



SEND Report 2025-2026

School:	Worthington Primary School
SENDCO:	Mrs. S. Casey
Date of Report:	March 2026
SEND Governor	Mrs. C. Smith

SEND Profile for last 12 months

- Number of pupils on SEN Register: 77
- Number of pupils with an EHCP: 10
- Percentage of pupils on SEN Register: 17.2%
- Number of pupils with Pupil Premium on SEN Register: 31

Statement regarding overall quality of provision for pupils with SEND

Leadership

- Leadership reinforces SEND as a priority for Worthington Primary School.
- SENDCO has National Award for Special Educational Needs Co-ordination (NASENCO) qualification.
- Experienced, knowledgeable & established staff in key positions such as SENDCO and named Governor for SEND.
- Staff member Senior Mental Health Lead trained.
- Staff member received Professional Training in the applied use of mindfulness for 7-11 year olds.
- A number of staff awarded FAA Level 2 Award in First Aid for Youth Mental Health (RQF).
- Staff member undergoing ELSA training.
- EYFS staff member undergoing EYFS SEND Advocate training.
- Staff member undergoing NPQ SENDCO Qualification training.
- Termly guidance on actions to be completed, followed by SEND team and provided to teaching staff.
- Protocols and policies embedded for referrals to outside agencies as well as provision within school including therapies.

Quality First Teaching for SEND at Worthington

- Clear learning objectives shared at the start of lessons
- Adapted tasks and resources to meet individual needs
- Use of visual aids (e.g. Now & Next boards, timetables, number lines)
- Calm, structured learning environments
- Differentiated questioning to support understanding
- Opportunities for pre-teaching and overlearning
- Targeted support within the classroom (e.g. precision teaching)
- Inclusive language development activities
- Autism-friendly strategies and sensory considerations
- Independent learning opportunities with scaffolding
- Regular use of feedback and praise to build confidence
- Emotional wellbeing supported through routines and relationships
- Staff trained in SEND awareness and inclusive practices

The quality of SEND Provision

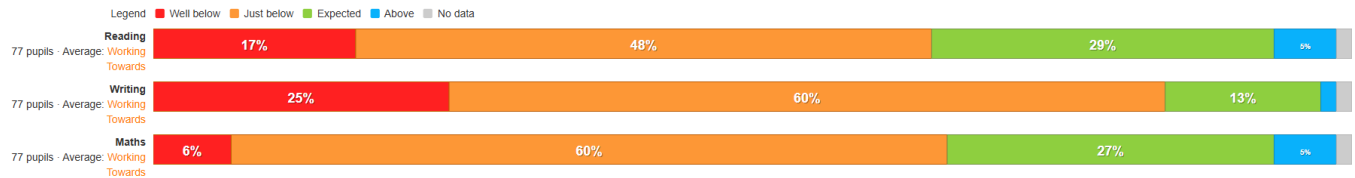
- Accessibility Plan ensures the needs of children and parents with SEND are considered in all aspects of school life.
- Collaboratively produced Behaviour Policy/Worthy Way/Code of Conduct for children ensures that behaviour is exemplary throughout school.
- Worthington Primary School addresses emotional wellbeing amongst pupils and uses appropriate intervention e.g. Dog Therapy, Lego Therapy, Mindfulness sessions, ELSA, outdoor learning.
- Careful, personalised support arrangements are in place to address mental health needs/emotional wellbeing of children.

- Worthington has a holistic approach to SEND and its provision is responsive to the needs, development and well-being of all pupils.
- Opportunities for SEND children to access and participate in inclusive activities outside of school.
- Access to extra-curricular activities for children with SEND.
- Thorough transition for Year 6 SEND pupils with relevant Secondary Schools, including additional visits with SENDCo & Teaching Assistants, documents and pupil profiles sent through new the secure Six-Seven transition software.

Achievement of SEND

Attainment Overview for Pupils with SEN Support or EHC Plan - 2025-2026 Autumn - Main Assessment

Print



SEN Policy

- SEND Policy reviewed February 2025 to be reviewed February 2027

SEND Information Report on School Website

- SEND Information Report reviewed February 2025.
- SEND Information Report meets statutory requirements.

Accessibility Plan

- Detailed accessibility plan ensures the needs of children, staff and parents with SEND are met.
- Reasonable adjustments are made to ensure all SEND children access opportunities, in school, on residential trips and in the wider community
- Accessibility Policy due for renewal January 2027

SEND Budget and Spending

- SEND Notional budget £196, 987
The notional Special Educational Needs (SEN) budget is an allocated, non-ring-fenced portion of a mainstream school's core funding (Element 2) designed to cover the first £6,000 of additional support costs for pupils with SEN. It enables schools to provide early intervention, small group work and specialized equipment without needing an Education, Health and Care Plan (EHCP)

Staffing for SEND

- There are experienced and trained members of staff employed to support pupils with an EHCP and on SEN Support

Interventions

- Small group interventions: wellcomm, phonics, reading, writing, spelling, SPAG, handwriting, maths
- SALT intervention programmes in place
- Dynamo maths intervention programme
- Dyslexia support
- Pre-learning
- Holistic therapy through mindfulness sessions, ELSA, Pet Therapy and strategies to improve mental health.
- Intergen volunteers hearing readers
- Young Dog Handlers
- Therapy Dog intervention

CPD for Staff

- SEND Advocate training
- Trafford SEND Forum
- Partnerships for Inclusion of Neurodiversity in Schools (PINS)
- Continued Emotional Literacy Support Assistant (ELSA) Training

- Speech and Language therapy
- Attachment and Trauma training
- Supporting adopted children in education

Pupil Voice

- Children contribute to writing and reviewing pupil profiles and Learning Plans
- Curriculum pupil voice
- Inclusion pupil voice – QUASP and SPP

Parent/Carer Voice

- SEND Parental Involvement in pupil profiles, Learning Plans, parents' evenings and EHCP annual reviews
- Close home/school communication through face to face and via school communication platform
- SENDCo appointments available

External Agencies

- Educational Psychologist
- SENAS
- Speech and Language
- TASC Pathway
- TCAS Pathway
- T-Thrive
- CAMHS
- TSISS
- Trafford Team Together
- Art Therapy Service
- Trafford EHCP Team
- School Nurse

Any other developments regarding SEND moving forward

- Sensory Garden – The Zen Den
- Continued development of Coffee Mornings for Parents
- Develop more child-centred annual reviews where appropriate
- Increase opportunities for pupil voice
- Development of inclusion hub
- Relational belonging and inclusion programme