areas of SEND, as outlined in the SEND Code of Practice:

1. Communication and Interaction

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder/ Condition (ASD/C)

2. Cognition and Learning Difficulties

- General/Moderate Learning Difficulties (MLD)
- Specific Learning Difficulties e.g Dyslexia, Dyscalculia (SpLD)

3. Social, Emotional and Mental Health Needs (SEMH)

4. Sensory and/or Physical

- Hearing Impaired (HI)
- Visually Impaired (VI)
- Physical Difficulties (PD)

At the end of the 2025/26 academic year, our most prevalent area of need was Social, Emotional and Mental Health (SEMH), followed by Speech, Language and Communication Needs (SLCN) and Moderate Learning Difficulties (MLD). This information is used to inform staff training, intervention planning, resource allocation and wider school improvement priorities.

What are the school's policies for the identification and assessment of pupils with SEND attending the school?

Identification of SEND –

At William Reynolds Primary School and Nursery, we are committed to the early identification of children who have SEND.

We track and monitor the progress, behaviour and wellbeing of all of the pupils in our school closely. Detailed observations and pupil voice are made in a variety of contexts as well as careful monitoring of the curriculum. This year, we continued to use monitoring grids which are completed by class teachers if they have any concerns about a child's progress or behaviour. They will put in any support given onto the grid and discuss their concerns with parents/carers first and then the SENDCo.

Child's Name		Year		Base	
Date	Strategy/Intervention	Notes			

We also obtain information from parents/carers and from any previous schools or settings attended by the child. Staff meet regularly with the SENDCo to discuss pupils who may be experiencing barriers to learning and to review the impact of support already in place. Information from teachers, parents, assessment data, pupil voice, observations and external professionals is

considered when identifying additional needs and determining the most appropriate support. Once this process has been completed, progress is monitored and assessed, and it may be decided that further provision is required. In some cases, it may be identified that a child has a special educational need and should be placed on the SEND Register because their needs are creating a barrier to learning and participation. Some children will require ongoing support throughout their time at school.

In addition, pupil progress meetings take place between the senior leaders and class teacher. At these meetings, class teachers may discuss any concerns they have about a pupil and actions are made. The headteacher and SENDCo have regular meetings, where pupils are discussed and actions moving forward are planned and acted upon swiftly.

The graduated response is shown at our school through APDRs. These are written by the class teacher with support from the SENDCo and are linked to the child's specific SEND areas of need. On the APDR there are a variety of targets set for the child to achieve over the course of a year. This is recommended in the SEND Code of Practice and is in line with Local Authority policy.

If it is apparent that a child consistently requires a high level of support and resources to enable them to access the curriculum, the school may feel it is necessary to implement an Education, Health and Care Needs Assessment (EHCNA). This is sent to the Local Authority who then gather evidence to see whether a child needs to be in receipt of an Education. Health and Care Plan (EHCP). An EHCNA will not always lead to an EHCP. However, it may help to decide how the education setting can meet the child or young person's needs without an EHC Plan.

The SENDCo works closely with teachers and teaching assistants to identify children who may need support in these areas. We have Behaviour Support and Learning Mentors in school who help the pupils and we work closely with our Mental Health Support Practitioner. The SENDCo, or other members of SLT or DSLs, may make referrals to other agencies and collate evidence towards an external assessment if this is deemed appropriate. Parents are kept up to date with the process and are offered support and guidance where needed and necessary.

Assessment of pupils with SEND –

Pupils are continuously assessed through ongoing teacher assessment and formal assessments. When needed, interventions are put in place to support the needs of pupils. These are closely monitored, and progress is assessed by teachers. If children are making good progress, it may be felt that individuals need only a small amount of support for a period of time, whereas for other children the level of support may need to be more intensive and consistent.

What is the provision for pupils with additional needs and how is it evaluated?

