

# SEND Information Report 2023/24



## Wildridings Primary School

Inclusion Manager (SENCO): Mrs Chrissy Wort

SEND Governors: Oli Rock & Charlotte Cialis

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Tel: 01344 425483 website: [www.wildridingsprimary.co.uk](http://www.wildridingsprimary.co.uk)

Dedicated SEND time: 3 days weekly (SENCO)

Local Offer Contribution:

- The Bracknell Forest LA local offer details the SEND provision that can be accessed locally, and parents should consult the Bracknell Forest website for further details here: <http://search3.openobjects.com/kb5/bracknell/directory/localoffer.page?familychannel=6>
- The Wildridings Primary School SEND local offer providing further information for parents can be found on the school website here: <https://www.wildridingsprimary.co.uk/send>

### Whole School Approach:

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High quality first teaching and additional interventions are defined through our curriculum planning across the school contributing to our provision management approach. The documents for Reading, Writing and Maths help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. The cycle of Pupil Progress Meeting discussions between head, deputy and class teachers each half term also serves to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. (**Reference:** Wildridings SEND Policy 2023/24)

**Assess:** Using formative assessment tools (such as relevant maths or reading tests), and consultation with parents and the pupil themselves, a detailed picture of the pupil’s needs is developed. This may be undertaken by class teachers, teaching assistants or specialists depending on the nature of the assessment required.

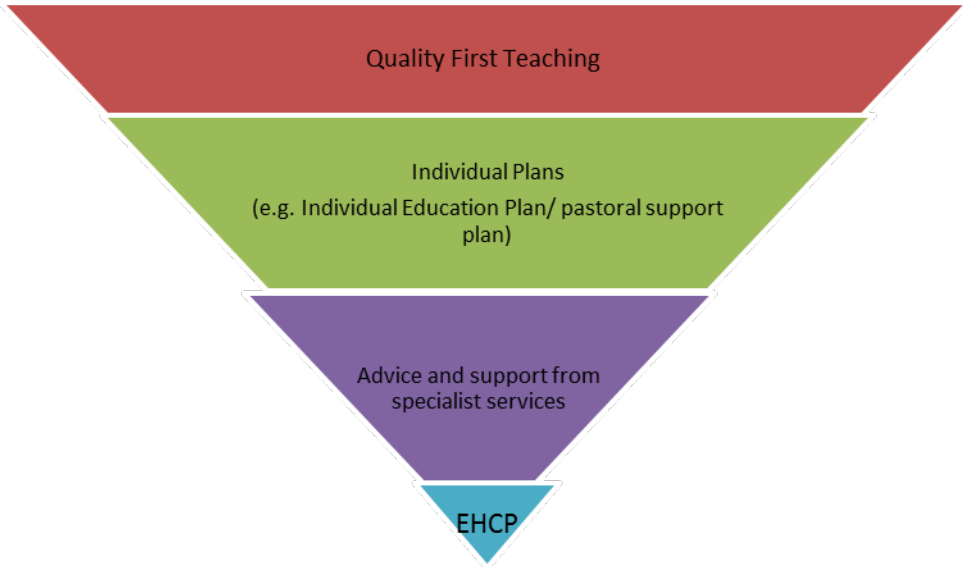
**Plan:** An individualised Learning Pathway document will be drawn up by the pupil’s teacher in consultation with parents or carers, describing the additional personalised support that will be provided. The school may consult with outside agencies at this stage, such as Educational Psychologist (EP), Speech and Language Service (SALT), Occupational Therapy Service (OT), Children and Adolescent Mental Health Services (CAMHS), Autism Service (AS), Support for Learning Service (SfL), or the SEMH & Inclusion (SEMH&I).

**Do:** Teachers and teaching assistants will ensure that the Learning Pathway is followed. The pupil’s needs may be met through additional modifications to the class teaching, provision of specialist resources, or by inclusion in additional small group or individual support lessons. Parents and carers will receive advice about how to support their child at home.

Outside agencies are able to work alongside the pupil, parents and teachers to offer advice about meeting the pupil’s SEND, and this advice will be reflected in the child’s Learning Pathway in the form of learning targets and resources.

**Review:** Learning Pathways are reviewed in writing at least once a term by the class teacher, or more frequently in some cases, and the provision that is being made is adapted in light of that review. The review will include consultation between parents, pupils, and teachers. The SENCO will be involved for learners experiencing a high level of need, or who have needs in several areas of the four main areas outlined in the Code of Practice. The review process then feeds back into more assessment, and the cycle of assess, plan, do, and review is repeated.

The tools we use are summarised below.



**Quality First Teaching:** Supported by provision mapping - a summary document completed by teachers which details all the provision for vulnerable groups in each class – and planning which details all the next steps in learning that will be taught in differentiated class groups over the course of a term.

**Individual Plans:** Learning Pathway, Pastoral Support Plan or Behaviour Support Plan: This is a document containing a detailed action plan listing the goals and provision to meet individual Special Educational Needs. This is provision which is additional to or different from quality first teaching and may be supported by specialist advice.

