



# Wendover C of E Junior School

## SEND Information Report

# 2022 to 2023



This report sets out what we offer for children with SEND (Special Educational Needs / Disabilities).

We update this report every year.

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# Termly parent meetings / SEND Reviews

SEND Review meetings will be held once a term.

You can have the meeting in person, virtually or by telephone.

A suggested appointment time and date will be sent to you by the School Office.

You can contact the School Office to change the time or date.

The SENDCo will be at the meeting. Other staff (e.g. class teachers or learning support assistants) may be at the meeting, if they are available. Children do not normally attend the meetings when they are held in school time. Children are welcome to attend the meetings held during parental consultation evenings.



# Staff capacity

Please note that the SENDCO aims to deal with all queries and issues as quickly as possible, preferably within a couple of days. When queries are complex and require consultation with other staff, it may take longer. However, there are over fifty children with Special Educational Needs and it may be that the SENDCO is dealing with another child's needs when you would like to discuss your child with her.

The SENDCO is usually always available at the Year 3 / 4 school gate for a quick catch-up, unless the matter is confidential. Parents are requested to email / telephone in the first instance.

Many queries are more easily answered by the class teacher, who is in daily contact with your child.



# What kinds of SEND do we support?

Wendover C of E Junior School is a mainstream Church of England Junior school, which provides for children with a range of special educational needs, including those with:

- Communication and interaction needs; this includes speech, language and communication difficulties, including autistic spectrum conditions
- Cognition and Learning needs; this includes children who have general learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia
- Social, Emotional and Mental Health needs, including children with Attention Deficit (Hyperactivity) Disorder (ADHD)
- Sensory and/or Physical Needs; this includes children who have visual or hearing needs, or a physical disability that affects their learning



# Identifying SEND

As a school with a strong Christian ethos, we acknowledge and celebrate the fact that each child is unique and is a valued part of our school community.

Teachers and learning support assistants work closely with children and check that they are understanding the lessons and making progress, both academically and socially.

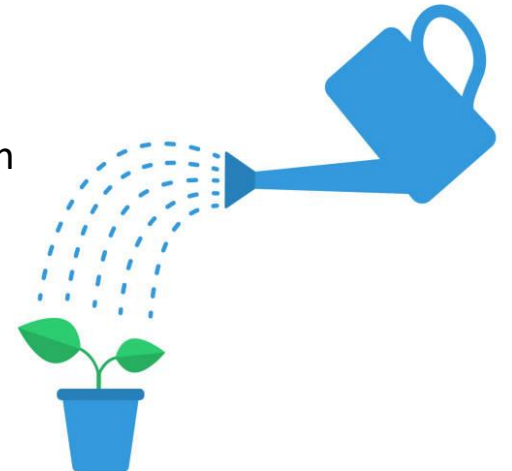
We will always contact a parent if we have a concern that a child may have a special educational need and fully involve parents in the identification of their child's needs. We will listen to parents if they contact us with concerns about their child's progress.

The school uses Buckinghamshire's Graduated Approach, which sets out the differing ways by which all children and young people's SEN are identified and met. There are three levels.

- Universal support – ensuring the best outcomes for all (Tier One) – support for all. Buckinghamshire's approach starts with lessons which offer support and challenge for all.
- Early SEND Support for some children (Tier Two) – Where a child identified with SEND does not make expected progress, we will offer more intensive support with an individualised SEND Support Plan.
- Continuing SEND Support for a few children (Tier Three) – After a SEN Support Plan has been reviewed and refined over a few cycles, we may need to involve other people. Sometimes, a few of these children may need the extra support of an EHCP (Education, Health and Care Plan).

Our Special Educational Needs Co-ordinator (SENDCo) is Mrs Jennifer Bartlett. She can be contacted on 01296 696 822 or [admin@wendoverjunior.co.uk](mailto:admin@wendoverjunior.co.uk)

Our Special Educational Needs Governor is Danielle Gaglione. She can be contacted on [admin@wendoverjunior.co.uk](mailto:admin@wendoverjunior.co.uk).





