

“Try Hard, Be Kind, Fly High”

Wittering Primary School

SEND Information

Report 2025-2026



Wittering Primary School



Our School Vision

At Wittering Primary School, the well-being and development of each child underpins all that we do. We have a shared view that learning together is an adventure. This ethos is promoted by adults across school who are dedicated to fostering every young person in their care. As a school community we understand that the best way to learn is through creativity and enjoyment, enabling our vision of everyone to 'Try Hard, Be Kind, Fly High'.

November 2025 Information

National Data: Pupils with EHCP (Educational Health Care Plan) 5.3%

SEN Support: 14.2%

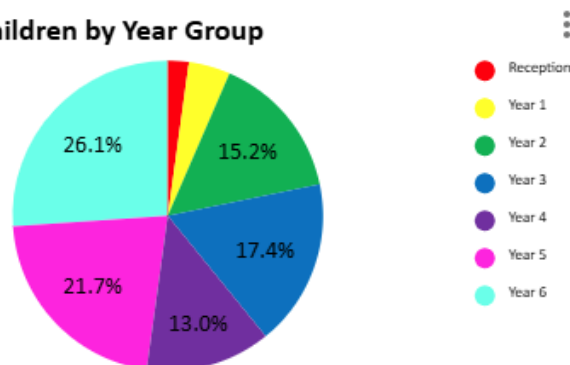
Wittering Primary School have 237 pupils on role (November 2025)

There are currently 44 (18.56%) children on the SEND register with a range of needs. Additionally, there are a further 6 children who are being monitored and accessing high quality, universal provision.

11 (4.64%) children have an EHCP and 33 (13.92%) children have a SEND Support Provision Plan.

Breakdown by year group:

SEN Children by Year Group





Special Educational Needs

At Wittering Primary School we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practise 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical



Meet our SENCO

The SENCO is Mrs Janine March.

Contact: senco@wittering.peterborough.sch.uk

Tel: 01780 782336

SEND Governor: Jane Hunt

Contact: J.Hunt@wittering.peterborough.sch.uk

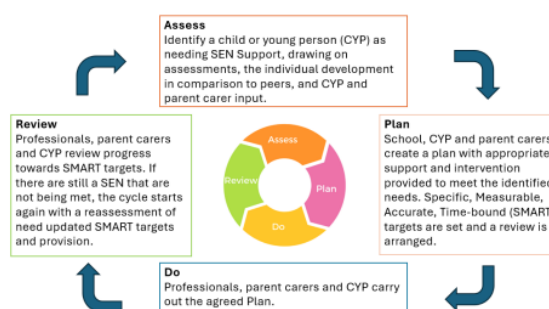


Identifying and Assessing Need

At Wittering Primary School all children are assessed on entry, which helps to identify any needs children may have quickly. Following parental consultation, teachers also refer children they are concerned about to the SENCO, who organises for them to undergo more detailed assessments, so that a rounded view can be gained for their needs. Parents/carers can also approach the SENCO directly if they are concerned about their child.

Class teachers make regular assessment of progress of children in their class and will identify children who are not making expected progress for their age, are not matching their previous progress or are not closing the gaps between themselves and their peers. If progress is not being made they will share concerns with the SENCO and parents/carers.

For most children or young people where there is a concern, the school will place the child on the monitoring register and work through a graduated response of 'Assess, Plan, Do, Review'.



High quality teaching (universal need) differentiated for individual pupils, is the first step in responding to pupils who may have SEN.

After a period of 6 – 8 weeks we will decide if a child needs to be placed on the SEND register (SEN Support) and invite you in for a meeting, where we will share the targets your child is working on and the support they are receiving.

Some children will be monitored using the Leeds SENJIT Journal or the Birmingham Audit Continuum, which allow the children who are working at below key stage standards to have small step targets set in lessons to allow them to achieve and begin to work independently.

Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can (high needs).

Additionally, all classrooms at Wittering Primary School are Universal Classrooms, adopting specific strategies and making adaptations enabling all pupils to be successful (please see attached document).



Our approach to teaching children with SEND

We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

However, have a number of children with high need who are unable to access the curriculum with their peers. Depending on need these children might access either our Rainbow Room or Happy Hub.

Rainbow Room

The Rainbow Room is a nurture based high needs provision catering for those children with highest of need who are unable to access the national curriculum alongside their peers. Teachers plan a bespoke curriculum for the room, where the children will have short learning activities, taking into account their need. Staff also work on targets outlined in the children's EHCP.

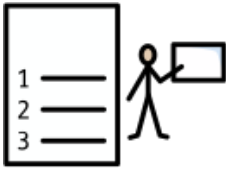
3 children with a diagnosis of need and who have an EHCP access the Rainbow Room.

Happy Hub

The Happy Hub is our second nurture-based provision catering for those children who require an individualised curriculum but who can also access some of the national curriculum, allowing them to be taught alongside their peers. This provision also caters for children in school who will benefit from the learning activities taking place.