**Education Health and Care Plan (EHCP):** Where the school has done everything it can to identify, assess and meet the SEND of the child and he/she is still not making the expected progress, the school or parents may consider requesting an Education, Health and Care assessment. The process for requesting an EHCP assessment in Bracknell can be found on the Bracknell Forest website here:

<http://search3.openobjects.com/kb5/bracknell/directory/localoffer.page?familychannel=6>

Education Health and Care Plans are issued by the Local Authority where necessary and are used by the school to plan SEND provision for children with severe and complex needs. The EHCP includes:

- a detailed profile of the child, their strengths and aspirations for the future
- any education, health and care needs they have
- the goals or outcomes for the pupil agreed by the family and professionals for the next phase of their education
- any education, health and social care provision in place to meet their needs

### **SEND Needs:**

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Wildridings is a mainstream primary school and welcomes all children including those with SEND in one or more of the following four commonly recognised broad areas of need and support:

1. Communication and interaction (e.g. speech, language and communication needs (SLCN), Autism Spectrum Disorder (ASD), Asperger's Syndrome)
  - *From entering school in Reception, the school aims to quickly identify any speech and language needs early and arrange for additional support in the classroom, by a key adult, or in small groups.*
  - *The school is supported by Speech and Language therapy service for children with a high level of needs; they make regular visits to the school as part of the Assess, Plan, Do, Review cycle.*
  - *Children with a diagnosis of Autistic Spectrum Disorder may be supported by advice from the mainstream support service provided by Autism Support (AS)*
2. Cognition and learning (e.g. Specific learning difficulties (SpLD), global developmental delay, dyslexia, dyscalculia and dyspraxia)
  - *Wildridings provides additional small teaching groups to support Maths and English using various resource programmes such as: Sounds Write, Rapid Maths, First Class@Number and Success at Arithmetic intervention materials.*
  - *Individual pupils can be supported by teaching assistants using materials including Toe by Toe, Snip Literacy, The 5 Minute Box, Plus 2 and The Power of One.*
  - *Wildridings has access to a specialist maths teacher who can work with individual pupils according to identified needs.*
  - *The school can also access teaching support from the SfL (Support for Learning Service) who can provide specialist teachers to work with groups and individuals according to identified needs. Additional supporting advice is accessed from the Educational Psychology Service as necessary.*

3. Social, emotional and mental health (e.g. attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorder)
- *Wildridings has 2 Family Support Advisers (FSA) who are available for direct work or signposting for children and families who are experiencing social, emotional and mental health difficulties.*
  - *The school has an Emotional Literacy Support Assistant (ELSA) who can be available to support individual children at key times, or to offer support more widely through group work. e.g. within the Nurture Group provision. Several children are supported through the provision of a 'key adult' to nurture and support.*
  - *The school has a 'Be the BEST' positive behaviour management system which encourages children to self-regulate and manage their emotions.*
  - *The school currently offers individual or group Play Therapy intervention for pupils with identified needs, using the services of a specialist play therapist. Other therapies in use in school include pet therapy, Forest school type outdoor learning and 'Lego Club'.*
  - *The school accesses support from the SEMH & Inclusion Team, the Early Help Team, Educational Psychologist, Child and Adolescent Mental Health Service (CAMHS), Mental Health Support Team (MHST), and Autism Support (AS) to create bespoke support plans for individuals or groups.*
  - *The school has a Lunchtime Club for invited vulnerable pupils who need respite from the busy activity of the playground.*
  - *The school has a Nurture Group led by one of the Deputy Heads, Anna Cook, run 4 afternoons a week by the FSA Team/ELSAs and a TA, all of whom have completed Nurture Accredited training.*
  - *The school is also able to offer parenting workshops such as 'Pyramid for Parents' and 'Families and Schools Together'.*
4. Sensory and/or physical needs (e.g. vision impairment (VI), hearing impairment (HI), or Cerebral Palsy (CP), epilepsy)
- *It is the school's aim and intention to fully comply with current legislation and good practice. We wish to make our premises as accessible as possible, in line with local planning policy and the obligations imposed as service providers under the Equality Act of 2010.*
  - *The school makes reasonable adjustments to ensure that children with sensory and/or physical needs are not disadvantaged. We take advice from the Sensory Consortium, Support for Learning, Occupational Therapy and Educational Psychologist as necessary to meet individual needs.*
  - *The school uses an intervention programme called 'Jimbo Fun' to develop fine and gross motor skills with groups or individuals. We also use sensory circuits to support children's specific sensory needs and develop their motor skills.*
  - *An individual care plan may be produced in consultation with parents and children for children with identified medical needs or conditions.*

We have internal processes for monitoring quality of provision and assessment of need. These include:

- Regular pupil progress meetings to ensure good quality first teaching and accountability regarding pupil progress towards targets.
- Evaluations of provision and interventions with baseline and exit data to measure progress made, where appropriate.
- The Senior Leadership Team and SENCO (Mrs Wort) are responsible for the performance management of SEND teaching assistants who all receive lesson observations and feedback.
- The SENCO advises on Learning Pathways and provision ensuring class teachers and teaching assistants are informed and can access the resources and information their pupils need.
- The SENCO regularly meet with parents to discuss pupil needs and progress.

