



# SEND SUPPORT AT WILDMOOR HEATH SCHOOL

## What is SEND?

Some children find learning more challenging than others and may need extra support to achieve their full potential. For example, they might have difficulty within the four broad areas of SEND:

- Cognition and Learning
- Communication and Interaction
- Sensory and Physical
- Social, Emotional and Mental Health

They may present with difficulties in expressing themselves, interacting with others, regulating their emotions, sensory seeking, physical mobility, poor focus/attention or an inability to maintain the pace of daily lessons.

These difficulties can be barriers to learning. Schools assess all children to identify their strengths, needs and how they can be supported. Children who need extra help with their learning may receive additional support under one of the following SEND stages:

- SEND support
- EHCP

## What is SEND support?

SEND support describes the additional help that assists children to access the curriculum. This might include:

- Extra help in the classroom
- Small group or one-to-one learning
- Support from specialists/professionals such as SALT (Speech and Language Therapists), OT (Occupational Therapist), EP (Educational Psychologist).

Schools must work with parents when agreeing what support to provide and what it will achieve.

## What paperwork should I expect to receive?

This can differ depending on the needs of the child. Many children who are SEND Support will receive an Individual Education Plan (IEP) and a Pupil Passport. The IEP identifies and outlines the provision needed, sets realistic targets and monitors progress. The IEP is reviewed with parents three times a year in our IEP meetings. New

targets will be set or a decision will be made to remove the IEP due to the level of progress made.

The Pupil Passport is a document which shares more detail about the child – their interests, their aspirations and what strategies support them to achieve. This will also have their targets on them to allow parents to see small step progress throughout the term. This should travel between home and school daily in your child's A5 folder.

A small number of children who are on our Inclusion Register will only receive a Pupil Passport. Parents will be informed if this is the case. This is only done when a child does not require specific interventions but does require oversight to ensure staff are aware of their needs and how to support them to flourish.

## What are EHC plans?

A child may need an Education, Health and Care needs assessment if the extra support they are receiving is not having the desired impact or they have complex needs. An EHCP is for children who have significant and long-term special educational needs.

If the Bracknell Forest Local Authority agrees to assess, then the process should take 20 weeks from beginning to end.

Bracknell Forest will write an Education, Health and Care Plan for your child. This plan will set out what is required to meet need.

## Glossary of terms:

SEND	Special Educational Needs and/or Disability
SENDCo	Special Educational Needs and Disability Coordinator
EHCNA	Education Health Care Needs Assessment
EHCP	Education Health Care Plan
IEP	Individual Education Plan
PP	Pupil Passport

*My child has been diagnosed with a medical condition - will they receive an EHC plan?*

Some children can be diagnosed with medical conditions such as ASC or ADHD. They do not automatically receive an EHC assessment. Their needs are assessed in line with school policy.

*What if I think my child needs further support?*

The first person you should consult is **your child's class teacher**, who will then inform the SENDCo. This is an important first step, as it ensures that the class teacher is made aware of your concerns and can share their class perspective.

Mrs MacManus holds termly SEND coffee mornings should you require an informal chat. If you feel you need more specialist advice, you can also make an appointment with Mrs MacManus to discuss concerns. This may result in a request for specialist support or assessments.

*How do I know if my child needs SEND support?*

If your child is not making expected progress for his/her year group, he/she may need SEND support. The class teacher will discuss your child's needs with you and the support you required. We also follow guidance from the SEND Code of Practice (2015) pg. 94-97.

*My child has been identified as requiring SEND support, what should I expect?*

Where children are requiring 'increased support', an IEP (Individual Education Plan) and Pupil Passport will be written. The views of you and your child will always be taken into account. It will have small step targets to achieve and it will show what interventions school are providing to meet your child's needs. It will be reviewed on a termly basis.

When accessing 'increased' support your child will be placed on the Inclusion register. This allows school to monitor the provision for your child and ensure he/she reaches their full potential. You will receive an Inclusion Register letter to ensure you are fully aware of what this means. Some children may close the gaps in their learning

and can be taken off the register, through discussion, at any time. Others may remain on the Inclusion Register throughout their academic journey.

Some children may be identified as SEND Support but may not require an IEP. In these cases, children will receive a Pupil Passport only.

*How will the school decide what type of support my child receives?*

Every child's needs are different and may change over time. The school will assess each child's needs closely to identify which support suits him/her best. It is the school's responsibility to make 'reasonable adjustments' to meet the needs of your child, to remove barriers and to provide high quality first teaching. The school operate a system of Assess, Plan, Do, Review (APDR). This approach ensures earlier decisions and actions are revisited, refined and revised with a growing understanding of the child or young person needs and of what support will help to secure good progress and good outcomes for them.