# Involving children and parents

The partnership between home and school is important to us at Wendover. We value the support of parents in helping us to enable all children to meet their full potential. We work closely with both parents and children to agree outcomes and to plan how we will all work together towards these, and then to review progress. We agree targets for the children and then work on how to help the children achieve them. We monitor their progress carefully, by watching them in class and at social times. We also assess their progress with some tests, e.g. spelling tests. We communicate this progress with you in a variety of ways:

- Parents' consultation evenings for all children are held twice a year (November and February) and an informal drop-in session is held during the end of Summer Term to discuss the child's end of year report. It is up to you to decide if you think your child should attend this meeting.
- If parents have concerns which are more immediate and cannot wait until the next formal review, they are welcome to arrange a meeting with their child's class teacher and/or the SENDCo.
- Parents are always able to informally speak to class teachers at the end of the school day – many teaching staff are available at the gate at this time.
- Parents of children who get Early SEND support and Continuing SEND Support will be invited to a termly SEND Review of the support offered. Children, LSAs, teachers and any relevant specialists are invited to these reviews and may also give their views in writing, if they prefer.
- Parents of children who have EHCPs are also invited to an annual review of the support offered. Children, LSAs, teachers and any relevant specialists are invited to these reviews and may also give their views in writing, if they prefer.
- Parents of children with SEND support are also invited to a half termly coffee morning where they are able to liaise with other parents and members of the SEND support team.





# Joining and moving on from our school

## Moving into Year 3

We encourage all new children to visit the school before starting. For children with SEND, we arrange transition meetings with the previous school to ensure that we are well prepared to meet the additional needs of the child starting at our school.

## Moving into Year 7

Usually, children have a chance to visit their new school before the end of the academic year and where necessary additional visits are arranged for children with SEND. Sometimes these additional visits are supported by an advisory teacher from the Specialist Teaching Service team. We begin to prepare children for transition into Year 7 by holding SEND Review meetings. A representative from the secondary school is invited to attend. Children with EHCPs will need to express a preference for secondary school while the child is in Year 5.







# Teaching and learning: the curriculum and inclusive teaching

Please look at the school website for information on the exciting curriculum the children enjoy. We offer a broad and balanced curriculum for all children, including those with SEND. Teachers are responsible for the progress of all children and lessons are well differentiated to ensure success and progress for everyone.

Support for children with SEND begins in the classroom with the class teacher. The class teacher knows the children well and will make adjustments to the learning environment that support the individual child, but will also support the other children too. Examples of this level of support will include chunking instructions into small, easily understood sections; supporting spoken instructions with visual support; repeating instructions to individuals and small groups; differentiating and scaffolding work so that all children can attempt it. This approach is called inclusive teaching or ordinarily available provision.





# Teaching and learning: individualised support

## Individualised support for children with SEND

Depending on their need, some children may also require:



1. Access to personalised resources or adaptations to the physical environment. For example, some children will need movement breaks, sensory resources, fidget toys, different coloured paper etc.
2. SEND Individual, pair or small group activities to teach specific skills, usually linked to a target.
3. Individual, pair or small group intervention programmes. The programmes offered are to boost and support learning and are delivered by a Learning Support Assistant.
4. Classroom support from an additional adult to enable children to access the classroom curriculum. Learning Support Assistants work with children with SEND to enable the child to be as independent as possible and access the mainstream curriculum. Learning Support Assistants support the children with SEND in a particular class and will work with several children. All Learning Support Assistants work with a range of children and no child is expected to have an adult with them at all times: all children are encouraged to be independent where possible.

All interventions are monitored by the SENDCo. Interventions may support a particular aspect of learning such as reading and comprehension or maths, but we also offer social / nurture support to enable children to develop communication and social skills and increase their self-esteem.



# Teaching and learning: interventions

We know that the best place for children to learn is in the classroom with the teacher, alongside their peers. However, there are times when children need additional, targeted support. We provide a range of 1:1 or small group interventions. Children are taken out of classes for short periods to work with an adult. The aim is to make accelerated progress, which will enable the child to access the main classroom learning.

