

Wendover CE Junior School

SEND Half-Termly Newsletter: 26 March 2026

*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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People

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If you click on me in this newsletter, I will bring you back to this page!





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 three Lead Learning Support Assistants (Lead LSAs) and a number of Learning Support Assistants (LSAs) – some full-time, some part-time.

We send this newsletter out twice a term to all parents. 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 three Lead LSAs are:

Miss Clare Doman – Lead LSA for Year 5 and 4S. Miss Doman also leads the provision of support in the areas of attendance, safeguarding, pastoral care, emotional regulation, and behaviour.

Mrs Rebecca Ford-Makin – Lead LSA for Year 3 and 4W. Mrs Ford-Makin also leads the provision of support for dyslexia (such as the Nessy reading and spelling intervention) and dyscalculia .

Mrs Charlotte Brister – Lead LSA for Year 5 and 4J. Mrs Brister also supports the Language Link intervention and manages the Play Therapy provision.



The SEND Team: the LSA Team in Year 3 and 4

3W Mrs McHardy-Jones's class: **Mrs Becky Williams, Miss Ashley McLure, Mrs Rebecca Ford-Makin**

3J Miss Easton's class: **Mrs Emma Salmon, Mrs Becky Williams, Mrs Laura Duignan, Mrs Rebecca Ford-Makin**

3S Mrs Corns's and Mrs Weeks-Pearson's class: **Mr Robert Irvine, Miss Ashley McLure, Mrs Laura Duignan**

4W Mr Slade's class: **Miss Ashley McLure, Mrs Jemma Elliot, Mrs Rebecca Ford-Makin**

4J Mrs Simpson's and Mrs Beck's class: **Mrs Laura Duignan, Mr Robert Irvine**

4S Mrs West's and Mrs Beck's class: **Mrs Ria Austin, Mr Robert Irvine, Mrs Jemma Elliot**

Year 3 and 4 classes are also supported by **Mrs Rebecca Ford-Makin, Miss Clare Doman and Mrs Charlotte Brister**



The SEND Team: the LSA Team in Year 5 and 6

5W Mrs Edwards's class: **Miss Elle Weeks-Pearson, Mrs Sandeep Kaur**

5J Miss Ellerby's and Mrs Amjad's class: **Mrs Sandeep Kaur**

5S Miss Johnson's class: **Miss Clare Doman**

6W Mr Kirk's class: **Miss Jade Buckingham**

6J Mr Newnes' class: **Mrs Jemma Elliot, Miss Jade Buckingham, Mrs Sam Bishop**

6S Mrs Khan's class: **Mrs Charlotte Brister, Miss Jade Buckingham, Miss Elle Weeks-Pearson**

All Year 5 classes are also supported by **Miss Clare Doman**

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

Year 5 and 6 classes are also supported by **Ms Kate Abbott**



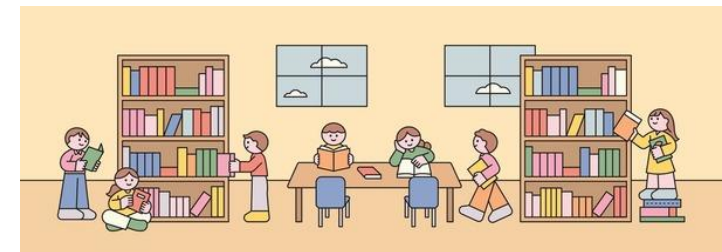
News from the SENDCo

Dear Parents and Carers,

- For parents of children in Year 5, a letter will go home by the end of this term about the **Secondary School Transfer Test (the 11+)**. All you need to do at this stage is decide to either withdraw or enter your child. We have not yet had the advice from the Local Authority on requesting adjustments.
- I recently attended some training on **dyslexia** and have included a couple of [dyslexia resources](#) in this newsletter.
- The School Nursing Service can help with behaviour management, wellbeing and emotional health. They have a new website called healthforkids: [Find out more here.](#)
- Following a trial, we have decided to keep one of the **Scanning Pens**.
- Please do not encourage children to bring [toys or fidgets](#) to school. If you think that your child needs a sensory tool in class, please let me know and I will liaise with the class teacher about this.
- Finally, those parents of children with EHCPs may already know that this school has been allocated a new EHCCo – Cecilia Payton. Contact her at cecilia.payton@buckinghamshire.gov.uk.

