

Wendover CE Junior School

SEND Half-termly Newsletter: 9 May 2025



*Through living our Christian values, everyone at WCEJS
has the opportunity to flourish.*

*We nurture the curiosity to learn, the courage to lead
and the compassion to care.*

Building solid foundations (Matthew 7:24)





What's in this newsletter?

All the usual things...now with a yellow border so that you know which ones they are.

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New this issue - pages with a red border

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News from the SENDCo

Dear Parents and Carers,

Welcome to the Summer Term!

Transition: This is the term when we start looking forward to September, especially for Years 6 and 2, although all classes will move up. Although this is exciting, it can also be very unsettling, for both parents and children. We will start the transition process in earnest in the second half of the Summer Term, but are already liaising with infant and secondary. This newsletter will be sent to all parents who have accepted a place in Year 2, so that we can start to get to know children and families as soon as possible.

Secondary School Transfer Test (SSTT or 11+): There is some important information about this [here](#). The Buckinghamshire Grammar Schools have changed the process so that parents no longer have to request adjustments: schools are now asked to request adjustments *for those children who routinely receive adjustments*.

Mrs Bartlett, SENDCo
admin@wendoverjunior.co.uk





New to us in September? Children in Year 2 with SEND or possible additional needs

If your child is in Year 2, you have accepted a place at our school and your child has been identified as having SEND or possible additional needs – WELCOME to WENDOVER!

You will receive a copy of this newsletter and the one for the second half of the summer term. You will also be offered a chance to meet with the SENDCo at the usual SENDCo Parent meetings, along with our existing parents. Please see [this page](#) for details about that.

Children with SEND often benefit from additional transition support. We have a well-established programme established with the John Hampden Infant School, where small groups and individuals often come through the playground for additional visits. We also liaise with other local schools so that children can feel as comfortable as possible with the change process.

If you think that your child will need support above and beyond this, please contact the SENDCo at admin@wendoverjunior.co.uk



Testing times: Year 6 Key Stage 2 National SATs

Year 6 children will be taking Key Stage 2 National SATs in the week beginning **Monday 12 May 2025**. There will be SATs assessments for children in Year 6 on **Monday, Tuesday, Wednesday and Thursday** mornings.

So that we can give those children the best possible chances to show what they can do, we offer increased adult support to Year 6 so that children can be tested separately, have readers or scribes and can be prompted when needed.

This obviously means some disruption to the rest of the school: some rooms, interventions and classroom support may be somewhat different for those four mornings.

Thank you for bearing with us (and especially with the Year 6 children) during this week.

2023 national curriculum tests

Key stage 2

**English grammar,
punctuation and spelling**

Paper 1: questions

First name				
Middle name				
Last name				
Date of birth	Day	Month	Year	
School name				
DfE number				



Secondary School Transfer Test – important advice about the 11+ for Year 5 parents!

The Secondary School Transfer Test (the “11+ test”) is administered by the Buckinghamshire Grammar Schools. You will need a qualifying score if you want to attend one of the grammar schools.

The test is taken in early September in Year 6.

If you do not want your child to take the test, please email the school. You can do this right up to the day of the test.

If your child does take the test, they might have adjustments made to the testing arrangements. These adjustments need to be part of their normal way of working (the support a child receives in class on a regular basis). For example, if your child normally has additional time to complete tasks or needs movement breaks, we can request that. Adjustments are unlikely to be agreed if they are not part of the child’s normal way of working. The school will apply.

There is additional guidance from The Buckinghamshire Grammar Schools’ (TBGS) [SSTT FAQ page](#).



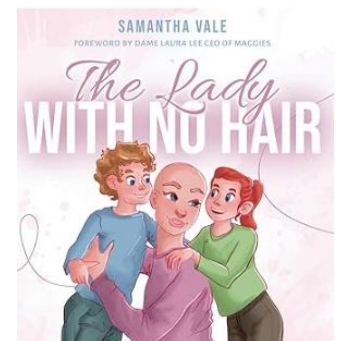
A good read

I am often asked for recommendations for good books for children who want to read about other children with SEND or by authors who have direct experience of autism, ADHD or dyslexia etc. Here are a couple of books that have been popular recently.

