

Wildmoor Heath School

SEND Information Report 2025 - 2026

This report describes Wildmoor Heath School's provision for pupils with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the SEND Policy of the Greenshaw Learning Trust, the Special Educational Needs and Disability (SEND) Code of Practice and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

This report is the responsibility of: SENDCO

This report was reviewed and updated on: 1st September 2025

This report was approved by the School Governing Body on: TBC

**This report will be kept under review throughout the academic year. Where amendment is necessary due to operational or staffing changes that do not materially affect the nature of the report, the report will be updated by the: SENDCO*

SENDCO: Colette MacManus

Headteacher: Clare Vincent

SEN link governor: Ean Lexton

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Wildmoor Heath School SEN Information Report SEND Information Report 2025 - 2026

Contextual Information

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| Number of pupils in school | 208 |
| Number of pupils on Inclusion Register | 36 |
| Number of pupils with EHCPs | 11 |
| Number of pupils at SEND Support | 25 |
| Number of pupils in each category of SEND | BOLD – Double Disadvantaged (3) C&L – Cognition and Learning (7) CI – Communication and Interaction (22) SP – Sensory or Physical (1) SEMH – Social, Mental, Emotional and Health (6) |

1. The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Cognition and learning, for example: Dyslexia, Dyspraxia.
- Communication and interaction, for example: Autism (ASC), speech and language difficulties.
- Sensory and/or physical needs, for example: visual impairments, hearing impairments, processing difficulties.
- Social, emotional and mental health difficulties, for example: Attention Deficit Hyperactivity Disorder (ADHD).

2. Identifying pupils with SEND and assessing their needs

Early action to address identified needs is critical to the future progress and improved outcomes of children with SEND. We identify need at '*any age and any stage*'. We will assess each pupil's current skills and levels of attainment on entry. This builds on previous settings and Key Stages, where/ if appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

We do not solely focus on academic data but also attainment in other areas, such as social, emotional, mental health and behaviour. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We use a range of assessments to monitor children's progress and highlight those whose attainment is less than expected, such as:

- Maths: White Rose Hub termly assessments (with end of unit assessments for gap checking throughout the year).
- Reading: Head Start termly assessments (including reading speeds, fluency matrix, phonics assessments and common exception word checks).
- Spelling: Spelling Shed diagnostic assessment each term.
- Science: Head Start end of year assessment (with end of unit assessments for gap checking throughout the year).
- HAST – Spelling assessment.
- Toe by Toe – Reading assessment.
- Baseline checklists.

Pupil progress is recorded on the school's own assessment tracking system. These assessments are used in the Assess, Plan, Do, Review cycle, which is shown below.

3. Consulting and involving pupils and parents

At Wildmoor Heath, we consult widely with parents. When there is a concern, we will have an early discussion with the pupil and their parents to identify whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty;
- We believe parents are the experts on their child and will always take into account their concerns;
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear on what the next steps are.