Provision available at William Reynolds Primary School and Nursery –

Children with additional needs at our school will follow the main curriculum offer wherever possible. To achieve this, every child is entitled to Quality First Teaching. Quality First Teaching (QFT) is a style of teaching that focuses on high quality and inclusive teaching for every child in a classroom. Adaptations may be made to accommodate individual needs and styles but participation in the classroom, wherever possible, is central to the provision that we provide. Support may include adaptive classroom teaching, small group intervention, personalised programmes, speech and language support, nurture provision, social and emotional wellbeing support, Read Write Inc. (RWI) phonics intervention, sensory strategies, learning mentor support and advice from external professionals. Provision is reviewed regularly through the Assess, Plan, Do, Review process to ensure support remains appropriate, effective and responsive to changing needs. These are run by trained staff and will be through small group work or one to one in class. This also includes our Nurture Group.

Provision is planned and evaluated through the child's APDR and Intervention Grids that track and monitor the progress of children and the impact of provision against targets set by teachers and other agencies involved with the child. Children with SEND may need a range of support depending on their individual needs.

William Reynolds APDR for



SEND stage: K

Date of birth Gender. Tutor group: Year group

Teacher: Start date: Review date: Plan number:

SEN needs:

- Moderate Learning Difficulty (MLD)

Gifted & talented: N First language: Malayalam Free school meals: N Medical needs: Y In care: N Ethnic background: Pupil Premium: N EAL: Y Armed forces: N Attendance: 100.0%

Plan

Area of concern	Target	Success criteria	Strategies & Provisions	Key staff
Cognition and learning	To build up fluency when reading	Observed on 2/5 occasions when reading aloud	Daily reading with TA	
cognition and learning	To start tasks promptly, following instructions carefully	observed on 3/5 occasions	Encourage :o start tasks promptly, giving one to one reminders. Lo of praise for good listening and independent work.	
Comprehension	To proof read 2 sentences once written in literacy.	Observed on 3/5 occasions.	encourage to re read her sentences to ensure they make sense, using purple pen to edit with an adult close by.	

The school offers a wide range of interventions, in which support staff and teachers are trained. Some of these are ones which we have purchased, whilst others are bespoke interventions which have been developed in school to meet the needs of a particular group of children or individuals.

Monitoring impact of intervention support –

At the start of each intervention programme, support staff and teachers will work together to provide the correct support for pupils. They will complete an Intervention Grid which is then used to track the progress of pupils over the course of the intervention. This year, we have continued to use Talk Boost to support the pupils with SLCN. Talk Boost provide their own tracker which can be used to assess the pupil's starting point at the beginning and then the progress made at the end. Intervention data is recorded and monitored and fed back to the class teachers and SLT. Progress is also fed back to parents and carers.

Some of the interventions at school are as follows:

Support in developing Maths skills	Support in developing Literacy skills	Social/ behavioural support	Support with fine/gross motor skills	Speech and language support
• Numicon • Mastering number	• RWI • Fresh Start	• 1:1 support • Learning Mentor • Starving the anxiety • gremlin • Positive Behaviour Support Plans • Zones of Regulation • Nurture Group • Tier 3 SEMH Provision	• Advice from occupational therapy	• Contrastive Pairs • Talk Boost • Speech and Language therapy recommendations

Developing our intervention programmes

This year, a significant development in our approach to SEND provision has been the closer alignment of interventions and Assess, Plan, Do, Review (APDR) cycles to each child's identified area of need. By carefully matching support to specific needs, we have been able to provide more targeted interventions that build confidence, develop skills and promote independence whilst ensuring progress is closely monitored and reviewed. This approach has been particularly effective in supporting our most prevalent areas of need: Social, Emotional and Mental Health (SEMH), Speech, Language and Communication Needs (SLCN), and Moderate Learning Difficulties (MLD).

We continue to place a strong emphasis on developing staff expertise and regularly engage with advice and recommendations from a range of external professionals, including Speech and Language Therapy, Educational Psychology, Occupational Therapy, the Learning Support Advisory Team (LSAT), the Behaviour Support Advisory Team (BSAT) and other specialist SEND services. Staff have accessed a variety of training opportunities throughout the year,

enabling us to strengthen classroom practice and implement evidence-informed strategies across the school. We actively seek additional advice where needed and work closely with professionals to ensure recommendations are implemented effectively within classrooms, interventions and individual support plans.

