William Law CE Primary School

SEND Information Report

September 2026

William Law CE Primary School
Inclusion

How William Law CE Primary School supports learners with Special Educational Needs and Disabilities (SEND)

A school's provision for SEND is defined as support which is additional to or different from that which is available to all students. This document is intended to give you information regarding the ways in which we ensure that children with SEND are educated, wherever possible, in an inclusive environment to enable each pupil to reach his or her full potential. It may not list every skill, resource and strategy we deploy in order to achieve this as these are continually developed and refined to meet the changing requirements for individual pupils.

Criteria for accessing Additional Learning Hub	How does the school know if my child has SEND? Slide 3	What types of special educational needs does the school provide for?	How can I let the school know if I have concern's about my child's progress or possible SEND?	What do I do if I think my child has a neurodevelopmental condition?
Who are the best people to talk to in school about my child's Special Educational Needs or Disabilities?	What are the different types of support available for children with SEND at William Law CE Primary?	What interventions and resources does the school have experience of?	Are there different levels of support? What does this look like for my child? How do they move through these levels of support?	Who are the other people providing services to support children with SEND at William Law CE Primary School?
How are the teachers supported to work with children with SEND and what training do they have?	How is teaching adapted for children with learning needs?	How are pupils supported to improve their emotional and social development?	How is progress for children with SEND measured?	How have you made the school accessible to children with SEND and how do you involve them?
What support do you have for parents of a child with SEND?	How will you support my child when they are moving to another class or leaving the school?	How is the effectiveness of the provision made for pupils with SEND evaluated?	What do I do if I am not happy with my child's support?	What do all the acronyms mean?



William Law CE Primary School
Inclusion

How does the school know if my child has SEND?

The SEND Code of practice 2015 states that a child has SEND if:

- They have a learning difficulty or disability which calls for special educational provision to be made
- If they have significantly greater difficulty in learning than the majority of others the same age
- They have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

At William Law we know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school
- There is lack of progress identified either through assessment of learning within class, or at Pupil Progress meetings held termly
- Lower than age expected test scores
- There is a change in the pupil's behaviour
- A pupil asks for help

What types of special educational needs does the school provide for?



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Inclusion

What types of special educational needs does the school provide for?

We support all pupils with a range of special educational needs and disabilities, and with varying degrees of complexity. These needs can impact upon the child's capacity to learn in all areas. We support children with the following areas of need:-

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and/or Physical
e.g. dyslexia, dyscalculia, dyspraxia, low attainment	e.g. Autistic Spectrum Disorder, Speech and Language difficulties	e.g. attachment, anxiety, ADHD	e.g. Visual or hearing impairment, physical difficulties



William Law CE Primary School
Inclusion

How can I let the school know if I have concern's about my child's progress or possible SEND?

First talk to your child's teacher about your concerns.
This can be done at the end of the day, by making an appointment through the school office or at parent's evening.

A meeting can then be arranged with the class teacher who will liaise with the Special Educational Needs and Disabilities Coordinator (SENDCO) or the SENDCO assistant to discuss your child's needs and what the school can do to support. This SENDCO is Mrs Attwood and the SENDCO Assistant is Mrs Sansom. Initial observations and internal monitoring will begin before a decision is made about adding your child to the school SEN register. If added to the SEN register your child will receive a personalised Learning Plan with targets to work towards each term. This will be shared with you by the class teacher and a meeting will be held with the class teacher and parents/carers once per term to review targets with you.

If concerns continue then a referral may be made to an outside agency which Mrs Attwood, Mrs Sansom or our Learning Mentor team can talk to you about any referrals and support with depending on the agency referral required. No referral are made without parental consent.



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Inclusion

What do I do if I think my child has a neurodevelopmental condition?