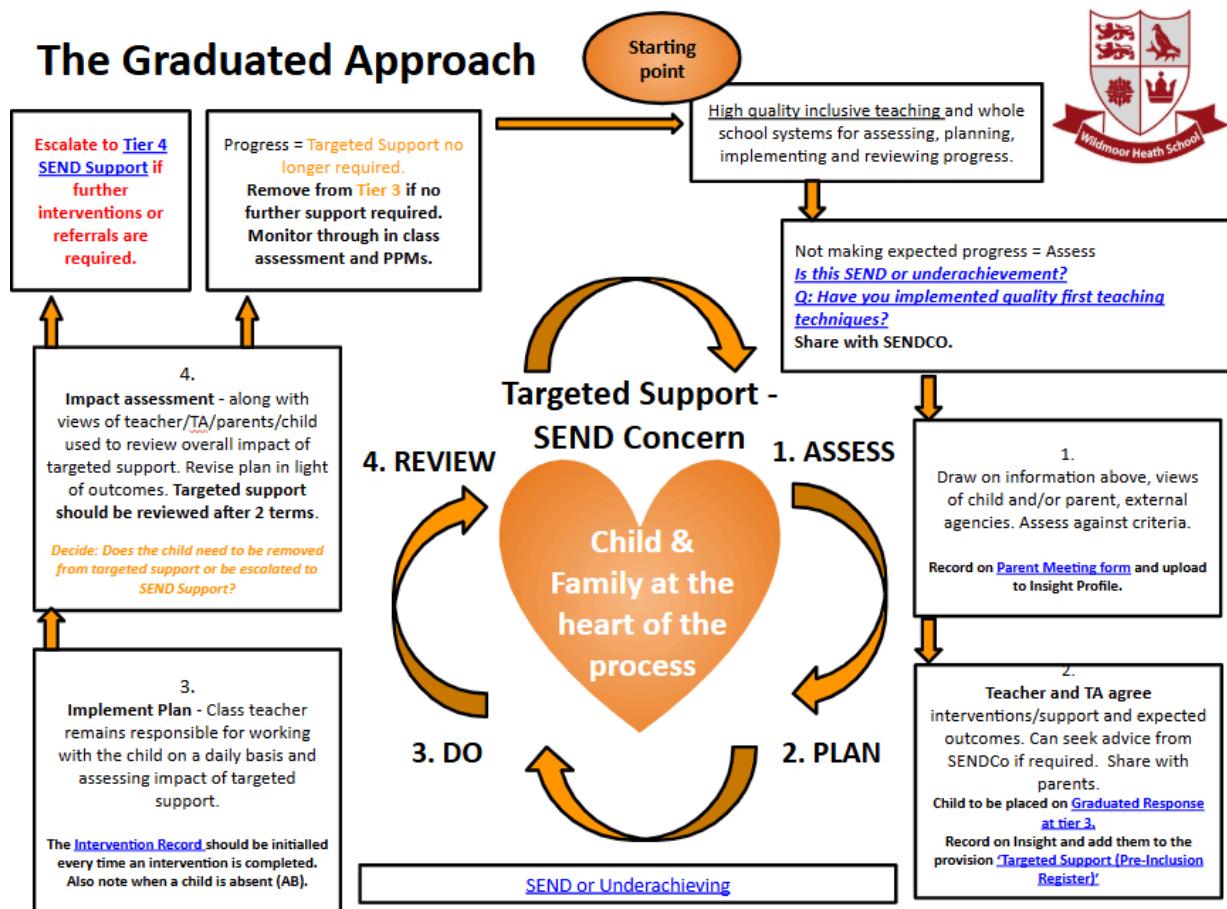
Notes of these early discussions will be added to the pupil's record on Insight. We will formally notify parents when it is decided that a pupil will receive SEND support. They will receive copies of the following documentation:

- Inclusion Register letter – this will outline details about this document, the information it includes about their child and how we use that information.
- SEND Support Flyer – this outlines what SEND Support looks like at Wildmoor Heath and the support we offer.
- Individual Learning Plan (ILP) – this contains the targets and desired outcomes for your child.
- Pupil Passport – this contains more personal details about your child (e.g. their likes and dislikes) and how we can support them in their learning. This document travels between home and school daily, so parents/carers can see the progress, step by step, being made by their child. **Note:** *Some children may be identified as SEND Support but may not require an ILP. In these cases, children will receive a Pupil Passport only.*

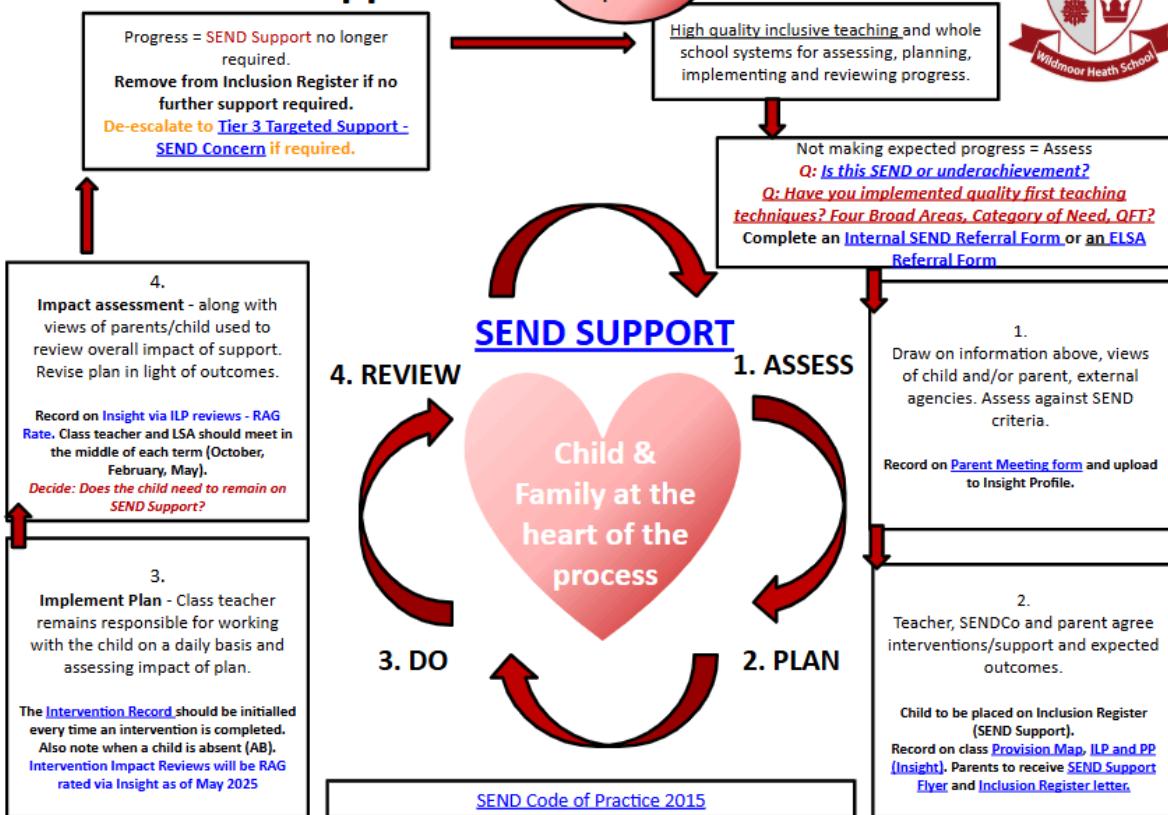
We have created a list of [useful contacts](#) for parents to ensure that they are able to access local and national support. This list contains support for parents, groups for their children to participate in and access for financial assistant, should that be required.

4. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review for Targeted Support/SEND Concern (Tier 3) and SEND Support (Tier 4):



The Graduated Approach



The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil;
- Their previous progress, attainment and behavior;
- The individual's development in comparison to their peers and national data;
- The views and experience of parents;
- The pupil's own views;
- Advice from external support services, if relevant;
- The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets each term during pupil progress meetings;
- Reviewing Individual Learning Plan (ILP) and Pupil Passport (PP) termly and setting new targets (October half term, February half term and May half term);
- Reviewing the impact of interventions termly;
- Monitoring by the class teachers and the SENDCo;
- Formative assessment;

- Holding annual reviews for pupils with EHC plans;
- Reviewing strategies with professionals e.g. Educational Psychologist (EP), SALT (Speech and Language Therapy), SFL (Support for Learning) and AS (Autism Support).

5. Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Joining Wildmoor Heath

We can arrange a staggered introduction to the school environment if it is required. Where possible a transition plan would be agreed by parents, class teacher, SENDCo and any other professionals involved and implemented for your child. If your child has a designated social worker, they might support your child's integration to the school.

Moving between phases and key stages

Within a primary school, your child will be very familiar with the school buildings and staff. The school holds a series of transition days each year for children to meet their new class, class teacher and teaching assistant before the end of the Summer Term. We start targeted transition work in the middle of the Summer term for children with SEND, who may be vulnerable to change. This is planned carefully with the class teachers, SENDCo and TAs. The school holds Inclusion Transition meetings with staff to ensure that all paperwork and information is sensitively and carefully handed over to the new team. We also ensure that every child on the Inclusion Register has a 'Pupil Passport', which outlines the child's interests, how best to support them and the things that they may feel challenging. If necessary, we will provide additional opportunities for you and your child to meet with your child's new teacher before they move on to the next stage of their education.

Moving to a new setting

Transition meetings are held between representatives from your child's current and next schools to ensure that information and advice is passed on to your child's new teacher. You can also request to meet with your child's new teacher. If your child is moving to a new educational setting, advising the school of this transition as soon as possible will help the school in passing on any information/ advice to your child's new school. The school's SENDco will be able to liaise with the new school/setting's SENDco to ensure a transition plan is in place for your child.

The SENDCo will arrange a meeting with the new setting to ensure a thorough handover takes place. Your child's current class teacher and TA will also be involved in this meeting. All paperwork, records and data will also be shared e.g. ILPs, provision maps, timetables and pupil passport.

Your child's individual targets, provision map and SEND file will be provided to your child's new setting/ school, along with the usual information that will move with a child, e.g. school books, school reports, current attainment levels and assessment records.

Preparing for adulthood

Preparing for adulthood needs to begin early – schools and professional involved with your child should start having discussions about long-term goals, ideally before the age of 14, so you can start planning for the future. At Wildmoor Heath we provide opportunities within the curriculum to experience and learn about employment opportunities to inspire and motivate our young learners to aspire to independence. Please see the Bracknell Forest '[Preparing for Adulthood](#)' for more information.