The next SEND Newsletter will go out in May/June 2026.

Mrs Bartlett, SENDCo
admin@wendoverjunior.co.uk





SEND Dates for your diary

Meet the SEND Team Events / RAF Service Support Coffee

- 2:30 on Thursday 23 April 2026 **Note the change of time!**
- 2:30 on Thursday 16 July 2026 **Note the change of time!**

SENDCo / Parent Meetings

Dates for SENDCo / Parent Meetings Summer Term 2026:

- **Wednesday 17 June 2026**
- **Thursday 18 June 2026**
- **Tuesday 30 June 2026**
- **Wednesday 1 July 2026**

Dates for SENDCo / Parent Meetings for Y2 parents:

- **Tuesday 7 July 2026**
- **Wednesday 8 July 2026**



Dyslexia resources

I recently attended some training on identifying dyslexia. Although we cannot recommend private providers for dyslexia assessments, the following are useful sites:

<https://helenarkell.org.uk/>



<https://www.bdadyslexia.org.uk/services/assessments/assessment-bursaries>

Services > Assessments > Financial Support

Financial Support

Unfortunately, there is not usually any direct funding for diagnostic assessments in schools, colleges or other settings; generally, assessments have to be paid for by the person, parent, or employer. As dyslexia and dyscalculia are not medical conditions, a diagnostic assessment is not covered by the NHS.

From time to time, and subject to available funding, the British Dyslexia Association can offer bursaries to individuals to support them with the cost of accessing diagnostic assessments.

- The Theo Paphitis Dyslexia Bursary
- ICE Benevolent Fund - Support for civil engineers (ICE) members pursuing a dyslexia assessment
- Institute of Mechanical Engineers - Support for members and their family members

School Nursing Service

Or scan the
QR code to
start a chat:



Health
for Kids!

NHS
Buckinghamshire Healthcare
NHS Trust

Parent and Carers

Our School Nursing Team can help with things like:

Behaviour management Development

Wellbeing Healthy eating Sleep

Emotional health Toileting

Find advice on supporting your
child's health and wellbeing.

 healthforkids.co.uk/buckinghamshire

Follow us:  Buckinghamshire Healthcare NHS Trust  @BucksHealthcare

Message your local school nursing team:

07312 263 175

Or scan the
QR code to
start a chat:



Disclaimer: We may need to inform someone if we are concerned about your safety but we would usually speak to you first. Your messages are stored securely and can only be accessed by other authorised health care professionals who follow the same strict confidentiality rules. We aim to reply to your message within one working day and you should get an immediate message back from us to confirm we have received your text. Texts will not be seen outside working hours. If you need help before you hear back from us, please contact your GP, nearest walk-in centre or dial 111. In an emergency please dial 999. Unfortunately, our text number does not receive voice calls or MMS picture messages. We support messaging from UK mobile numbers only (which does not include messages sent from landlines, international mobile numbers and some number masking mobile apps). To opt-out of receiving messages from a healthcare professional, please text 'STOP' to our number. Messages are charged at your usual rates.

 ChatHealth



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 – and many more.

The Bluebird Boxes are an excellent toolkit of resources for teachers and LSAs to draw from to support children.

If you click on the Bluebird, it will take you back to the contents page.





Lead LSAs and cover teaching

We are fortunate to have three 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 LLSAs lead the delivery of a range of 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 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 Council 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. The header includes 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 woman smiling. 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

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 if you have any questions.

The screenshot shows the website for Wendover Church of England Junior School. The header features a navigation menu with links for Home, About Us, Key Information, Safeguarding, Curriculum, and Parents. The main banner displays the school's name and a red shield logo with a black cross. Below the banner, the 'Key Information' section is active, listing various school-related topics. The 'Special Educational Needs' section is highlighted, featuring a profile for Mrs. Jenny Bartlett, the Inclusion Manager, and two downloadable PDF documents: 'WCEJS SEND INFO REPORT 2025' and 'SEND Policy'.