YOUnited Private Neuro Information | CPFT NHS Trust
Right to Choose & Private Diagnosis pathway

Parents raise concerns with the school via class teacher / email to SENDCO/Asst SENDCO

Teacher meets with parents to explore in more detail the parental concerns and Shares with SENDCO/Asst SENDCO

Observations in school and monitoring over time (a term or more in some cases)

SENDCO/Asst SENDCO may suggest beginning the "pathway" for diagnosis SENDCO may add pupil to SEN register teacher may then begin SEN K support in school

Parents complete referral information and additional form for the NHS team and return it to the school SENDCO/ Asst SENDCO

Referral sent to Community Paediatrics team /Younited by the school SENDCO/Asst SENDCO

Triage is completed by Younited on behalf of the NHS and if the referral is accepted by NHS pupil is added to NHS waiting list for assessment

Wait times are approximately 1-2 years. Parent funded Private assessments or Right to Choose requests via your GP can be a faster route



William Law CE Primary School
Inclusion

Who are the best people to talk to in school about my child's Special Educational Needs or Disabilities?

At William Law CE Primary School all teachers are teachers of SEND, all teachers have a responsibility to ensure correct support for pupils in their class and are who you should talk to you about how to support your child. Additionally, specific questions on referral pathways for external specialist can be given by the following staff.

Mr Epton-Smith: Regional Principal
Overall responsibility for SEND at William Law CE Primary School





Mrs Sansom: SENDCo assistant
Responsible for supporting the daily running of SEND across the school.



Mrs Attwood: Assistant Principal
Inclusion/SENDCo
Responsible for overseeing the daily running of SEND across the school and SEND strategic development.



Mrs Jessop & Mrs Post:
Learning Mentors
Trained to be able to support the emotional needs of learners with SEND, specifically SEMH.







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Inclusion

soundfield systems
soundfield systems

What are the different types of support available for children with SEND at William Law CE Primary?

At William Law CE Primary school we believe in all children receiving quality first teaching through a broad and balanced curriculum which builds on prior learning and allows children the opportunity to explore a wide range of subjects. We recognise that this will look different for some learners, and they are supported in various ways.

Examples of support may include

- Additional support within the classroom
- Scaffolded work tasks
- Accessing small groups or interventions
- Using additional practical resources
- Altering language to ensure it is accessible to all
- Personalised workstations
- Use of coloured overlays for pupils who have had a visual stress assessment with a qualified optician
- Alternative ways of recording, laptops, speech to text
- Soundfield systems for pupils with hearing impairment
- SEN Hub for identified pupils

This additional support is tracked on Provision Map. Where support becomes more than ordinarily available provision pupils will be added to the school SEN register and a SEND Learning Plan will be started to include targets will be set for termly review (APDR).



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Inclusion

What interventions and resources does the school have experience of?

Some of the interventions we currently use in school:

- Colourful Semantics
- Infant & Junior Language Link
- Speech and Language
- Precision Teaching
- Sensory Integration
- Write From the Start
- Nessy Reading
- Little Wandles SEN program
- SNIP
- See and Learn Language Program
- Drawing & Talking Therapeutic support
- Play Based Therapeutic intervention
- Lego based Therapeutic intervention

Some of the resources children will have access to:

- Pencil grips
- Coloured overlays
- Writing slopes
- Ergonomic pencils
- Ergonomic scissors
- Social stories
- Individual laptops
- Ear defenders
- Sensory support – sensory toys, sensory circuits and sensory room
- Chew toys
- Recordable whiteboards, talking tins, speech to text software via google docs and Microsoft word
- Individualised vocabulary cards
- Zones of Regulation



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Inclusion

Are there different levels of support? What does this look like for my child? How do they move through these levels of support?

Click the image below to take you to further information on the EEF principles.



All children at William Law CE Primary School have access to Quality First Teaching within the class which means their teachers take time to identify their strengths, areas for development and any gaps in their prior learning. They may access additional interventions to help plug these gaps and secure understanding.

Some children require a little more help more of the time. This may come from additional interventions with the teacher or a teaching assistant, or it may mean that there are specific resources that need to be prepared to support the children further. There may even need to be support from an external professional. The school's budget includes some money to help children with learning needs. These children are added on the school SEND register and are categorised as 'SEN Support/ SEN K'. A plan is then drawn up to identify how best to support your child and some targets to work towards. This is reviewed termly. **William Law follow the EEF recommended supports for pupils with SEND at level K & E.**

If a child is considered to have very complex needs which requires a significant amount of additional support within school they may be considered for a statutory assessment from the Local Authority. This may proceed in a successful result of an Education, Health and Care Plan (EHCP) being awarded which will support the child through their next phases of education. This support is categorised as SEN E.



