

Captain Webb Primary School - SEND Information Report - Autumn 2025

1. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

At Captain Webb Primary School we provide for children with all four areas of Special Educational Needs (Cognition and Learning, Communication and Interaction, Sensory and/or Physical and Social, Emotional and Mental Health). To ensure the accurate identification of SEND (Special Educational Needs and/or Disabilities), internal CPD on the identification of SEND and the four areas of need has been delivered by the SENDCo during the academic year 2023-24 with reference to the SEND Code of Practice (2015).

At Captain Webb Primary School, children continue to be identified as having SEND through a variety of means, usually in combination, which may include some of the following:

- Liaison and records from previous school or pre-school setting.
- A child performing well below 'age related expectations' or equivalent and/or making little progress.
- Regular monitoring of attainment and progress data
- Monitoring of attainment and progress in Pupil Progress Meetings.
- Regular communication with parents/carers – class teachers meet with parents and carers on a termly basis for Parent/Carer Consultations meetings and communicate any concerns with the SENDCo (Special Educational Needs and/or Disabilities Coordinator). The SENDCo is available during Parent/Carer Consultations.
- Open channels of communication for parents to contact SENDCo with concerns, either through the school website, telephone via the school office or at the school gate.
- The school continues to work closely with external agencies, such as Speech and Language Therapy teams, Learning support Advisory Service, Educational Psychologists and BeeU for referrals, assessments and monitoring of progress.
- Regular monitoring of interventions by subject leaders, SLT (Senior Leadership Team) and SENDCo.

2. HOW DO I RAISE CONCERNS IF I NEED TO?

There are a number of ways to raise concerns. These include:

- Contacting your child's class teacher via 'Class Dojo', telephone via the school office or at drop off/pick-up time.
- Contacting the SENDCo via our school website contact page (captainwebbprimary.org), telephone via the school office or arrange a meeting to discuss concerns with the SENDCo at Parent/Carer Consultation Days.

3. HOW WILL THE SCHOOL SUPPORT MY CHILD? WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?

Class teachers oversee, plan and work with each child identified with additional needs in their class to ensure that appropriate progress is made in every curriculum area; they will seek advice from the SENDCo in school for additional resources or strategies to support the child. This support may be for something very specific and be very short or may be part of differentiation in the classroom and may last for a longer period. Our SENDCo and SLT continue to oversee the progress of any child identified as having SEND on a regular basis.

Class based Teaching Assistants, across the school, work with children, either individually or as part of a group. This happens in the classroom every day. However sometimes children need extra more specialist support, so our team of TA's have provided 1-1 and small group sessions away from the classroom. These sessions are short, targeted and happen regularly throughout the week. They include support for phonics, reading, writing, maths, speech and language and social and emotional or mental health needs. If a child receives this extra support, parents will be consulted. All support is reviewed and discussed during termly Pupil Progress Meetings where classroom staff and SEND staff meet and review identified children's progress and support and set new outcomes. There are also discussions with the child and with parents over the year.

WHO WILL EXPLAIN THIS TO ME?

Class teachers will meet with you on at least a termly basis (this could be part of Parent/Carer Consultations) to discuss your child's progress and explain the support that they are receiving. Staff are always happy to discuss children's needs if you have questions or concerns at any time. Please speak to them directly to arrange this. Alternatively, you can contact the SENCO, Chris Pilling, and meet with him to discuss any concerns. All children receive a report in July which explains attainment, progress and attitude to learning.

4. WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING? WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

Captain Webb is an inclusive school that values a child's well-being as a priority. Class teachers have overall responsibility for the pastoral, medical and social care of every child in their class.

At Captain Webb our pastoral team is made up of our pastoral manager, Gemma Boden, behaviour lead, Chris Pilling, and several Teaching Assistants, who support families in a variety of ways. Our school ELSA (Emotion Literacy Support Assistant), Jenny Wheatley, works 1:1 and with groups of children, supporting children with interventions that focus on mental health and well-being.

HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

The school's policy regarding the administration and managing of medicines, is available on the policy page of the school website ([School Policies and Procedures | captainwebb \(captainwebbprimary.org\)](https://captainwebbprimary.org)). Parents can request a 'hard copy' of this policy from the school office.

Lynn Sanderson continues to oversee medication use. Children who have a head injury/ injury will always have a first aid slip and if necessary, parents will be notified. Staff update their first aid training when required and the certificates are stored in the school office. As a staff, we have annual EpiPen / Asthma and Epilepsy training and further first aid training depending on the needs of the children in school.

Parents are requested to fill in a permission slip if they wish school staff to administer Paracetamol or other medication e.g. antibiotics. Any children who require medication on a regular basis must sign a permission slip and sign to say they have passed over tablets to Lynn Sanderson, Office Administrator. She then signs to say she has received them and keeps them in locked storage. When medication is administered, staff sign, date and register the dose given.

WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

The school behaviour policy is updated annually and is available on the school website. All staff carefully track and monitor all children's behaviour and any incidents of aggressive behaviour is collated on the schools CPOMS and shared with all the Designated Safeguarding Leads in school as

well as relevant staff. Meetings with parents may be arranged if necessary to discuss any worries or concerns and we encourage all parents to request a meeting if they have any concerns. Face to face meetings are much more effective and incidents can be investigated and resolved, so please talk to us.

Attendance of every child is monitored daily by the school. Lateness and absence are recorded and are discussed at monthly EWO meetings (Education Welfare Officer). The government has set an attendance target of 96% to which all schools, including Captain Webb, aspire. It is very important that all children arrive at school on time, and we offer support to help with this if it is needed.

HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

Children who have been identified as having SEND will discuss their views with their class teacher when completing their One Page Profile at the start of each academic year. During Parent/Carer consultations, children are actively encouraged to share their achievements over each term, what has helped them and their targets for the future. Children with SEND are involved in all Pupil Voice monitoring activities by subject leaders, SLT and the SENDCo. We have several children across key stages who have Education, Health and Care plans. The plans ensure children's needs can be met at Captain Webb and makes sure that appropriate provision is in place for their individual needs. Parents and children are involved in the ECHNA (Education, Health and Care Needs Assessment) referral and Annual Review processes.

5. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- The school buildings are partially accessible for wheelchair users.
- The outside play areas are flat and are completely accessible to wheelchair users.
- There are two disabled toilets, both in the KS2 building.
- The KS2 building is two floors and is only accessible to wheelchair users on the ground floor.
- There are steps in the hall of the KS1 building (Dover) which means that the current year 2 classes and the kitchen cannot be internally accessed by wheelchair users.
- Both KS1, KS2 and Early year's adventure play areas have a bark chipping floor area which is difficult for wheelchair users.
- For the inclusion of children with complex needs/learning difficulties, some children are supported.
- by experienced 1-2-1 workers under the direction of the SENCO and class teachers.

- Mainstream Teaching Assistants support a range of children- delivering learning interventions and therapy programmes.
- The school is generally well-equipped with a range of learning aids and specific equipment.

6. HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS?

Our long-term curriculum plans are updated annually and are available to parents on the school website, alongside ideas for how parents can support their child's learning at home. Our curriculum is theme based and learning continues to be carefully planned and differentiated at an appropriate level, so it is accessible for all children. Adaptations to the curricula, learning resources and or pedagogy are made where necessary to enable all children to access our curriculum and achieve their best. Subject leaders regularly monitor the progress that is being made by all children, including those with SEND, share good practice and advise how improvements can be made. Through the academic year 2023-24, internal CPD has been delivered to subject leaders on inclusion and the removal of potential learning barriers for specific subjects using Nasen's Whole School SEND Teacher's Handbook. For further information on how individual curriculum areas may be differentiated to match individual needs, please refer to our school website ([Curriculum Subjects | captainwebb \(captainwebbprimary.org\)](https://captainwebbprimary.org)).

HOW WILL WE KNOW IF THIS HAS HAD AN IMPACT?

Staff track children's progress formally three times a year using curriculum tests and on-going teacher assessments. The data is analysed, and progress and achievement measured. Expected progress is at least 1 point per term. SLT and subject leaders scrutinise the data and track the progress of specific groups on a termly basis. Progress and attainment are shared with parents at Parent/Carer Consultations on a termly basis and is in the children's end of year report.

7. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING? WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

As always, you are welcome to make an appointment to meet with either the class teacher or SENDCo at any time throughout the year and discuss how your child is getting on. They can offer

practical advice and resources that can help you to support your child at home and explain any provision in place in school.

Some children may have an Individual Provision Map that will identify outcomes and support. Parents are given the opportunity to discuss these during the year and are provided with a copy on a termly basis or upon request. When a child's Provision Map is reviewed, comments are made against outcomes to show the progress the child has made. If a child has complex needs, they may have an Education, Health and Care Plan. Parents and children are involved in the ECHNA request and Annual review process for EHCPs.

8. HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

As a school we continue to track and analyse children's progress in learning against national expectations and age-related expectations regularly. Where children are not working at or towards age-related expectations, individual targets are set based upon the next steps a child needs to make towards age-related expectations and steps towards achieving these targets are regularly assessed, monitored and reviewed. Staff assess children's learning constantly: during every lesson and through verbal and written feedback; formal assessments take place termly and data is scrutinised by SLT and subject leaders with children's progress and attainment tracked and teaching and provision adjusted if necessary. Pupil Progress Meetings are held every term in each Key Stage. In these meetings, a discussion takes place about progress in English and Maths; children are discussed, evidence in books moderated and attainment levels agreed. These meetings feed into SEND provision and support is reviewed and adjusted when necessary. Interventions are planned to meet children's needs.

9. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

Captain Webb is an inclusive school and all children have been included in all parts of the school curriculum and we include all children in all school visits. We have put in the support and planning to ensure that all visits this year have been successful for all children. Extra adults will accompany trips when the need is highlighted. Adaptations and equipment will also be included if necessary. Risk assessments are carried out prior to any off-site activity to ensure children's health & safety. Captain Webb offers a variety of clubs during lunchtimes and after school. We have recently achieved the Association for Physical Education Quality Mark for Physical Education, School Sport and Physical

Activity, School Games Gold Award and the Arts Council England Artsmark Gold Award, all of which involved evidencing inclusive practice in activities inside and outside the classroom.

10. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?

We have built up very positive relationships with pre-school settings who feed Captain Webb. We meet with pre-school staff to discuss each individual child. Staff visit all children in their settings and all settings pass on a transition sheet with developmental information about each child. Reception children will spend 2 induction mornings in the Reception class in July. Parents are also invited to join their child for lunch as part of their transition to school. Captain Webb staff have visited all new children prior to starting Nursery/ Reception this year. Reception staff have visited all new children in their pre-school settings and Nursery staff have visited children at home. Where a child has significant and/or complex needs, the SENDCo has taken part in this process directly. Parents have been given information about the school and have attended an induction meeting. This will help children settle in more effectively and help staff get to know the children.

Children who have an EHCP have transition planning meetings to which all staff involved with the child are invited. An Annual Review is completed with the parents each year to review targets and ensure provision meets their needs. Transition between year groups and key stages within the school continue to be part of our annual programme of transition and handover to the next class teacher.

At any point where a child with SEND has left our school this year, we have contacted the receiving school and set up meetings or telephone calls to discuss needs and transfer folders of information and classroom books. We meet with key members of staff from all secondary schools to ensure the children leaving our setting have a smooth transition and to ensure provision continues as they make the next step in their learning journey. Where children have SEND, transition meetings between a child's teacher, our SENDCo and SEND staff from the receiving school take place to ensure the best possible transition to a secondary school.

11. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

We continue to work closely with all external agencies that are relevant to supporting individual children's needs. This year we have worked with Behaviour Support Services, Health Services including GPs and the school nurse, BeeU (Child and Adolescent Mental Health Service), paediatricians, Mental Health practitioners, Speech and Language therapists, occupational therapists and children's services including locality teams and social workers, educational psychologists, sensory information services and specialist advisory teachers. We have also used Outreach services to help to provide CPD, advice and resources for complex SEND in Key Stage 1, as well as whole school CPD concerning inclusive learning environments and the use of visuals to remove learning barriers.

To support our parents, we have delivered SEND Coffee mornings to discuss the Telford and Wrekin SEND Local Offer. Our first coffee morning provided parents with information from PODs, Telford Autism Hub and SEND IASS. We hope to continue to develop these links during this academic year.

12. WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

At Captain Webb we ensure that we have a variety of skills among our staff, in order to enable us to support all children in the best possible way. This year staff have accessed CPD supplied from external experts including: Talk Boost training to deliver Speech and Language interventions in EYFS and KS1; Emotional Coaching training to support children with Social and Emotional or Mental Health needs; Verbal Intervention training (CPI accredited); CPD from a Haughton School on provision for a child with complex needs; Leading Good Autism Practice and SMART target setting for provision maps from our LSAT. Our SENDCo has led internal CPD for staff which has included 'inclusion in mainstream education', inclusion and removal of learning barriers for subject leaders and identification of SEND, use of TEACH strategies using work baskets and visuals. New in role, our SENDCo is currently completing his NASENCO Award and has received regular CPD throughout the year which has included: regular attendance, including presenting at, SENDCo update meeting from the local authority, Autism Awareness training from AET, a service level agreement with an experienced SENDCo (Hazel Waterhouse), Graduated Response workshop, Establishing Yourself as an SENDCo, Outreach support, SALT information workshops and Skills and Progressions Tools workshops.

13. WHO CAN I CONTACT FOR FURTHER INFORMATION?

As always please speak to your child's class teacher in the first instance. You can also contact our SENDCo, Chris Pilling, via our school website ([CONTACT | captainwebb \(captainwebbprimary.org\)](#)), via telephone or via the school office.

General information relating to SEND can be found on the school website, including the school offer and the SEND policy ([SEN and Disabilities | captainwebb \(captainwebbprimary.org\)](#)).

You might also wish to visit the following website: Telford and Wrekin Local Offer, outlining services available for children and young people who have SEND (<https://www.telfordsend.org.uk/site/index.php>).

14. WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

Please contact the School Administrator Genna Hanafin on our main reception between 8.30am-3.30pm for further information about the school, to arrange a tour of the school and a meeting with a member of staff. The school website also provides information which may help you in your decision about our school being right for your child before you arrange a visit.

Tel: 01952 386770 or email A2174@taw.org.uk