Early intervention remains a key strength of our school. Staff in Nursery and Reception work closely with families and outside agencies to identify emerging needs at the earliest opportunity, ensuring support is put in place quickly and effectively. This proactive approach enables children to access learning successfully from the start of their educational journey and helps to prevent barriers to learning from becoming more significant over time.

We have continued to develop a wide range of interventions across the school, ensuring that provision is responsive to the individual needs of our pupils. Staff trained in Talk Boost have successfully delivered programmes across EYFS, Key Stage 1 and Key Stage 2 to support the development of speech, language and communication skills. We are keen to continue developing this provision further over the coming year.

Our Nurture Group provision continues to play an important role in supporting pupils with social, emotional and behavioural needs. Led by trained staff, including members of our team who have completed Nurture UK training, the provision provides a safe, supportive environment where children can develop emotional literacy, self-regulation, confidence, resilience and positive relationships. Through a nurturing approach, pupils are better equipped to engage successfully in learning and wider school life.

In Key Stage 2, our Tier 3 SEMH intervention provision has been further developed to support reluctant, disengaged and emotionally vulnerable learners. This targeted support focuses on rebuilding confidence, addressing barriers to learning and developing strategies that enable pupils to regulate their emotions and engage more positively with learning. Through personalised programmes and strong adult relationships, pupils are supported to make progress both academically and emotionally.

Reading remains a key priority across the school and targeted Read Write Inc. (RWI) interventions continue to support pupils who require additional phonics teaching. These interventions are carefully matched to pupils' needs and provide opportunities for repetition, reinforcement and overlearning, ensuring

key reading skills are securely embedded and enabling pupils to become increasingly confident and successful readers.

Alongside our intervention offer, some pupils with more complex SEND needs access highly personalised support through our inclusion provision. This enables children to develop communication skills, emotional regulation, independence and readiness for learning, ensuring they can access the curriculum in a way that meets their individual needs.

Next year, we will continue to refine our graduated approach to SEND support, further develop intervention programmes and build staff expertise through ongoing professional development. We will continue to evaluate the impact of all interventions to ensure they provide the best possible outcomes for pupils. Our aim remains to provide inclusive, evidence-informed provision that enables every child to achieve academically, socially and emotionally and to be the very best they can be..

What training do staff at William Reynolds Primary School and Nursery have to support pupils with SEND?

As a school, we are committed to continued professional development and recognise that developing staff expertise is key to improving outcomes for pupils with SEND. We keep staff up to date with local and national developments and have a breadth of knowledge and skills to support a range of additional needs. During 2025-2026, staff have accessed training in adaptive teaching, nurturing approaches, speech, language and communication needs, SEMH support, neurodiversity and trauma-informed practice. Staff work closely with external agencies and specialists to ensure current advice and best practice are reflected in classroom provision and intervention programmes. The SENDCo has attended local updates, SENDCo Network meetings, SEND leadership development opportunities and Future in Mind sessions, with learning subsequently shared with staff through professional development activities. This year, all staff in school have been trained in Emotion Coaching. Teachers and Support Staff have been also received training in Trauma and Attachment. Four of our nurture staff have completed training on 'The Theory and Practice of Nurture Groups' through Nurture UK. Our SENDCo has achieved the 'National Award in Special Educational Needs Coordination', which includes a Postgraduate Certificate in SEN Coordination, achieved the NPQ in Leading

Behaviour and Culture, part way through the NPQ SENDCo, she is also a Youth Mental First Aider and a qualified Designated Senior Mental Health Lead.







Future courses will be booked in line with the needs of the staff and pupils in school.

How will equipment and facilities be provided to support children at William Reynolds Primary School and Nursery?

Our school is fully accessible for wheelchair users, being on one level with ramp access into and out of the school building. We also have disabled toilet facilities.

We have a range of equipment to support children with additional needs that changes in response to the children that we have on roll. We have support cushions, sloped working surfaces, laptops and a range of ICT programs and equipment to support pupils.