The Curious Incident of the Dog in the Night-Time by Mark Haddon. An old one, but still a fascinating insight into how autistic people experience the world. Read *chapter 181: I see everything* about how overwhelming even the calmest environment can be. Great for adults and older children.



The Lady with No Hair by Samantha Vale. This one is not really about SEND, but deals with the anxieties faced by a child whose mother loses her hair to cancer treatment. It deals with a big roller coaster of emotions – shock, sadness, surprise, fear. It deals with what “normal” actually means.



Please let me know if you have any recommendations and I will share them here.



SEND Dates for your diary

Meet the SEND Team Events

2:30 Tuesday 20 May 2025

9:00 Thursday 17 July 2025

RAF Service Support Coffee Meetings

2:30 on Tuesday 20 May 2025

2:30 on Monday 30 June 2025

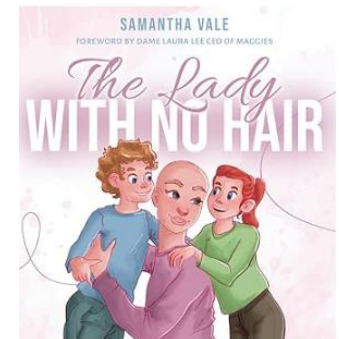
SENDCo / Parent Meetings

Monday 16 June 2025 to Friday 4 July 2025

Year 6 SATS week.

W/c Monday 12 May 2025.

There will be SATs assessments for children in Year 6 on Monday, Tuesday, Wednesday and Thursday.





Bluebirds

You may wonder why there are Bluebirds all over this newsletter.

When we re-launched our SEND room, the children chose the name for it, via the School Council: The Bluebird Room. We use the Bluebird Room for group sessions (e.g. Young Carers) and for emotional regulation.

All classrooms also have a Bluebird Box, which contains lots of equipment that children with SEND may find useful. For example, sensory tools, overlays, reading slopes, wobble cushions...

The Bluebird Boxes are useful resources for teachers to use when supporting children.





The SENDCo and the SEND team

The SENDCo is **Mrs Jenny Bartlett**. I am also one of the school's two Assistant Headteachers and the Designated Safeguarding Lead.

I am not based in a class or year group and work with children and staff across the whole school. I co-ordinate the provision of SEND support across the school.

I am supported by a team of four Lead Learning Support Assistants (Lead LSAs) and several Learning Support Assistants (LSAs). This sounds like a lot of people, but not everyone works full-time.

We send this newsletter out twice a term to all parents whose children have SEND Support Plans or EHCPs. It is also available on the school website for all parents.

Contact me at: admin@wendoverjunior.co.uk



The SEND Team – the Lead LSA team

The four LLSAs are:

Mrs Nikki Weeks-Pearson – Pastoral Support Lead. Mrs Weeks-Pearson supports children 1:1 with social, emotional and mental health issues. She runs our Young Carers Group, which meets on Tuesday afternoons. She also runs the Nurture Group in Year 3.

Miss Clare Doman – Lead LSA for Behaviour and Attendance. She is also working on extending and embedding our work on the zones of regulation and emotional self-regulation.

Mrs Rebecca Ford-Makin – Lead LSA for Year 3 and 4. Mrs Ford-Makin also supports the Dynamo Maths intervention.

Mrs Charlotte Brister – Lead LSA for Year 5 and 6. Mrs Brister also supports the Language Link intervention.



Lead LSAs and cover teaching

We are fortunate to have four Lead LSAs (Lead Learning Support Assistants) in this school, who all take a significant role in the provision of support to our children. For example, the Lead LSAs provide pastoral support, the nurture group, EAL groups, Young Carers, Language Link groups, Dynamo maths assessments, behaviour support, attendance support and a range of other individual and group interventions.

