

Wildmoor Heath Primary School

SEN Information Report



This report describes Wildmoor Heath Primary 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: 29th January 2024

This report was approved by the School Governing Body on: 29th January 2024

**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.*

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SEN Information Report

1. The kinds of SEN that are provided for

Our school currently provides support for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

2. Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where 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

This may include progress in areas other than attainment, for example, social, emotional, mental health and behaviour needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

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

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 when identifying 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 take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

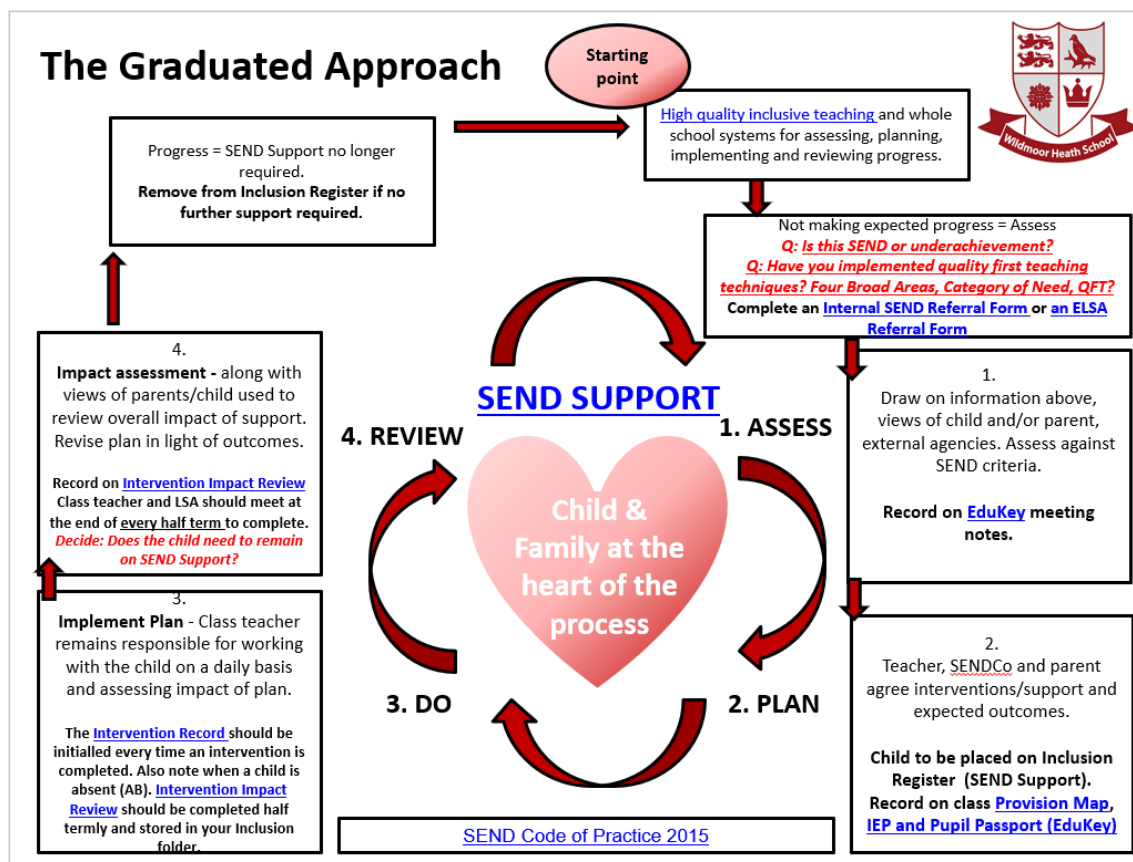
Notes of these early discussions will be added to the pupil's record on EduKey. We will formally notify parents when it is decided that a pupil will receive SEND support. They will receive copies of the following documentation:

- 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 Education Plan – 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 IEP. 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 assistance, 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**.



The class or subject 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 and attainment and behaviour;
- 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 IEP (Individual Education Plan) termly and setting new targets;
- Reviewing the impact of interventions at the end of every half term;
- 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.

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 LSAs. 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 LSA will also be involved in this meeting. All paperwork, records and data will also be shared e.g. IEPs, provision maps, timetables and pupil passports.

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 professionals 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 SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. At Wildmoor Heath, we support all children, including those with SEND by using High Quality Teaching Strategies which include modeling, breaking information up into smaller 'chunks', repeating instructions, checking for understanding and allowing time to respond.

We will also provide the following interventions:

Type/Title of Intervention	<input checked="" type="checkbox"/> One to one	<input checked="" type="checkbox"/> Small group
Phonics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Maths	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Reading – Priority Reading daily/ frequent reading	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Writing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ELSA (Emotional Literacy Support Assistant) - Social and emotional support	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Handwriting interventions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Fine Motor Skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Gross Motor Skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Memory Skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Toe by Toe (Spelling)	<input checked="" type="checkbox"/>	
Occupational Therapy support	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Speech and Language support	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Sensory Consortium Service (Hearing/visual impairment)	<input checked="" type="checkbox"/>	
GLT Behaviour Support Team (observations, 1:1, small group, team teaching)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Support For Learning (assessments, 1:1 teaching)	<input checked="" type="checkbox"/>	
Autism Support (observations, advice, planning)	<input checked="" 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;
- Scaffolding our teaching e.g. allowing longer processing times, pre or re-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 Learning Support Assistants (LSAs), who are trained to deliver a range of different interventions, as listed earlier. LSAs 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 or on a 1:1 basis:

- LSAs 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.
- LSAs support pupils on a 1:1 basis when there is a specific need or intervention that requires this.
- LSAs 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.

Please note: An EHCP is not a vehicle to securing a 1:1 LSA 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.

Wildmoor Heath is an inclusive school but we do not have a Specially Resourced Provision (SRP).

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. We work with the following agencies to provide support for pupils with SEN:

Support Service
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

9. Expertise and training of staff

Our SENDCo, Mrs MacManus, has been a trained teacher since 2004 and has completed her NASENCO training. She is our Acting Deputy Head and is in school Monday to Thursday. Mrs MacManus also works with Greenshaw Learning Trust to support and improve SEND provision and inclusion across the academy.

Alongside our team of LSAs, we also have three Senior LSAs. We have three 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 one fully trained Autism Support Assistant (ASA) and an additional member of staff has started their training to become an ASA in January 2024.

In the last academic year, staff have been trained in social stories, visual aids to support children with Autism, memory skills, baselining interventions, Maximizing 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 Headteacher. Together, 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 SEN provision

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

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

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

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 residential 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 The Haven to promote teamwork/building friendships etc.;
- 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 ELSAs 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.

We have a zero tolerance approach to bullying.

14. 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. See the list of other agencies in section 8.

15. Complaints about SEN 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

16. The local authority local offer

Our contribution to the local offer is: [Wildmoor Heath School | Bracknell Directory \(openobjects.com\)](#).

17. Contact details of support services for parents of pupils with SEN

Please find a list of useful contacts for parents [here](#).

18. Contact details for raising concerns

If there are concerns in regards to a pupil's SEND needs, then please contact the classteacher in the first instance.