Some children may require increased levels of support over a longer period of time. School may need to involve other professionals to develop individualised support. As the parent, you will be involved in all these decisions and referrals. A small number of children make progress much slower than others, but if this is in line with their unique starting point they may continue to receive this 'increased support', without requiring an EHC needs assessment.

Some children (1% of the population) may struggle to make progress and require an Education Health and Care needs assessment (EHCNA), which may result in obtaining an Education Health Care Plan (EHCP).

School will always act upon advice from outside agencies and will implement strategies and/or therapy plans. We can request advice (with parental consent) from other professionals to support your child and identify barriers.

## Where to go for more information

### *Contact the school*

If you have any questions about the support your child is receiving, or about SEND more generally, please speak to your child's class teacher in person/ via the year group email: [e.g.YearR@wildmoorheath.org.uk](mailto:e.g.YearR@wildmoorheath.org.uk)  
The school SENDCo can be contacted via:  
[sendco@wildmoorheath.org.uk](mailto:sendco@wildmoorheath.org.uk)

### *See our website*

The school's SEND Policy and Information Report set out more detailed information about the support available for children with SEND. It also provides information of local support and groups. You can access this information on our website.  
<https://www.wildmoorheath.org.uk/attachments/download.asp?file=93&type=pdf>

### *External links*

The government's SEND Code of Practice and a related guide for parents have more information about the topics outlined in this leaflet:

SEND Code of Practice: 0 to 25 years, GOV.UK – DfE  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

SEND: a guide for parents and carers, GOV.UK – DfE  
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Bracknell Forest's Local offer and SEND support can be found here:  
<https://helpyourself.bracknell-forest.gov.uk/kb5/bracknell/asch/service.page?id=rjHczyAhTDQ>

IPSEA is a charity that helps parents and professionals to support children with SEND:  
<https://www.ipsea.org.uk/>  
It also provides model letters to aid writing EHC applications and checklists to prepare for meetings:  
<https://www.ipsea.org.uk/model-letters>



### Levels of Support at Wildmoor Heath School

Who	For <b>all</b> children	<b>Some support</b> - <i>for children making slower progress.</i>	<b>Increased support</b> - <i>for children that have or may have a learning difficulty and/or a disability that means they need special health and education support.</i>	<b>Exceptional support</b> – <i>for children who have significant and long-term special educational needs.</i>
Level of Support or SEND Stage	<b>Universal Provision:</b> High quality teaching/ Quality First teaching.	<b>Targeted support:</b> High quality teaching/ Quality First teaching, <b>plus</b> extra short-term support.	<b>SEND support:</b> Additional long-term, individualised support.	<b>EHCP:</b> Please note: an EHCP <b>does not mean</b> a child will get 1:1 adult support, <b>unless the EHCP requires them to do so and the LA fund this provision, as is their duty.</b>
Paperwork	<ul style="list-style-type: none"> <li>• Termly Targets shared in parent meetings</li> <li>• End of year report</li> </ul>	<ul style="list-style-type: none"> <li>• Termly Targets shared in parent meetings</li> <li>• End of year report</li> </ul> <p>Note: Children at targeted <b>support will not</b> be on the Inclusion Register and <b>will not</b> receive an IEP or Pupil Passport.</p>	<ul style="list-style-type: none"> <li>• Placed on Inclusion Register</li> <li>• IEP – shared in termly parent meetings</li> <li>• Pupil Passport</li> <li>• End of year report</li> </ul> <p>Note: Children at SEND Support <b>will be placed on</b> Inclusion Register and receive an IEP and Pupil Passport. <b>Some</b> children <b>will only</b> receive a Pupil Passport.</p>	<ul style="list-style-type: none"> <li>• On Inclusion Register</li> <li>• IEP – shared in termly parent meetings</li> <li>• Pupil Passport</li> <li>• End of year report</li> <li>• Annual Review documentation</li> </ul>
Meetings per year	<ul style="list-style-type: none"> <li>• Two parent meetings per year</li> <li>• Additional as requested</li> </ul>	<ul style="list-style-type: none"> <li>• Two parent meetings per year</li> <li>• Additional as requested</li> </ul>	<ul style="list-style-type: none"> <li>• Three IEP review meetings per year (termly)</li> <li>• Additional as requested</li> </ul>	<ul style="list-style-type: none"> <li>• Three IEP meetings per year (termly)</li> <li>• One Annual Review per year</li> <li>• Additional as requested</li> </ul>