For children with fine/gross motor and posture difficulties	**For children with concentration/ behavioural difficulties**	**For children with specific learning difficulties**
• Writing slopes • Easi-grip pencils and pencil grips • Wobble/wedge cushions	• Fiddle toys • Privacy boards • Personalised timetables • Now and Next boards • Time out tents • Calm Room • Chew toys/ Chewellry • Weighted shoulder blankets	• Tinted overlays • Coloured books • Alphabet strips • Practical maths equipment • ICT equipment

We have smaller rooms and useful quiet corridors that are used for interventions, and these are equipped accordingly to support the activities and pupils. We work closely with other professionals to provide bespoke equipment to support children with additional needs, such as the Teacher of the Deaf, LSAT, Educational Psychologists and the Sensory Inclusion Service.

Nurture

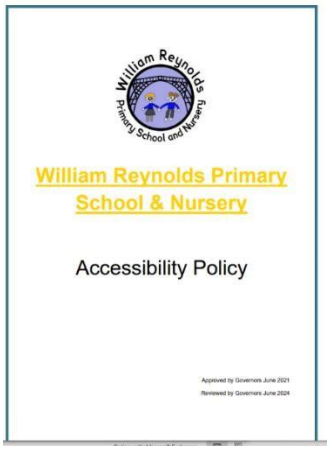
Our nurture provision continues to be an important element of our graduated response to SEND, particularly for pupils experiencing social, emotional and mental health needs. The nurture room provides a calm, supportive environment where pupils can access targeted emotional support, develop positive relationships and build the skills needed to engage successfully in learning.

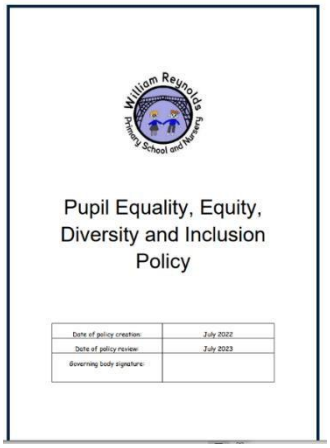
During 2025-2026, our nurture provision supported pupils across the school through planned intervention programmes, lunchtime support and group-based nurture activities. The provision is led by trained staff and is reviewed regularly to ensure it is meeting pupils' needs effectively.

Outdoor Facilities

Our KS1 and KS2 playgrounds have, in recent years, been renovated with high quality adventure play equipment and outdoor gym facilities which are ideal for developing gross motor skills.

Our SEND Policy, Pupil Equality, Equity, Diversity and Inclusion Policy and Accessibility Policy are available to view on our website.







What are the arrangements for consulting parents of children at William Reynolds Primary School and Nursery and involving them in the education of their child?

At our school, parents are fully included in understanding the education their child receives. This includes, but is not limited to:

- Families are welcome to visit the school prior to the child starting.
- An open-door policy and staff on playgrounds at the start and end of the day ensures that parents are able to communicate with staff every day, in order to exchange key messages.
- Termly parent consultations.
- Key updates from outside professionals are shared with parents.

- APDRs are given to parents so they know the targets their children are working on, and when they have been reviewed. Parents get a copy of these.
- Parents of pupils with an Education, Health and Care Plan are also invited to attend an annual review meeting, at least once a year.
- Parents/carers of pupils who the LA are undertaking an EHCNA (Educational, Health and Care Needs Assessment) are invited in to support the writing of their views and to the Moving Forward Meeting at the end of the assessment.
- Parental representation on the Governing Body.

What are the arrangements for consulting young people with SEND at William Reynolds Primary School and Nursery and involving them in their education?

All children in our school are treated with dignity and respect, regardless of any additional needs. Children on the SEND register receive their APDR with personalised targets and support for their needs. Their APDR is shared with pupils, and we gain their pupil voice linked to their targets.

The assessment and annual review process of EHC Plans includes the views of the pupils.