6. Our approach to teaching pupils with SEND

We are a fully inclusive school where every child has full access to our broad curriculum and all staff believe that it is our duty to do our best for every child whatever their need. We adhere to the [SEND Code of Practice \(2015\)](#) and all staff are expected to familiarise themselves with this document. The Special Educational Needs and Disability Code of Practice makes it clear that all teachers are responsible and accountable for the progress of all learners in their class, including where they access support from teaching assistants or specialist staff.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated or scaffolded for individual pupils. Teachers also consult with the SENDCo to support the planning and resourcing of interventions.

Pupils with SEND at Wildmoor Heath have access to:

- a broad and balanced curriculum, including the various activities and experiences available (with support if necessary).
- carefully planned lessons that address potential areas of difficulty and remove barriers to pupil achievement.
- an education that enables them to achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood, whether into employment, further/higher education or training.
- inclusive high-quality teaching - this is the first step in responding to children with SEND (or indeed those without). This will be differentiated for individual pupils.
- Targeted support through planned interventions based on the needs presented.

We will also provide the following interventions:

| Intervention | ☒ One to one | ☒ Small group |
|--|--------------|---------------|
| Group support (within the class) | | ☒ |
| Phonics | ☒ | ☒ |
| Maths | ☒ | ☒ |
| Reading – Priority Reading daily/ frequent reading | ☒ | ☒ |
| Writing | ☒ | ☒ |
| ELSA (Emotional Literacy Support Assistant) - Social and emotional support | ☒ | ☒ |
| Handwriting interventions | ☒ | ☒ |
| Fine Motor Skills | ☒ | ☒ |

| | | |
|--|--------------------------|--------------------------|
| Gross Motor Skills | <input type="checkbox"/> | <input type="checkbox"/> |
| Memory Skills | <input type="checkbox"/> | <input type="checkbox"/> |
| Toe by Toe (Spelling) | <input type="checkbox"/> | |
| Occupational Therapy support | <input type="checkbox"/> | <input type="checkbox"/> |
| Speech and Language support | <input type="checkbox"/> | <input type="checkbox"/> |
| Sensory Consortium Service (Hearing/visual impairment) | <input type="checkbox"/> | |
| Behaviour Support Team (observations, 1:1, small group, team teaching) | <input type="checkbox"/> | <input type="checkbox"/> |
| Support For Learning (assessments, 1:1 teaching) | <input type="checkbox"/> | |
| Autism Support (observations, advice, planning) | <input type="checkbox"/> | |

At Wildmoor Heath we believe that high-quality education for children with SEND is underpinned by a good understanding of their individual needs, and strong relationships between families and schools. We also ensure effective collaboration between school and other services to support children's learning and development.

7. Adaptations to the curriculum and learning environment

At Wildmoor Heath we ensure that all children are given full access to the rich curriculum, including all subjects and the wider opportunities we offer. We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum e.g. ensuring all pupils are able to access by grouping, 1:1 work, teaching style, content of the lesson, etc;
- Adapting our resources and staffing;
- Using recommended aids e.g. coloured overlays (if a visual stress test has been completed), coloured paper, visual timetables, larger font, wedge cushions, timers etc;
- Adapting our teaching e.g. allowing longer processing times, pre-teaching of key vocabulary, reading instructions aloud, breaking down activities using task planners etc;
- Sensory diet e.g. ensuring movement breaks are scheduled (where appropriate);
- Social stories;
- Calm corners e.g. creating a space to reflect and encourage self-regulation of emotions.

8. Additional support for learning

We have a strong team of Teaching Assistants (TAs), who are trained to deliver a range of different interventions. TAs work closely with the class teacher and the SENDCo to develop interventions that target the needs of the children in their class. This may take the form of supporting within the classroom, in small groups, in phases (e.g. across year groups) or on a 1:1 basis:

- TAs work with the class teacher to support pupils in small groups when children of mixed or similar ability need support to work on a common goal simultaneously.
- TAs support pupils on a 1:1 basis when there is a specific need or intervention that requires this - *we do not typically have 1:1 TAs for individual children unless specific funding is provided to do so.*
- TAs work with the teacher to support pupils when individual children require additional support to access the learning or when a skill such as reading needs developing.
- KS1 TAs deliver interventions for the class they work in.
- KS2 TAs deliver interventions across phases e.g. Y3 and Y4; Y5 and Y6.

Please note: An EHCP is not a vehicle to securing a 1:1 TA for a child with SEND. As stated above, a 1:1 is only applicable when a specific need requires it. We aspire to equip our learners, whatever their needs, with the skills and knowledge to become independent and ambitious young people.

We have strong links with support services to ensure that the most appropriate support is in place and to ensure that we follow strategies from experts. A list of these services can be found on page 9 and 10.