However, as part of their role, Lead LSAs also cover lessons for absent teachers, often at very short notice. This means that, sometimes, it is not possible for them to be able to carry out their other duties. Please bear with us on these occasions: we always try to catch up as quickly as we can.

The Buckinghamshire Local Offer



Buckinghamshire Local Authority has a useful [web page](#) which not only sets out their local offer of support, but also contains links to many useful organisations and sources of support.

There is general advice as well as specific suggestions for support.

You could check out the [Autism Toolbox for parents and carers](#) or the services offered by [Bucks SENDIAS](#), who provide free, confidential, impartial information, advice and support relating to SEND.

The screenshot shows the Buckinghamshire Council Family Information Service website. At the top, there is a dark blue header with the council logo, the text 'Buckinghamshire Council Family Information Service', and a search bar. Below the header is a 'Home' link. The main heading is 'Special educational needs and disabilities (SEND Local Offer)'. There are six content cards arranged in a 2x3 grid. Each card features a photograph at the top, a title, and a short description. The cards are: 1. 'Get started with SEND' with a photo of a woman and a child looking at a laptop. 2. 'About the SEND local offer' with a photo of a smiling woman. 3. 'Education and SEND' with a photo of a child wearing headphones. 4. 'SEND money and benefits' with a photo of a woman. 5. 'Health and SEND' with a photo of a woman. 6. 'Social care and SEND' with a photo of a woman.

Get started with SEND
Where to start if you're new to special educational needs and disabilities

About the SEND local offer
What the SEND local offer means and how it can help you

Education and SEND
Education help for children and young people with special educational needs and disabilities (SEND). Including Alternative Provision, EHCPs, find your EHCCO, and SEND school transport.

SEND money and benefits

Health and SEND

Social care and SEND



The SEND Team - the LSA team in Year 3 and 4

3W- Mrs McHardy-Jones' class – Mrs Becky Williams, Mrs Ria Austin, Miss Weeks-Pearson, Mrs Hayley Burton

3J – Miss Easton's class – Mrs Emma Salmon, Mr Cooper Edwards

3S – Mrs West & Mrs Beck's class – Mr Cooper Edwards, Mrs Hayley Burton

4W – Mr Slade's class – Mr Robert Irvine

4J – Mrs Simpson's class - Mrs Laura Duignan

4S – Mrs Beale's class – Mrs Laura Duignan

All Year 3 and 4 classes are also supported by Mrs Ford-Makin.