The interventions that we currently offer are:

1. Nessy – an online reading / spelling programme that teaches and practises phonics
2. Regular focused reading practice, with an adult.
3. Plus 1 or Power of 2 – basic maths skills
4. Pre-teach vocabulary – children learn essential vocabulary ahead of their peers.
5. The Zones of Regulation – teaches an understanding of emotions and how to manage them
6. Social skills – explicit teaching of social rules and strategies to help in dealing with other people.





# The SEND team

The SENDCo has a team of approximately 20 Learning Support Assistants (LSAs). There are four Lead LSAs, who each specialise in an area of SEND or need:

- Pastoral support, including attendance
- Social, Emotional and Mental Health
- Speech, Language and Communication
- Autism and ADHD

Each Lead LSA is based in a year group and works with children with SEND in the classroom, in addition to sharing their expertise across the school and supporting the SENDCo.

Each classroom has an LSA, who supports the children with SEND in that class. There are rarely more than about five children in need of SEND support in a particular class. A few children have an Education, Health and Care Plan (EHCP) which means that they may have additional support from an adult for part or all of the day. This is based on their needs, as decided by the iSEND team at County.



# The SEND Support Plan

All children with SEND have an individualised SEND Support Plan, which is a live document and changes as the child's needs change. The Plan is formally reviewed once a term as part of the SEND Review process. Parents, children, class teachers, learning support assistants and the SENDCO are part of the review process. The Plan has two main sections:

1. Provision: This is the standard provision made for that child, e.g. movement breaks or a reading overlay. This section is shown with a coloured background.
2. Targets: These are the particular areas that the child is working on. Most children have about three targets. Some children (especially those who work with several external specialists) may have more.

Note that progress towards targets is measured on a six-point scale, where 6 is the best (the targeted skill is now learned so well that the child does it most of the time, without even thinking about it) and 0 is the lowest (where the child is not even willing to attempt the task yet).




# The Pupil Profile

Pupil Profiles are documents which describe a child's needs, difficulties and preferences. They are made available to all staff who teach the child, including the Premier Education team, who teach PE.

Pupil Profiles will be made available as part of SEND Review meetings and updated regularly as part of the SEND review process.

## Name's Pupil Profile



|  |  |   |
|--|--|---|
| <p>My likes and dislikes<br/><i>(at home and school, hobbies, interests, achievements)</i></p> | <p>(photo)</p>   | <p>What people like and find interesting about me</p> |
|  | <p>Date</p>  |   |
| <p>What doesn't work for me ...<br/><i>(situations that might be challenging)</i></p>          | <p>How to best support me ...<br/><i>(in class, outside, particular support strategies with learning, socially, any personal care)</i></p> |   |

Respect Responsibility Reflection Resilience



# Special skills and expertise in the SEND team.

The SENDCo has the nationally recognised NASENCO qualification.

All staff undertake training in various aspects of SEND according to the needs of the children to ensure that the support given to pupils is appropriate and effective.

Training needs of staff are reviewed as part of the Continuing Professional Development (CPD) process.

Online learning is available to all Learning Support Assistants and they are encouraged to use it.

Some Learning Support Assistants are trained to run specific programmes.

Some staff have undertaken Team-Teach or Step On training to support children with behavioural needs.

All Learning Support Assistants are supported by the SENDCo to work effectively with individual children.

Our SENDCo attends Buckinghamshire LA's SENDCo liaison briefings.





# How do we know if SEND provision is effective?

All children are monitored throughout the teaching process. The progress of all children in school is assessed during the assessment weeks that happen three times each year.

This progress is then discussed as part of Pupil Progress Meetings with teaching staff, the Headteacher and the SENDCo.

SEND provision is also included in the school's annual monitoring cycle through lesson observations, monitoring the quality of SEND Support Plans, observations of interventions and learning walks with a specific focus on SEND.

For children with SEND, we regularly review their progress towards agreed outcomes, assessing whether the support that has been in place has made a difference and what we need to do next.

We evaluate all progress against age related expectations. When we run intervention programmes, we assess how successful they have been and use that information on how to best run them in the future. The Governor for SEND meets regularly with the SENDCo to monitor the effectiveness of SEND provision.



