

Willow Farm Primary School SEND Information Report 2025–2026

At Willow Farm Primary School, we believe every child is unique and brings something special to our school community. We are proud to be a warm, nurturing, and inclusive school where children are supported to thrive academically, socially, and emotionally.

Our PRIDE values are: **Positive, Responsible, Inquisitive, Determined, and Empathetic**. They guide everything we do, including how we support children with special educational needs and disabilities (SEND). We work in partnership with families, professionals, and most importantly, our pupils to ensure every child feels valued and empowered.

1. What kinds of SEND do we support?

We welcome children with a wide range of needs, including those with Education, Health and Care Plans (EHCPs) and those without. Our provision includes support for:

- Communication and interaction needs
- Cognition and learning needs
- Social, emotional and mental health needs
- Sensory and/or physical needs

We follow the principles of the **SEND Code of Practice**, ensuring that all children have access to high-quality teaching and inclusive learning environments.

2. How do we identify SEND and what should I do if I'm concerned?

We know our children well. Teachers regularly observe and assess progress, not just in learning, but in wellbeing and development. If we notice a child may need additional support, we:

- Provide high-quality teaching with tailored strategies
- Discuss concerns with parents/carers in a supportive meeting
- Work together to decide next steps, which may include involving external professionals (with your consent)

If you have concerns, please speak to your child's class teacher or contact our SENCO, **Sarah Kirkham**, who will arrange a meeting to listen and plan together.

3. How do we evaluate and communicate progress?

We believe in **working as a team**: school, home, and child. You'll be kept informed through:

- Regular updates and review meetings

- Open-door conversations with teachers
- Email or phone contact, as preferred
- Suggestions for home learning activities

We track progress carefully and adapt support as needed. Our goal is to help every child achieve their potential and feel proud of their progress.

4. How do we make learning inclusive?

We tailor our curriculum to meet individual needs. This might include:

- Differentiated tasks and resources
- Visual aids, sensory tools, or assistive technology
- Small group or 1:1 support
- Adjustments to the environment or routines

We aim to create a classroom where every child feels positive, inquisitive, and determined and where empathy and responsibility are nurtured.

5. How do we support children with SEND?

We use a graduated approach to support, based on the **Assess–Plan–Do–Review** cycle outlined in the SEND Code of Practice. This means we:

- Assess your child's strengths and needs
- Plan support strategies with input from you and your child
- Put those plans into action
- Review progress regularly and adapt as needed

Support might include:

- Personalised learning strategies
- Emotional wellbeing support
- Access to specialist staff or external agencies
- Adaptations to the classroom environment

We always aim to build on your child's strengths and interests, helping them feel positive, determined, and proud of their achievements.

6. How do we involve children and families?

We believe that working together is key. You know your child best, and we value your insights. We involve children and families by:

- Listening to your views and aspirations
- Including child voice in developing support and strategies.
- Holding regular review meetings
- Offering informal chats and updates

We want every family to feel responsible partners in their child's journey, and every child to feel inquisitive and empowered to shape their learning.

7. What training do staff receive?

All staff receive regular training on inclusive teaching and supporting children with SEND. This includes:

- High quality scaffolded and adaptive teaching
- Emotional regulation and mental health awareness
- Speech, language and communication strategies
- Supporting sensory needs

Our SENCO also attends local network meetings and training to stay up to date with best practice and policy changes.

8. How do we prepare children for transitions?

Transitions can be exciting and sometimes challenging. We support children through:

- Enhanced transition plans for starting school, moving year groups, or changing schools
- Visits, photo books, and social stories
- Meetings with new teachers and support staff
- Liaison with receiving schools and settings

We want children to feel positive and responsible about their next steps, and to know they are supported every step of the way.

9. What if I need more help or have concerns?

We're here to help. If you have questions or concerns, please contact:

Sarah Kirkham – SENCO

skirkham@willowfarm.notts.sch.uk

0115 9878501

You can also find support from:

- Nottinghamshire SEND Local Offer [Nottshelpyourself | Nottinghamshire's SEND Local Offer](#)
- Parent Partnership Services
- Health and social care professionals

We're committed to working together with empathy and determination to ensure every child feels safe, supported, and celebrated.