The SEND Team - the LSA team in Year 5 and 6

5W – Mrs Edwards’ class – **Mrs Charlotte Brister**

5J – Mrs Corns’ and Miss Ellerby’s class – **Miss Ashley McLure**

5S- Mrs Khan’s class – **Mrs Sally Barrett**

6W – Mr Kirk’s class – **Mrs Jemma Elliot, Miss Jade Buckingham**

6J – Mr Newnes’ class – **Miss Maddie Keating**

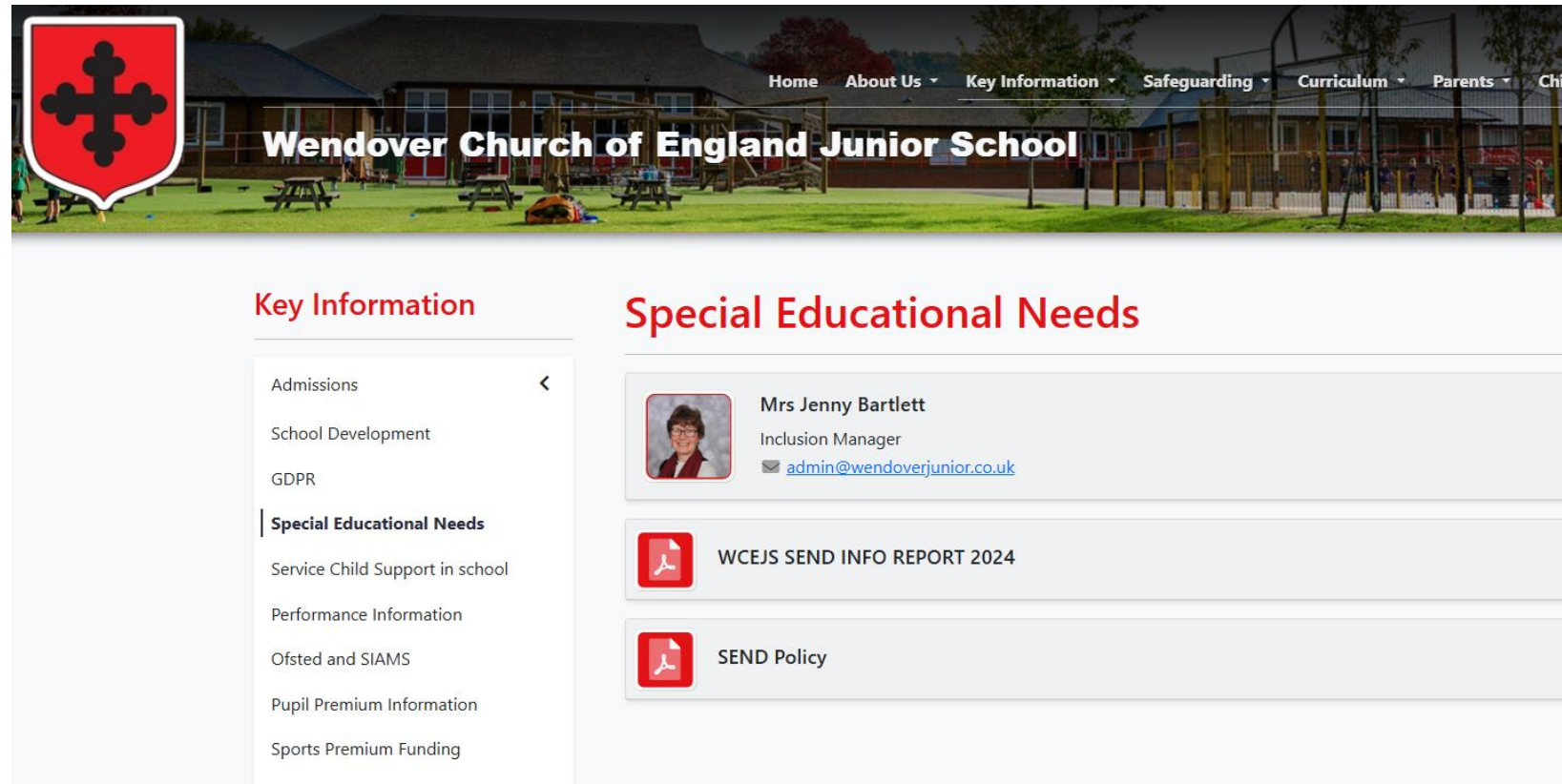
6S – Mrs Khan’s class – **Mrs Sandeep Kaur, Mrs Jemma Elliot**

All Year 5 and 6 classes are also supported by **Mrs Charlotte Brister**

SEND Information Report and the SEND Policy



All schools are required to share an annual SEND Information Report and their SEND policy with parents. Ours is on [this page](#). We update the SEND information report each year and consult with parents. Do let us know if anything is unclear or you have any questions.



The screenshot shows the website for Wendover Church of England Junior School. At the top left is a red shield with a black cross. The main header features a photograph of the school building and playground, with a navigation menu including Home, About Us, Key Information, Safeguarding, Curriculum, Parents, and Children. Below the header, the 'Key Information' section is active, showing a list of links: Admissions, School Development, GDPR, Special Educational Needs (highlighted), Service Child Support in school, Performance Information, Ofsted and SIAMS, Pupil Premium Information, and Sports Premium Funding. The 'Special Educational Needs' section features a profile for Mrs Jenny Bartlett, Inclusion Manager, with her contact email admin@wendoverjunior.co.uk. Below this are two document links: 'WCEJS SEND INFO REPORT 2024' and 'SEND Policy', each with a PDF icon.