**Consulting with children, young people and their parents**

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Involving parents and learners in the dialogue is central to our approach and we do this through:

| Action/Event  | Who’s involved   | Frequency  |
|---|--|--|
| Parent/Teacher consultations including SENCO drop ins | Class teachers, parents and pupils; SENCo attends some meetings    | Twice yearly; Autumn and Spring Terms.<br>Written pupil reports and a Celebration Afternoon in the Summer Term.<br>Additional teacher parent meetings each Term for children on the SEND register, as necessary. |
| Progress review meetings                              | Class teachers, parents, pupils and outside agency support, SENCO. | Depends on level of need; may be as regularly as two weekly intervals, or may be less. Annual review of EHCPs.   |
| Parent & Pupil questionnaires                         | All parents and pupils invited to complete the questionnaires      | Annually   |
| Curriculum workshop evenings                          | School staff, parents and pupils                                   | At least annually  |

**Staff development**

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All staff receive regular training. Training for staff relates to the needs of the school and pupils and is done both in school and through external course providers or local authority agencies such as Speech and Language therapists. Our Teaching Assistants receive training in areas relevant to their role. This includes learning difficulties, autistic spectrum disorders, attention deficit and hyperactivity difficulties, motor skills, and interventions in reading, phonics, writing and maths. Some support staff have developed areas of specialism.

## **Staff deployment**

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Considerable thought, planning and preparations goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for the next stage of their education.

All classes have support from teaching assistants to work alongside the class teacher with different groups within the class according to the class teacher's differentiated planning.

More information about the support offered to SEND pupils can be found on the school website:

<https://www.wildridingsprimary.co.uk/send>

The SENCO is without a class responsibility, to allow for efficient planning, monitoring and management of the team and resources to ensure that all pupils with SEND make progress.

## **School Partnerships and Transitions**

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Our academic assessment for children and young people with special educational needs is moderated through our own teaching staff, our cluster of schools and the local authority.

We work with our feeder schools and families to welcome children and young people with special educational needs or disabilities and we support children and young people to make a successful transition to the next phase in education.

We liaise closely with staff from secondary schools for KS2 transition in Year 6, and the final Summer Term in Year 6 has school visits for pupils and families to enable a smooth transition. When necessary, Wildridings staff are able to visit secondary schools with SEND pupils and their families to support successful transition. SEMH&I and AS are able to support the transition process for vulnerable pupils, and the local secondary schools also offer support groups and holiday courses for vulnerable pupils to build confidence.

We welcome our youngest children into Nursery and Reception with stay and play sessions and home visits. We work closely with previous settings and the Early Years and Foundation Stage Inclusion Service (EYFSIS) to ensure the best possible start to life at Wildridings for our youngest pupils.

## **Complaints**

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Parents or carers who have concerns relating to their child's SEND are welcome to discuss them with the class teacher, SENCO, Deputy Head or Headteacher who may be able to offer support or signpost where more advice may be available.

The school policy for dealing with complaints can also be found on the school website here:

<https://www.wildridingsprimary.co.uk/policies>

## **Support for Parents**

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*Contact details of support services*

The Information, Advice and Support Service (IASS) provides free, confidential and impartial advice and information to support parents/carers and children and young people who have, or may have,

Special Educational Needs and Disabilities (SEND) in Bracknell Forest. You can contact this service by email [IASS@bracknell-forest.gov.uk](mailto:IASS@bracknell-forest.gov.uk) or by telephone (01344 354011). They also have a dedicated website where you can find a range of information, factsheets and videos relating to SEN [www.bracknellforestiass.co.uk](http://www.bracknellforestiass.co.uk).

## **Further development**

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Our strategic plans for developing and enhancing SEND provision in our school this year include continuing to look for ways to improve outcomes for our SEND pupils.

We wish to further develop our pastoral care with the continued provision of key adults to support pupil's academic, social and emotional development. We are also working to develop a whole school approach to promoting and supporting children's mental health and wellbeing.

We aim to continue working closely with outside support agencies in supporting the children in our school with complex SEND needs, so that all are enabled to make the best progress possible. Close working with outside specialists ensures we are continually developing the skills and experience of the staff working with the pupils to enable good outcomes for pupils involved.

In preparing this report we hope to include staff, parents and children through making it available on the school website and welcome any feedback comments.

### **Relevant school policies underpinning this SEND Information Report include:**

SEND Policy  
Equality Policy  
Supporting Pupils with Medical Conditions Policy  
Accessibility Plan  
Safeguarding Policy

### **Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- SEND Regulations 2014
- SEND Code of Practice January 2015

### **Date presented to/approved by Governing Body:**