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Inclusion

Additional Learning Hub

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Inclusion

William Law is committed to fostering an inclusive environment where every pupil can thrive. As such we have an Additional Learning Hub within our mainstream primary school to support pupils with autism and social communication needs for thos e who meet the entry and exit criteria..

The hub provides targeted interventions, structured learning opportunities, and integration support to develop communication, emotional regulation, and social interaction skills. Pupils attend on a part day basis in conjunction with part day education in their own classroom.



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Inclusion

Additional Learning Hub

Entry Criteria for SEN Hub Access (Years 1–3)

For pupils with Autism Spectrum Condition (ASC) or Social Communication Needs

Core Eligibility Criteria

Pupils must meet all of the following:

- Diagnosed with Autism Spectrum Condition or presentation of significant social communication difficulties (may be awaiting diagnosis but with evidence of need)
- Currently on the SEND register going through ECHP process or are likely to need an application completing in the next academic year or already hold an EHCP.
- Demonstrates barriers to learning in the mainstream classroom that cannot be met through Quality First Teaching alone, even with reasonable adjustments
- Working below age-related expectations due to their SEND, particularly in social understanding, attention/focus, emotional regulation, or communication
- Has difficulty with peer interaction, managing transitions, or sensory regulation that significantly impacts daily functioning



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Inclusion

Additional Learning Hub

Additional Considerations

At least two or more of the following should apply:

- Requires small group or individualised teaching for core skills (e.g., communication, emotional regulation, or behaviour)
- Shows high levels of anxiety or dysregulation in the mainstream classroom despite support
- Experiences frequent withdrawal or social isolation in classroom or playground settings
- Demonstrates a need for structured, low-arousal environments to access learning safely and effectively
- Has reduced engagement with the curriculum due to sensory or communication needs
- Demonstrates a need for social communication development/ support.



William Law CE Primary School
Inclusion

We have access to the following external services in our local area

Behaviour & Inclusion Service

Educational Psychology Service

Autism Advisory Team

Occupational Therapy

Speech and Language Therapists

CAMHs

Younited

School Nurse team

MHST Mental Health Support Team

Community Pediatricians

Nessie – EBSA support Emotion Based School Avoidance

Early Help Team



William Law CE Primary School
Inclusion

How are the teachers supported to work with children with SEND and what training do they have?

Training

At the beginning of each new academic year, all staff are updated on SEND within our school. This is to ensure teachers always have the current information on pupils in their class.
To support this further, throughout the year the SENDCo delivers additional training based on the needs of the children in the teachers' Continual Professional Development sessions.
Additionally, some training is delivered by outside agencies working with the school.

SENDCo Advice

The SENDCO and SENDCO assistant are available to support teachers to ensure they understand the needs of the children and feel equipped to support them. This may mean an observation is carried out, some reading material, or recommendations may be given to support the needs of the class. The SENDCO Assistant will also work with children to help them work through any difficulties they may be experiencing.

Outside Agency Advice

Staff are able to seek advice from a range of outside agencies - such as the advisory teaching service or the Local Authority Peterborough Hub schools - to talk about specific issues for pupils they teach.
Support is delivered directly to staff through training or offering verbal advice or signposting to relevant resources to aid teacher practice.
Some services work directly with pupils (with parental consent) , offering in shcool observations and support to staff to better meet pupil needs.



William Law CE Primary School
Inclusion

How is teaching adapted for children with learning needs?

Every lesson that is planned and delivered to the class will have been reviewed by the class teacher first. They will ensure that the children in their class are capable of reaching the intended learning for that lesson in a way that is suited to their learning styles and needs. Some of the additional adaptations that we make are:

- Tasks broken down into smaller steps
- Use of visual timetables and Now/Next boards
- Traffic light timers
- Increased use of visual prompts or cues
- Use recording device to aid recall of ideas
- Pre teaching of vocabulary
- Greater use of practical resources to model and practice new concepts or to refer back to
- Use of laptop, ipad or Chromebook to word process when there is a writing or physical barrier to writing



William Law CE Primary School
Inclusion

How are pupils supported to improve their emotional and social development?