9. Expertise and training of staff

Our SENDCo, Mrs MacManus, has been a trained teacher since 2004 and has completed her NASENCO qualification. She is also the Deputy Head and is in school Monday to Thursday. Mrs MacManus also works with GLT to support and enhance SEND provision and inclusion across the academy.

Alongside our team of TAs, we also have one Senior TA. We have two certified ELSAs, who are able to deliver emotional and wellbeing support to children across the school. Staff are PACE trained and have been trained in attachment theory. We have three trained Autism Support Assistants (ASAs) and all TAs will be undertaking this training this academic year.

In the last academic year, staff have been trained in social stories, visual aids to support children with Autism, memory skills, baselining interventions, Maximising the Impact of Teaching Assistants, Attachment Theory, Attention Autism, Quality First Teaching, early identification of SEND (Green Paper), Zones of Regulation, PACE and trauma informed. All teachers and teaching assistants have completed the following EduCare courses:

- The SEND Code of practice
- Effective Health and Safety of Children with SEND and ASN (Additional Support Needs)
- ADHD Awareness
- Autism Awareness

- Dyslexia Awareness.

Speech and Language therapists work alongside staff to deliver therapy plans and to model how sessions can be delivered in school.

10. Securing equipment and facilities

Children's access arrangements to the curriculum will be assessed and monitored by the SENDCo who works closely with the Head and HR Manager. As a team they decide how the SEND budget will be used - ordering and distributing additional equipment and resources children need. Where larger pieces of equipment are needed to support children's health and care, community partners such as Physiotherapists, Occupational Therapists and nursing teams will be consulted for arrangements to be made. We are also able to borrow equipment to ensure that our learners have full access to our rich curriculum.

11. Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their ILP goals each term;
- Reviewing the impact of interventions termly;
- Reviewing progress in specific assessments in spelling and reading (HAST and Toe by Toe) twice a year;
- Using pupil questionnaires or pupil voice;
- Book looks;
- Monitoring by the SENDCo;
- Holding annual reviews for pupils with EHC plans;
- Engaging parental voice with an annual SEND questionnaire.

12. Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) including: Year 3 sleepover, Year 4 and Year 6 residential.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. Please see our Accessibility Plan.

13. Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council (Year 1 to Year 6);
- Pupils with SEND are also encouraged to be part of outdoor learning to promote teamwork/ building friendships etc at lunchtimes;
- Pupils who require targeted support for social, emotional or mental health development will be identified and supported by the class teacher, SENDCo and ELSA (Emotional Literacy Support Assistant). The SENDCo and ELSA work together to ensure that the correct and most appropriate support is delivered, such as: regular sessions with the ELSA focusing on the identified need (e.g. social skills, emotional development, anger management), daily 'check ins' to allow a pupil to have a trusted adult to share their feelings with throughout the day. These sessions are personalised to the child's need;
- Pupils who are of the highest need may require referral to external agencies such as CAMHS (Child and Adolescent Mental Health Services), who may be able to provide advice or counselling.

14. Safeguarding Concerns:

We have a zero-tolerance approach to bullying.

The school is aware that children with SEND are three times more likely to be victims of sexual violence and harassment and if a child with SEND makes a disclosure the SENDCO must be involved. In Wildmoor Heath School, all SLT members are trained DSLs and therefore the SENDCo is well equipped to be immediately supportive and take the correct steps.

15. Working with other agencies

There may be occasions when we need advice from other professionals. We will discuss this fully with parents before contacting any agencies and they will need to sign consent forms. Other Agencies include:

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| Educational Psychologist (EP) |
| Occupational Therapy support (OT) |
| Speech and Language support (SALT) |
| Sensory Consortium Service (Hearing/visual impairment) |
| Behaviour Support Team (observations, 1:1, small group, team teaching) |
| Support For Learning (assessments, 1:1 teaching) |
| Autism Support (observations, advice, planning) |
| Autism Berkshire |
| Child Development Centre (Margaret Wells Furby) |
| CAMHS (Child and Adolescent Mental Health Services) |

CYPIT (Children and Young People's Integrated Therapies)

School Nurse

Community Paediatrician

16. Compliments and complaints about SEND provision

Compliments and complaints can be made through the class teacher, SENDCo, Deputy Headteacher, Headteacher or Governing Body. The SENDCo sends out a yearly questionnaire for parents and carers to complete and welcomes feedback at any time. Contributions made by parents and carers in order to support the further development of the school are warmly welcomed.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

17. The local authority local offer

Our contribution to the local offer can be found here:

<https://bracknellforest.fsd.org.uk/kb5/bracknell/directory/service.page?id=rjHczyAhTDQ>

This SEND Information Report is reviewed and published annually.

1st September 2025.