

Wendover CE Junior School

SEND Half-termly Newsletter: 26 November 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.

What we do

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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 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. 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. 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 4W. Mrs Ford-Makin also supports the Nessy reading and spelling intervention.

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' class – **Mrs Becky Williams, Miss Ashley McLure**

3J – Miss Easton's class – **Mrs Emma Salmon, Mrs Becky Williams, Miss Ashley McLure, Mrs Laura Duignan**

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

4W – Mr Slade's class – **Mrs Jemma Elliot**

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 Sam Bishop, Mrs Ria Austin, Mr Robert Irvine, Mrs Jemma Elliot**

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



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

5W – Mrs Edwards' class – **Miss Clare Doman, Mrs Sandeep Kaur**

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

5S- Miss Johnson's class – **Mrs Hayley Burton**

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

6J – Mr Newnes' class – **Miss Jade Buckingham**

6S – Mrs Khan's class – **Mrs Charlotte Brister**

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

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



News from the SENDCo

Dear Parents and Carers,

I hope you are all enjoying this half-term, especially as we now move towards the fun, but somewhat disruptive, Christmas season. Children who prefer routine do not always enjoy this time and we try to keep things as normal as possible, while still offering a range of Christmas activities.

We have published an updated version of our [SEND Information Report](#), which is available on the school's website.

If your child is dyslexic, do you think they would be interested in our [reader pen trial](#)?

The next SEND Newsletter will go out in January 2026.

Mrs Bartlett, SENDCo
admin@wendoverjunior.co.uk



Lunchtimes

Lunchtime is from 12:15 to 1:05. Year 3 and 4 go into the lunch hall first and then stay there until 12:35, when they go out to play. Year 5 and 6 go out to play first and then come in to eat at 12:40, staying until 1:00. Children who have clubs can eat early, so that they can attend their club.

Quiet lunch

- Children who find the lunch hall overwhelming can attend Quiet Lunch Club, which is held between 12:15 and 12:40 in South End Shared Area. They can bring one friend.

Things to do...

- Children have a choice of activities for the 20 minutes of free time that they are not eating. They can go out to play, attend a club or do a combination of both.
- The Library is open for quiet reading on Monday and Thursday lunchtimes.
- Arts and Crafts Club is open every day for activities, of your own choosing or as provided by Mrs Bishop.



SEND Dates for your diary

Meet the SEND Team Events / RAF Service Support Coffee

- 3:00 on Thursday 15 January 2026
- 9:00 on Wednesday 18 March 2026

SENDCo / Parent Meetings

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**



Reader pens – great for dyslexic children?

We are joining a pilot scheme with Buckinghamshire LA to trial using reader pens (sometimes known as scanning pens). Reader pens help children process text more quickly than they can perhaps read it, by reading it out loud. They can also suggest spellings.

The pilot scheme is free.

The trial starts in January and we will be offering a couple of pens to children for evaluation. If the scheme is a success, we may be able to purchase the pens.

Let me know if you think your child would find this helpful.





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. 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 Lead LSAs provide a range of other 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.

 Buckinghamshire Council

Family Information Service

Q Search

[Home](#)

Special educational needs and disabilities (SEND Local Offer)



[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 you have any questions.



The header of the school's website features a large photograph of the school building and its outdoor play area. On the left is the school crest, a red shield with a black cross. Navigation links at the top include Home, About Us, Key Information, Safeguarding, Curriculum, Parents, and Children. The school's name, 'Wendover Church of England Junior School', is prominently displayed in the center.

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

Special Educational Needs



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

 **WCEJS SEND INFO REPORT 2024**

 **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, 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.

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 Autumn Term 2025:

- **Wednesday 12 November 2025**
- **Thursday 13 November 2025**
- **Tuesday 25 November 2025**
- **Wednesday 26 November 2025**

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

How I like to be supported in school: 	Zones of Regulation:	Motivators/What do I like? I like ... 
How I like to be supported in PE:	I communicate by:	
What people like and admire about me:	My name is X and I am X years old. I am in Year X at X School 	What am I good at? (strengths & talents) 
My dreams and aspirations:	 What do I find difficult or hard? (include my fears & worries here)	Areas of Need: (highlight relevant areas) 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

[illegible]



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

mobile 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 afternoon.

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:	- 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?

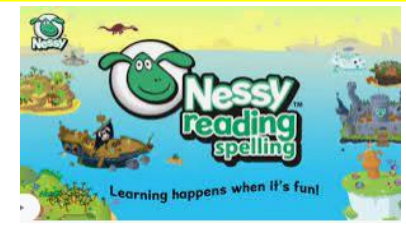
Recommendations
Continue with existing support

Respect

Responsibility

Reflection

Resilience

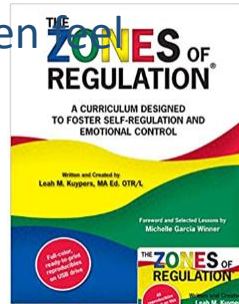


How we support children with SEND

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 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 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 lots of sensory resources without checking with us first.**





Pastoral Support and Wellbeing

There will be some changes to our pastoral support arrangements in September.

- Miss Clare Doman – will support children with 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:

3:00 on Thursday 15 January 2025

9:00 on Wednesday 18 March 2026

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.