# Extra-curricular and enrichment activities

Our vision states that ‘... everyone at WCEJS has the opportunity to flourish.’ We expect all children to be included in all activities.

All children are included in activities and trips following risk assessments where needed, and in accordance with duties under the Equalities Act 2010.

Some children will need additional support to be able to access all activities.

We talk to parents when planning trips so that everyone is clear about what will happen. We will prepare children for trips so that they know what to expect.



# Support for well-being: all children

We actively encourage all children to talk to their teacher or another trusted adult if they have a problem.

Bullying is not tolerated and we take it very seriously. We help to prevent bullying of pupils with SEND by providing awareness and training to all school staff on the understanding of our anti-bullying policy, procedures and responsibilities. We regularly review school policies and ensure that all our pupils are protected from discrimination and bullying on the grounds of disability.

Our Christian Values are embedded in the ethos of our school and underpin all of our relationships.

We regularly discuss relationships and diversity with children, in worship, in PSHE (Physical, Social and Health Education) lessons, including RHSE (Relationship, Health and Sex Education) and in class time. We expect everyone at Wendover C of E Junior School to celebrate difference and to challenge bullying or prejudicial behaviour.

Our restorative approach to solving conflict is effective at restoring relationships.

# Support for well-being: Especially for children with SEND...



We listen to the views of children with SEND through the pupil comment section on the Pupil Voice that is completed for review meetings and through positive relationships between adults and children.

The Pastoral Support Lead works with specific groups (e.g. Young Carers) and with individual children in need of pastoral support.

The school has provided a dedicated area, The Peace Room, with specific focus on supporting the wellbeing, sensory and learning needs of our children. This safe space encompasses a wide variety of learning and sensory equipment, as well as resources to work with children on emotional development.

The Pupil Profiles, which describe a child's needs, difficulties and preferences are made available as part of SEND Review meetings and updated regularly as part of the SEND review process. Children are involved in the production of these documents.



# External support

We have access to a range of special support services including:

- Specialist Teaching Support Team (Run by Buckinghamshire County Council, including Hearing Impairment Team, Autism, Communication and Interaction Team, Down Syndrome Team etc.)
- NHS Therapies Team (Physiotherapy, Occupational Therapy, Speech and Language Therapy)
- Child and Adolescent Mental Health Services (CAMHS)
- School Nursing Service
- Children's Social Care / Family Support Service
- The Virtual School for Children who are Looked After

We also refer children to a range of other support services, including Young Carers and the Pupil Referral Unit.

These services are not under our control. We can refer children to them but have no control over the decisions the various service provider makes. All services are extremely pressured and waiting times for visits or assessments are quite long.





# The Bucks Local Offer

The school's link to the Bucks Local Offer: Information for the Local Offer for Buckinghamshire County Council is available at: [www.bucksfamilyinfo.org/localoffer](http://www.bucksfamilyinfo.org/localoffer)

This is a really interesting page, full of links to different organisations and things to do, specifically for children with SEND.

The screenshot shows the Buckinghamshire Council Family Information Service website. The header is dark blue with the council logo, the text 'Family Information Service', and a search bar. Below the header, the page title is 'Special educational needs and disabilities (SEND Local Offer)'. There are three main content cards:

- Get started with SEND**: Where to start if you're new to special educational needs and disabilities. The card features an image of a woman and a child looking at a laptop.
- About the SEND local offer**: What the SEND local offer means and how it can help you. The card features an image of a smiling woman.
- Education and SEND**: Help for children and young people with SEND in education. The card features an image of a child wearing headphones.

The Windows taskbar is visible at the bottom of the screen, showing the search bar and various application icons. The system clock indicates the time is 12:06 on 16/12/2021.



# Compliments and complaints

We do our best to support all our children and will always try to resolve issues when they arise.

In the first instance, please contact the class teacher or the SENDCo.

If you wish to take it further, contact the Headteacher.

The School's SEND policy is on the school website. The school's Complaints Policy is also on the school website.