Levels of SEND

We have four levels of support for children with SEND. Children may move between levels, as their needs change.

	Children	Adults supporting	Documents	Liaison with parents / carers	Interventions beyond the classroom	SENDCo Role
Ordinarily Available Provision (OAP)	Children may or may not have a diagnosis Children have needs that can be met by typical classroom practice Most children are at this level of support	Classroom teachers Learning Support Assistants Lead Learning Support Assistants	As per the rest of the class	Usual classroom communication Parents' Consultation Evenings and reports	Usually not needed	Oversight
Assess Plan Do Review by classroom teacher and LSA (APDR)	Children may or may not have a diagnosis Children's needs may not be being met by typical classroom practice and there are concerns Some children are at this level of support	Classroom teachers Learning Support Assistants Lead Learning Support Assistants	Assess Plan Do Review plans created and managed by teachers	Usual classroom communication Parents' Consultation Evenings and reports Additional liaison with parents may be needed	Sometimes offered on a trial basis where there are concerns	May be involved
SEND Support Plan (SSP)	Children may or may not have a diagnosis Children have needs that require adjustments beyond OAP Some children are at this level of support	Classroom teachers Learning Support Assistants Lead Learning Support Assistants External professionals may be involved	SEND Support Plans, created and managed by teachers and SEND Support Team.	Usual classroom communication Parents' Consultation Evenings and reports Termly SEND Review meetings and SEND Review reports	Interventions from LSA team Sometimes support from external professionals	Actively involved
Education and Health Care Plan (EHCP)	Children may or may not have a diagnosis Children have complex needs that need a high level of support A very few children are at this level of support	Classroom teachers Learning Support Assistants Lead Learning Support Assistants External professionals may be involved	Education and Health Care Plan (EHCP), written by the LA, with parents and school SEND Support Plans, created and managed by teachers and SEND Support Team.	Usual classroom communication Parents' Consultation Evenings and reports Termly SEND Review meetings and SEND Review reports Annual Review meeting for EHCP	Interventions from LSA team Sometimes support from external professionals	Actively involved



Service Support (RAF)



Mrs Ria Austin is our Service Support Assistant. In addition to her work in classrooms, she works 1:1 with all RAF children, increasing support around times of difficulty, e.g. deployment, social and emotional issues.

She also runs regular lunches for groups of service children and their friends, as well as other events, e.g. the Year 6 wellbeing course, Little Troopers events and craft sessions, where children make items to send to family members who they don't see very often.

Parents are invited to a half-termly informal meeting with Mrs Austin. This term, they are joint meetings with parents from John Hampden School.

2:30 on Tuesday 20 May 2025 at our school.

2:30 on Monday 30 June 2025 at our school.

Do come along and meet some new faces.





SENDCo Parent meetings

We offer a termly meeting with the SENDCo, in addition to the termly meeting with the class teacher.

We offer time slots at SEND meetings via the 'school cloud:' this is the same system that parents use to book Parents' Evening Consultations. Parents are able to choose their own time slots. If the meeting is in school time, we can try to arrange for your child to be present at the meeting.

This term, we are holding the meetings across three weeks, to enable parents to have the widest possible availability.

Dates for SEND Meetings Summer Term 2025:

- **Monday 16 June 2025 to Friday 4 July 2025**





SEND Support Plans

All children with SEND support or EHCPs have an individualised SEND Support Plan. The plans describe the support offered to the children. These are issued and reviewed termly.

SEND Support Plans are live documents and often change as the children's needs change.






A draft version is sent home near the start of term and a reviewed version is sent home, along with the SEND Review form, at the end of term.

At the end of the term, we also send home a **SEND Review Report**, which summarises the support given for the whole term and includes other information, e.g. the child's views.

Examples of the format of the SEND Support Plan and the SEND Review Report are on the following pages.