We believe in Learning, Living and Loving together to be the best that we can be. Our Christian values and vision form the basis of everything we do at William Law CE Primary school. Understanding that some learners have additional emotional and social needs which need nurturing is a whole school priority and are able to offer a wide range of support in addition our Personal, Social, Health and Relationship Education (PSHRE) curriculum. Some of these strategies are:

- A behaviour policy which is based upon relational approach theory and encourages a restorative approach built on trust, respect and emotional coaching but does also have sanctions for behaviours too
- All staff receive training on Emotional Coaching to be able to respond appropriately in a given situation
- Staff are trained in using social stories, Zones of Regulation and SALT language interventions to assist pupil reflect on thoughts and behaviours
- Worry boxes are in each classroom
- Learning Mentors offer pastoral interventions to support with developing emotional intelligence
- Sensory breaks during the day
- A positive culture to develop understanding and acceptance of neurodiversity, emotional needs, physical disabilities and learning preferences where bullying is not tolerated
- Whole school implantation of the William law Way and William Law Behaviour Powers support our approach to the emotional and social development for all pupils within the school.

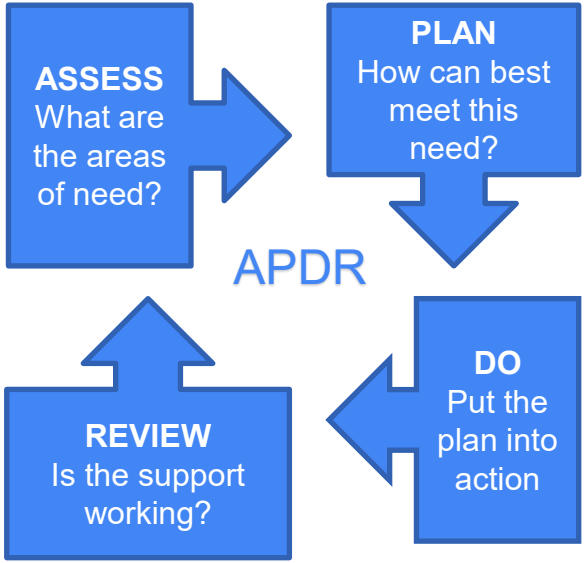


William Law CE Primary School
Inclusion

How is progress for children with SEND measured?

All children are assessed regularly as part of Quality First Teaching and more formally through termly standardised testing. The school tracks each child's progress termly and the progress of children with SEND is discussed at pupil progress meetings between the class teacher and Team Leader which is then shared with SENDCo.
For children with SEND, progress against personalised targets may be assessed also, e.g. spelling scores; classroom observations. Some pupils with SEND may also take different standardised assessments to their peers.

The school uses the assess, plan, do, review model to ensure support is suitable and tailored to the needs of the child.



Informing Parents

Each term parents of pupils with SEND meet with their child's class teacher virtually, by phone or in person to discuss progress and to review existing targets and create new ones for the following term.

For more complex cases such as those seeking diagnosis or EHCP's the SENDCo may also be available for consultation at these meetings if requested by the parents and/or teachers.



William Law CE Primary School
Inclusion

How have you made the school accessible to children with SEND and how do you involve them?

As a school we use a variety of resources to support children with SEND which enables them to access both academic and social activities.

All children have the opportunity to take part in trips and activities in school. If additional support or resources are required to enable a child to attend a trip or a visit then a meeting will be held with the class teacher and parents to discuss what reasonable adjustments can be made to support this. Information can be readily accessible and where needed will be adapted so that it meets individual needs.

The school is required to publish an Accessibility Plan in line with the Equality Duty 2010. The school's plan can be accessed from our website.

The SENDCO/SENDCO Asst supports teachers in creating a SEND Support Plan which outlines the strengths of the child and how best to support this. This is also done with the children's input to ensure they have their voice included. This is an opportunity to listen to the child and record their ideas of how they think they can best be supported in school. This document is shared with all adults working with this child.



William Law CE Primary School
Inclusion

What support do you have for parents of a child with SEND?