Wendover Church of England Junior School

Home About Us Key Information Safeguarding Curriculum Parents

Key Information

- Admissions
- School Development
- GDPR
- Special Educational Needs**
- Service Child Support in school
- Performance Information
- Ofsted and SIAMS
- Pupil Premium Information
- Sports Premium Funding
- Music Development Plan

Special Educational Needs

Mrs Jenny Bartlett
Inclusion Manager
✉ admin@wendoverjunior.co.uk

WCEJS SEND INFO REPORT 2025

SEND Policy



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, and 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 whom they don't see very often.

Parents are invited to a half-termly informal meeting with Mrs Austin.

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 same system that you use to book Parents' Evening Consultations. You are able to choose your own time slots.

Dates for SENDCo / Parent Meetings Spring Term 2026:

- **Wednesday 4 February 2026**
- **Thursday 5 February 2026**
- **Tuesday 10 February 2026**
- **Wednesday 11 February 2026**

Dates for SENDCo / Parent Meetings Summer Term 2026:

- **Wednesday 17 June 2026**
- **Thursday 18 June 2026**
- **Tuesday 30 June 2026**
- **Wednesday 1 July 2026**

The SENDCo is happy to meet with parents to discuss SEND concerns or provision. Please contact the School Office on admin@wendoverjunior.co.uk to make a booking.





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 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.



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 turf.

You can draw a picture, if you like.



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



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



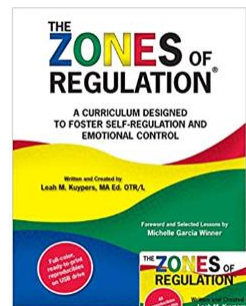
How we support children with SEND



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. We choose these interventions very carefully. You might find that your child comes out of class 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
- **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
- **Sensory circuits** – a regular sequence of activities – alerting, organising and calming – that help children to feel ready to learn.

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





Therapy dogs

We are fortunate to be supported by two Therapy Dog teams, and we all love seeing Ruby, Bear and Pippin around the school.

Therapy dogs and their owners are specially trained to work with children. Many children respond very positively to dogs, and can be more relaxed around them than with people. This means that they can make progress in terms of emotional regulation, confidence and self-esteem.

If you think your child would benefit from spending some time with Pippin, please let me know. There is already a waiting list.





Sensory resources

Some children find sensory resources useful in class. We supply a range of sensory tools via the classroom Bluebird Boxes. This includes 'fidget toys' and wobble cushions.



Fidget toys (or sensory tools) are small objects designed to provide sensory input and encourage movement, mainly for improved focus, stress relief and enhanced fine motor skills. They are especially popular for children with ADHD, autism and other conditions that involve sensory processing difficulties.

Wobble cushions are used to improve balance, posture, and core strength, and can also help with sensory seeking and fidgeting.

Please let me or your child's class teacher know if you think your child needs this kind of support, and we will offer an appropriate resource. **Please do not send your child in with any fidget toys or other sensory resources without checking with us first.**



The next slide explains our classroom **Fidget Rules**.



Fidget Rules

Fidget Rules



One at a time

Pick one and stick with it.

Quiet

No one should hear your fidget



Eyes up

Keep your eyes on the speaker or work, not the fidget



Focus tool

It should help you calm, not entertain you



Use it right or lose it

It will be put away if it distracts you

It's a tool, not a toy





Pastoral Support and Wellbeing

As of September 2025, our pastoral support arrangements are:

- **Miss Clare Doman** will support children who are experiencing issues with Emotionally-Based School Non-Attendance, and those on Behaviour Support Plans.
- **Mrs Emma Salmon** will offer wellbeing sessions for children in difficult circumstances.
- **Mrs Ria Austin** and **Mrs Emma Salmon** will support Young Carers.



Play Therapy

We are very fortunate to have the services of a Play Therapist in school.

Mrs Maria Guerrero is a Certified Play Therapist, who is qualified to work with children who are finding life difficult, or who have had challenging lived experiences.

Play Therapy does not teach children how to play; rather, it enables children to communicate through play, and to explore their feelings in a safe space.

Play therapy usually lasts for 12 sessions.

There is a waiting list.

Please contact the SENDCo if you think your child would benefit from this support.



Meet the SEND Team – events coming soon

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

- 9:00 on Wednesday 18 March 2026
- 9:00 on Thursday 23 April 2026
- 9:00 on Thursday 16 July 2026

The **Meet the SEND Team** 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.