Wendover C of E Junior School

<p>How I like to be supported in school:</p> 	<p>Zones of Regulation:</p>	<p>Motivators/What do I like? I like ...</p> 
<p>How I like to be supported in PE:</p>	<p>I communicate by:</p>	
<p>What people like and admire about me:</p>	<p>My name is X and I am X years old. I am in Year X at X School</p> 	<p>What am I good at? (strengths & talents)</p> 
<p>My dreams and aspirations:</p>	<p> What do I find difficult or hard? (include my fears & worries here)</p>	<p>Areas of Need: (highlight relevant areas)</p> <ul style="list-style-type: none"> Communication and Interaction Cognition and Learning Social, Emotional and Mental Health Sensory and Physical Needs, including medical Independence and community Involvement



Wendover C of E Junior School

Details of Child/Young Person			
The following questions are for school age pupils			
Name (in full)		National Curriculum (NC) year	
Also known as		Young carer	Y/N
Date of birth	00/00/00	EBSA	Y/N
Gender at birth	Male/Female	Is the pupil receiving any alternative provision package?	
Preferred pronouns		Reception Inclusion Funding	Y/N
Ethnicity		Off-set	Y/N
English as an Additional Language (EAL)	Y/N	Home language	
Reduced timetable under behaviour policy.	Y/N	Current Pupil Referral Unit (PRU) placement or involvement	Y/N
Looked after child (LAC)	Y/N	Suspensions/exclusions in the last 12 months	



Wendover C of E Junior School

Background

- Family Story – including number in family and any relevant family history.
- Child's story – this could include relevant details relating to birth and early development, other professionals that have been involved, detail move of house. Details of any medical conditions, operation, diagnoses etc

My Family's Views:

The **parents' comments** should include: The parents' /carers' and children's aspirations for both their short term and longer-term future. This could include aspirations relating to

- Skills and attitudes that they hope to develop
- Thoughts about schools

They could also comment on any support they have had that has been successful and any other services they would like to find out about

How can my **family** help me? (include signposting to support and strategies which can be used in the home)



Wendover C of E Junior School

	Strengths	Special Educational Needs
Communication and Interaction		
Cognition and Learning		
Social, Emotional and Mental Health		
Sensory and Physical (including medical)		
Independence and Community Involvement		



Wendover C of E Junior School

Provision Mapping



Long Term Outcomes for Child or Young Person

These aspirational SMART (specific, measurable, achievable, realistic, time bound) outcomes will be for the current or next Key Stage and must be related to the child or young person's area of needs. We would recommend between three and five outcomes.

1. |

2.

3.



Short term outcomes will be directly linked to the agreed medium-term outcomes identified above. These should summarise the outcomes that you have been working on over each cycle of APDR or those advised by other professionals – don't forget to include a review. It is advised that each cycle be reviewed at least termly and a new plan produced annually.



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We nurture the curiosity to learn, the courage to lead and the compassion to care.
Building solid foundations (Matthew 7: 24-27)



SEND Review Report - Autumn Term 2024

This report reflects this term's achievements and should be read alongside the SEND Support Plan.

Name: Nanci Allen

Class: 5X

Child Comment / Pupil voice:

Wendover Church of England Junior School

What I want to say



Name: Nanci Allen Class: 5X Date: _____

How is school going?



It would be even better if...

I could have a

wobble cushion

Tell us about one good thing that you have done.

I got a HT award for reading



Anything else you would like to say?

I love reading and basketball. I don't

like the astro thing.

You can draw a picture, if you like.



Respect

Responsibility

Reflection

Resilience

Support

SEND Status	SEN Support	Support Time	Classroom
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Children with EHCPs: the amount of support time stated in the EHCP

Children with SEND support: the amount of time supporting through specific weekly intervention (classroom support is also provided for maths and English lessons).