Regular 'Pupil Voice' activities are undertaken by the Senior Leadership Team and subject leaders, which include pupils from a wide range of abilities and groups, including those with special educational needs.



We also have our School Council and Wellbeing Champions, which ensures pupils are consulted with and involved in their education.



Our pastoral team and Learning Mentors play a key role in ensuring that pupils are heard. Children with emotional needs might have a check-in with an adult or they may have regular sessions. This allows the pupils to speak with someone in a safe and comfortable environment.

What are the arrangement made by the governing body for dealing with complaints from parents/carers of pupils in relation to the provision made at William Reynolds Primary School and Nursery?

The process for all complaints is made available on our school website in our Complaints Procedures Policy.

How does the governing body involve others – including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils at William Reynolds Primary School and Nursery and in supporting their families?

As a school, we recognise that the role of outside agencies and organisations is vital in supporting pupils with SEND. The SENDCo is responsible for coordinating such provision and governors monitor the cost and impact of the agencies that are involved.

Some of the agencies which we have used this past year include:

- Learning Advisory Support Teacher (LSAT)
- Speech and Language Therapist (SALT)
- Occupational Therapist (OT)
- Educational Psychologist
- Sensory Inclusion Service (SIS), working with children with visual impairment and hearing loss
- School Nurse
- Strengthening Families
- Education Welfare Officer
- The Local Authority SEND Team
- Social Workers
- Information, Advice and Support Service (IASS)
- BeeU/CAMHS
- Behaviour Support Advisory Team (BSAT)

In addition, school has 7 Designated Safeguarding Leads (DSLs). They are able to carry out Early Help Assessments to access further support from health care professionals and services such as CAMHS and Family Connect.

What are the school's arrangements for supporting pupils in transferring between phases of education or in preparing for adulthood?

At William Reynolds Primary School and Nursery, we understand that for children with SEND, moving to a new class, key stage or school can be particularly worrying. We would like to support children to make these steps as easily as possible.

Transition at the start of a new school year

As most children join us in September, we hold a transition morning at the end of the summer term, in July. On this morning, children will meet their new teacher and class, and they take part in fun activities, in their new classrooms. This allows children to put a face to new adults and helps to settle nerves.

Moving from nursery to school

Pupils moving up from nursery to school are often already familiar with the school environment before they start.

If a child is moving to us from a different school or nursery, a tour can be made by booking an appointment at the school office. A member of staff might also complete a home visit. Where necessary, we may feel that it is appropriate for a child to have additional visits to their teacher and classroom on the lead up to starting, this will be assessed on a case-by-case basis. If a child has specific physical difficulties, it may be necessary to make additional visits to the school prior to a child's first day, in order to complete risk assessments, to ensure appropriate resources are in place and to perhaps train staff.

Transfer from a different primary school

It is the responsibility of the previous school a child may have attended to transfer any relevant paperwork to their new school. For children with SEND, this will then be read by the school's SENDCo and passed to their new class teacher if necessary. If parents have any particular concerns they wish to discuss with either the SENDCo or class teacher, an appointment can be made, as this information and support is important to us.

Transition to secondary school

Year 6 teachers and the SENDCo make appointments with the secondary schools to pass on any relevant information. If a child with SEND has any particular

concerns about attending secondary school, we can also arrange additional visits. Many secondary schools now also arrange additional sessions for children with SEND as a matter of course, which several pupils attended this year with great success.

Transition to a special school

It is sometimes felt that the needs of an individual child cannot be fully met at a mainstream primary school and the decision may be made to transfer them to a local special school. This is only possible if a child has an Education, Health and Care Plan (EHCP) and is a joint decision between school, parents and the Local Authority. Places are very limited at special schools.

Where is the information on the Telford and Wrekin's Local Offer published?

Telford and Wrekin's Local Offer aims to provide information on what services are available through local agencies including education,. Health and social care.

You can access this information here:

https://www.telfordsend.org.uk

If you have any questions or queries in regard to this information, please contact the school's SENDCo, Miss Emma Shankland emma.shankland@taw.org.uk or 01952 388280.