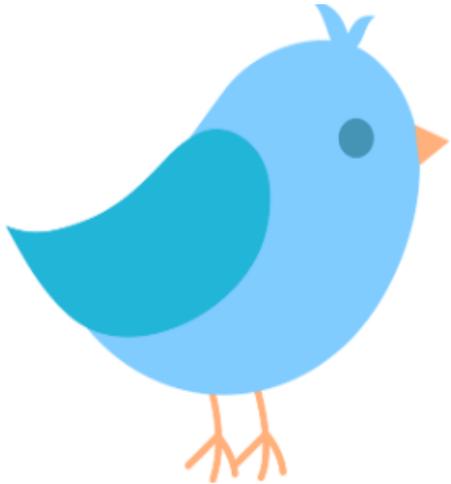


# Wendover CE Junior School

## SEND Half-termly Newsletter: 13 September 2024



*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...

### People

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### What we do

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- [Meet the SEND team – events coming soon](#)
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- [The Buckinghamshire Local Offer](#)

## New this issue

- [Welcome!](#)
- [Levels of SEND](#)





# Welcome!

Welcome to the Autumn Term. We are starting to get to know our new children, especially the new Year 3s, who have already made a great start. Classroom teachers and Learning Support Assistants are busily setting targets and drafting SEND Support Plans. We are working through information sent in by previous schools and planning interventions / adjustments. Interventions will begin soon.

We will be sending home draft SEND Support Plans in the next couple of weeks. In the meantime, please let me know if you have any questions or concerns.

I will be around at the Meet the Teacher event on Thursday 26 September 2024, so I hope to see you then.

Mrs Bartlett

SENDCo

[admin@wendoverjunior.co.uk](mailto:admin@wendoverjunior.co.uk)



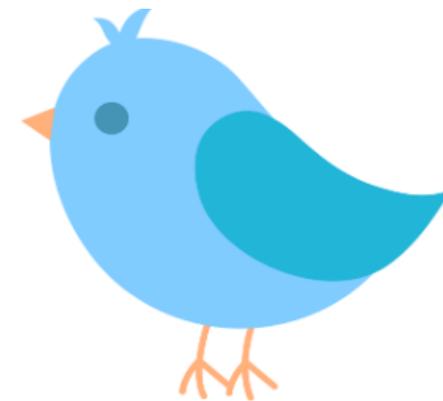
# Bluebirds

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

When we re-launched our SEND room last year, 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](mailto: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. 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 an image at the top, a title, and a short description. The cards are: 1. 'Get started with SEND' with an image of a woman and child looking at a laptop. 2. 'About the SEND local offer' with an image of a woman smiling. 3. 'Education and SEND' with an image of a child wearing headphones. 4. 'SEND money and benefits' with a blank image. 5. 'Health and SEND' with a blank image. 6. 'Social care and SEND' with a blank image.

**Buckinghamshire Council** Family Information Service

[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](#)**



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

3W- Mrs McHardy-Jones' class – **Mrs Becky Williams, Mrs Ria Austin**

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

3S – Mrs West & Mrs Beck's class – **Mr Cooper Edwards, Miss Ellie Weeks-Pearson**

4W – Mr Slade's class – **Mrs Laura Duignan, Miss Olivia Carrington**

4J – Mrs Simpson's class - **Mrs Laura Duignan, Miss Olivia Carrington**

4S – Mrs Beale's class – **Mr Robert Irvine**

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 – **Ms Kate Abbott**

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, Mrs Jemma Elliot**

6S – Mrs Khan’s class – **Mrs Sandeep Kaur**

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. **We are about to update the website with the revised Information Report for this year, but I have put the link in anyway, so that you know it is there.**

The screenshot shows the website for Wendover Church of England Junior School. The header features a search bar and a navigation menu with items: Home, About Us, Key Information, Safeguarding, Curriculum, Parents, Children, Calendar, and Contact. The school's name is prominently displayed in the center. Below the header, there are two main sections: 'Key Information' and 'Special Educational Needs'. The 'Key Information' section contains a list of links: Admissions, School Development, **Special Educational Needs** (highlighted), Service Child Support in school, Performance Information, Ofsted and SIAMS, Pupil Premium Information, Sports Premium Funding, Financial Benchmarking, Policies, and Parent View. The 'Special Educational Needs' section features a profile for Mrs Jenny Bartlett, Inclusion Manager, with her contact email [admin@wendoverjunior.co.uk](mailto:admin@wendoverjunior.co.uk). Below her profile are two links for PDF documents: 'WCEJS SEND INFO REPORT 2023' and 'SEND Policy', each accompanied by a red PDF icon.



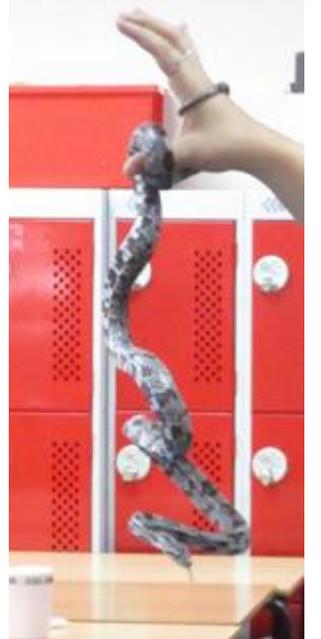
# Service Support (RAF)



**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.

We are also organising another fun event, following the success of the Zoolab visit, where service children and their friends met some interesting animals. This year, we are being visited by Ark Farm.





# 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
<b>Ordinarily Available Provision (OAP)</b>	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
<b>Assess Plan Do Review by classroom teacher and LSA (APDR)</b>	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
<b>SEND Support Plan (SSP)</b>	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
<b>Education and Health Care Plan (EHCP)</b>	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



# SEND Review 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 Review 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 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 Review Meetings Autumn Term 2024:

- **Monday 11 November 2024 to Friday 29 November 2024**





# 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.

Examples of the format 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 &amp; talents)</p> 
<p>My dreams and aspirations:</p>	<p> What do I find difficult or hard? (include my fears &amp; worries here)</p>	<p>Areas of Need: (highlight relevant areas)</p> <ul style="list-style-type: none"> <li>Communication and Interaction</li> <li>Cognition and Learning</li> <li>Social, Emotional and Mental Health</li> <li>Sensory and Physical Needs, including medical</li> <li>Independence and community Involvement</li> </ul>



## Wendover C of E Junior School

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



## 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. |

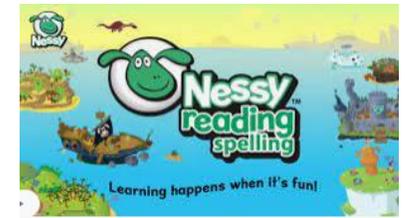
2.

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.

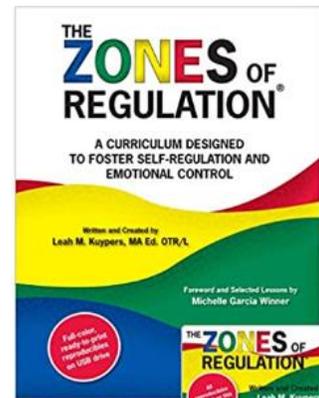




# How we support children with SEND

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

If you would like to meet some of us in person, we will be holding a **Meet the SEND Team** event on the following dates:

- **Thursday 26 September 2024 at 9:00**
- **Thursday 7 November 2024 at 3:00**

This will be 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](mailto:admin@wendoverjunior.co.uk).

The event will last for about half an hour. Tea / coffee and biscuits will be provided.