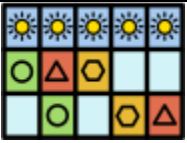
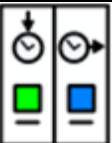


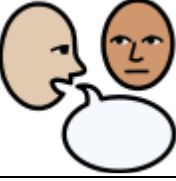







4 children with a diagnosis of need and who have an EHCP access the Happy Hub. A further 6 children who require small group interventions and support also access this provision.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual curriculums and timetables where necessary.



Curriculum adaptations

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

		
Visual timetables	Task boards	Peer mentoring
		
Assistive technology	Talk partners	Peer marking
		
Self-assessment	Word banks	Positive behaviour
		
Ear defenders	Timers	Explicit instruction

We also seek advice and equipment from outside agencies as and when the need arises.



Parent Consultations

At Wittering Primary School we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

For children who have an Education, Health and Care Plan, SEN Support Provision Plan or require specialist support (over and above what is ordinarily available) we invite parents for a longer parents' consultation meeting a during the Autumn, Spring and Summer terms. These meeting are used to celebrate learning, looking at the progress, create new targets and discuss next steps. A copy of this will always be sent home after the meetings.

During the year a parental questionnaire is sent out to gain views on the school and the SEND provision.



Child Consultations

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

Pupils are given regular opportunities to:

<p>Self-assess how they are doing</p>	<p>Attend meetings and help decide the support needed.</p>	<p>Feedback and Review progress/interventions.</p>



Evaluating Provision

Review progress in SLT (senior leadership team) meetings and discussing next steps.

Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.

Reviewing children's individual progress towards their goals at regular intervals, as a minimum every term.

Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.

Asking our children if they feel the adjustment or intervention is helpful and makes a difference.

Monitoring by the SENCO.

Regularly using a tracking tool to update targets and measure progress.

Holding annual reviews for children who are on Education Health and Care Plan

Termly parents consultations.



Staff Training

Staff training and knowledge is key to supporting children with SEND. Our staff regularly attend training in staff meetings and trust inset days:

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

Our teaching and support staff have received continuous professional development in the following areas and collaborate to share resources and knowledge to colleagues during staff meetings; ensuring a cohesive approach to SEN:

Play Therapy	Lego Therapy	Child Development	Bucket time
Autism (Level 1)	Makaton	Phonics (catch-up)	Positive Handling
Specific Learning Difficulties	Complex Needs training	Nurture support	Speech and Language
De-escalation those who struggle	Attachment	Reading for	Sensory needs



Transition Support

Nursery to Reception

We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and SENCO.

We hold 'taster' sessions follow in the second half of the summer term in preparation for their September start.

Transition to Reception, and then into each successive year-group, is supported by meetings, information leaflets and taster sessions in each new class.

The SENCO and Reception class teacher will also visit nurseries, when the child has been identified with a SEND need and have discussions with the nursery and parents about how best school is able to support the child.

End of Year transition

When children move up a year, we hold a transition morning during the summer term allowing the children to go up to their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Individual Learning Plans.

Secondary Transition

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible.

Mid-Year new starters

When we are aware that pupils joining us from other settings have identified special educational needs, we may arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.



Outside Agencies

We work with the following agencies to provide support for children with SEND:

- Specialist Teaching Services:
- Autism Advisory Teaching Service (AATS)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory Support Service (for pupils who are deaf or have Vision or Multi-Sensory impairment)
- Physical Disabilities Support Service

- Educational Psychology Service (EPS)
- Local Area SENI Support Service (LASS)
- Statutory Assessment and Monitoring Service (SAMS)
- Speech and Language
- Occupational Therapy

We will ask parental permission before we arrange for any outside agencies to come in and work with a child. Once the feedback has been received we will call parents in for a meeting or email to share the advice.



Enrichment

All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.

All children are encouraged to go on our trips such as residential and overnight stays at school.

All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.

All children are encouraged to apply for roles of responsibility in school e.g. school council, house group leaders, technical team etc.

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

Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.



Complaint Procedure

Your first point of contact is your child's class teacher.

If you are not satisfied that your concern has been addressed, then you may contact the school office to make an appointment to speak to the Head and Deputy Head Teacher. Should you still be unhappy with the response, then you may contact the governors through the school office:

Laura Andrew – Chair of Governors
Laura.andrew@wittering.peterborough.sch.uk

Jane Hunt – SEND Governor
j.hunt@wittering.peterborough.sch.uk



Useful Contacts

Local offer: Peterborough SEND Information Hub (Local Offer)

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>

- Children's Educational Advisory Service (CEAS) an information, advice and support service established specifically for service parents/carers RC-DCS-HQ-CEAS@mod.gov.uk
- SENDIASS service available to support parents with aspects of SEND, 01733 863979, or email - sendiass@peterborough.gov.uk
- Wittering Families Centre 01780782336
- SSAFA Contact Forcesline, our help desk for any member of the armed forces, veterans and their families, on 0800 260 6767, or send them a message using their Forcesline contact form (<https://www.ssafa.org.uk/get-help/forcesline>).
- The Hive on Wittering RAF Camp Wit-SptHiveinfofficer@mod.gov.uk 01780 417541
- Educational Psychology Open Access Consultation Service – Tel. 01733 863689
- Autism and ADHD parents contact line 01733 864720