At William Law CE Primary School we want you to feel as involved as possible in your child's education. We hope that through using online platforms such as SeeSaw and Provision Map you have access to the information you need, however we also operate an open-door policy whereby any concerns, queries or questions can be addressed with your child's class teacher as a first point of contact. The school SENDCo and Inclusion Manager are always happy to meet with parents too to discuss any more specific or sensitive areas relating your child.

Where can I go for further information about SEND Services?

Peterborough Local Offer lists all support available for children with SEND in the area.
https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8



Peterborough's SEND Information and Advice Support Service (SENDIASS)
https://fis.peterborough.gov.uk/kb5/peterborough/directory/site.page?id=TYCT5txIlwg



William Law CE Primary School
Inclusion

How will you support my child when they are moving to another class or leaving the school?

On Entry

- Reception staff visit each child in their pre-school
- Staff attend any annual reviews or Team Around the Family meetings in the summer term for any pupils starting in Reception in September
- Home visits are attended with the SENCo where possible
- Children begin school 1 week after the rest of the school to allow a period of settling and for routines across the rest of the school to re-establish

Transition annually

- Visit to new class.
- Information sharing sessions between previous and next teachers etc.
- The class teacher is always willing to meet parents/carers prior to the child moving to their class.
- Transition letter sent out to all children with vocabulary for first topic given prior to summer holidays

Mid-year transition

- The SENDCo endeavours to visit each local special school and hub and accompanies parents to visit special schools where possible.
- Where a child leaves our setting, the SENDCO ensures that up-to-date SEND records of SEND children are sent to the receiving school
- Agree the start date and attend a transition meeting with the next school

Secondary Transition

- SENDCo made aware of placements once allocated
- Meetings take place to discuss the SEND needs.
- SEND records passed to secondary school upon first day on roll.
- Secondary SENDCo of receiving school is invited to statutory meetings if they occur in the summer term.
- Additional transition visits can be arranged if deemed appropriate
- Support groups from the Learning Mentors or SENDCo are identified in the Spring term for those who may require additional support.



William Law CE Primary School
Inclusion

How is the effectiveness of the provision made for pupils with SEND evaluated?

Our provision for pupils with SEND is monitored termly by the SENDCo and also by a nominated SEND governor.
In addition, provision for pupils with SEND is an important aspect of monitoring by the Trust Academy Improvement Officer which takes place at least termly
Teachers evaluate the effectiveness of interventions for individual and groups of pupils termly and the SENCO/SENDCO Asst meets with teachers to discuss progress for pupils on a termly basis.
The setting of SMART (Specific, Measurable, Achievable, Relevant, Time-bound) targets assists pupils, teachers, teaching assistants, parents and the SENCo in making meaningful evaluations of the provision.
An important aspect of the evaluation is the collection of pupil voice – this records how pupils feel supported and experience success in their learning.



William Law CE Primary School
Inclusion

What do I do if I am not happy with my child's support?

Please talk to us if you have a concern about the support your child is receiving.

You should contact the following staff in this order:

1. Your child's class teacher.

2. Mrs Sansom the SENDCO assistant

3. Mrs Attwood, Vice Principal and SENDCo

4. Mr Epton-Smith the Regional Principal.



You may also wish to contact Peterborough's SEND Information and Advice Support Service (SENDIASS) who are able to support parents with a wide range ofSEND advise.



If your concerns are unresolved then the school's complaints policy, which is on our website, details the procedure you should follow.



William Law CE Primary School
Inclusion

What do all the acronyms mean?

SEND = Special Educational Needs and Disabilities

SENDIASS = SEND Information & Advice Support Service

EHCP = Education, Health & Care Plan

EBSA = Emotion Based School Avoidance

ADHD = Attention Deficit Hyperactivity Disorder

ASD = Autistic Spectrum Disorder

OT = Occupational Therapy

APDR = Assess, Plan, Do, Review

SALT = Speech and Language Therapy/ist

GDA = General Developmental Assessment

EP (Ed Psych) = Educational Psychologist

AATS = Autism Advisory Teaching Service

CAMHS = Children & Adolescence Mental Health Service

EHA = Early Help Assessment



William Law CE Primary School
Inclusion