Most recent assessment results (Autumn 2024)

	Baseline Assessment	End of Year Prediction	Progress	Effort
Reading	Developing	Expected	Expected	Outstanding
Writing	Developing	Developing	Expected	Outstanding
Maths	Developing	Developing	Expected	Variable

*Baseline assessment refers to KS1 results or at point of entry to school where KS1 data is unavailable

Additional Assessment

PIVAT Scores							
	Reading	Writing	Maths: Number	Maths: Shape, Space, Measure	Maths: Using & Applying	Social Awareness & Relationships	Behaviour for Learning
Previous	-	-	-	-	-	-	-
Current	-	-	-	-	-	-	-

PIVATS – This is a way of measuring small steps of progress. At the start of term, we look at the skills that children have already achieved in that area, which gives us a numbered level. We then identify a target or several targets, which will often link to an intervention or targeted activities. At the end of the term, we look at the new skills that children have achieved to assess their new level.

Approximate equivalents:

1 to 20 – Working at Reception level or below
20.1 to 35 – Working at Year 1 level
36.5 to 60 – Working at Year 2 level

60.7 to 70 – Working at Year 3 /4 level
70.7 to 80 – Working at Year 5/6 level

Nessy and Dynamo Maths

Respect

Responsibility

Reflection

Resilience



A separate report is attached if your child receives either Nessy or Dynamo Maths. Nessy is an online structured literacy intervention, which we use as a support for children who have fallen behind, especially those with dyslexia. Dynamo Maths is an online programme proven to support students with dyscalculia and those not meeting age related expectation.

Reviewed SEN Targets for Autumn Term 2024

Target	Assess (start)	Review (end)
I can maintain focus during an allocated task 80% of the time.	60%	80%

Adult support

Class Teacher:	Mrs Jones
Support Staff:	Mrs Wilson

Meeting with parents and / or child

Autumn 2024 SENDCo / Parent meeting for:	Nanci Allen 5X SEND SUPPORT
Present:	Mrs Jennifer Bartlett, SENDCo Mrs Allen Nanci Allen
Date:	12 June 2024
Child views	All good. I like my teacher. My fidget helps.
Discussion:	<ul style="list-style-type: none">Discussed ways to support with homework, especially Doodlemaths.Nanci likes doing Maths with mum and other work with Dad at the weekends.Mrs Allen is considering John Colet School but also looking at others.
Actions:	NFA

Plan: What are the next steps for this child?

Recommendations
Continue with existing support

Respect

Responsibility

Reflection

Resilience

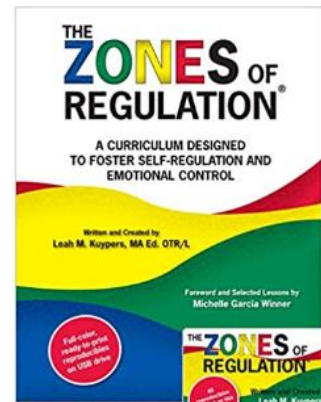


How we support children with SEND

We aim to support children in classrooms as much as possible, so that they benefit from contact with the teacher and the other children. Therefore, we only take children out of class for a small range of interventions or support activities. For example, you might find that your child comes out for one or more of the following:

- Nessy – a computer package that teaches / practises phonics skills for reading and spelling. Several times a week. 1:1 per computer, but may be carried out in a group
- Dynamo - a computer package that teaches / practises maths skills. Several times a week. 1:1 per computer, but may be carried out in a group
- 1:1 reading with an adult – frequent reading practice with an adult to build confidence and fluency
- Language Link - weekly small-group sessions of focused language activities
- Pre-teach vocabulary – a small group who learn vocabulary before the rest of the class and work on meanings and spellings
- A social skills group or activity – a group of children who focus on a particular skill
- The Zones of regulation – 1:1 or small group work on understanding and managing feelings

Note that not all of these interventions will run every term.





Meet the SEND team – events coming soon

We regularly hold Meet the SEND team events. The next ones are:

2:30 Tuesday 20 May 2025

9:00 Thursday 17 July 2025

The Meet the SEND teams events are an informal chat with SEND team staff, including the RAF Service Support Assistant. Where possible, the SENDCo or other members of the team will support parents with individual queries.

Please let us know if you would like to attend this event: send an email to admin@wendoverjunior.co.uk.

The event lasts for about half an hour. Tea / coffee and biscuits are provided.

