Wendover C of E Junior School

SEND Information Report

2026 to 2027



This report sets out what we offer for children with SEND (Special Educational Needs / Disabilities).

We update this report every year.

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SENDCo and SEND governor

Our Special Educational Needs Co-ordinator (SENDCo) is

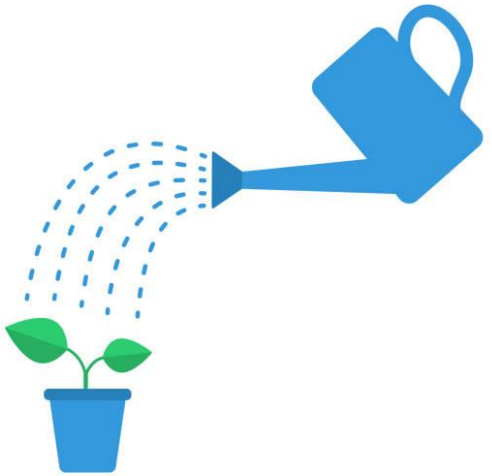
Mrs Jennifer Bartlett.

She can be contacted on 01296 696 822 or admin@wendoverjunior.co.uk

Our Special Educational Needs Governor is

Rosalind Eccles

She can be contacted on admin@wendoverjunior.co.uk.



SEND staff availability

Please note that the SENDCO aims to deal with all queries and issues as quickly as possible, preferably within a couple of days. When queries are complex and require consultation with other staff, it may take longer. However, there are over a hundred children with Special Educational Needs and it may be that the SENDCO is dealing with another child's needs when you would like to discuss your child with her.

The SENDCO is usually available at the school gate in the morning for a quick catch-up, unless the matter is confidential. Parents are requested to email / telephone in the first instance.

Many queries are more easily answered by the class teacher, who is in daily contact with your child.



What kinds of SEND do we support?

Wendover C of E Junior School is a mainstream Church of England Junior school, which provides for children with a range of special educational needs, including those with:

- **Communication and interaction needs**; this includes speech, language and communication difficulties, including autism.
- **Cognition and Learning needs**; this includes children who have general learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia
- **Social, Emotional and Mental Health needs**, including children with Attention Deficit (Hyperactivity) Disorder (ADHD)
- **Sensory and/or Physical Needs**; this includes children who have visual or hearing needs, or a physical disability that affects their learning

Termly SENDCo Parent Meetings

SENDCo Parent meetings are offered once a term. The purpose of the meeting is for the SENDCo and parents / carers to review the provision being made for your child.

These meetings are offered to parents of children with individualised support plans, e.g. those at SEND Support or with EHCPs.

The meetings are usually in person and can be booked via the School Cloud process, in the same way as the Parents' Consultation meetings.

Other staff (e.g. class teachers or learning support assistants) **may** be at the meeting, if they are available.

Children do not normally attend the meetings when they are held in in school time.

Children are welcome to attend the meetings held during parental consultation evenings.



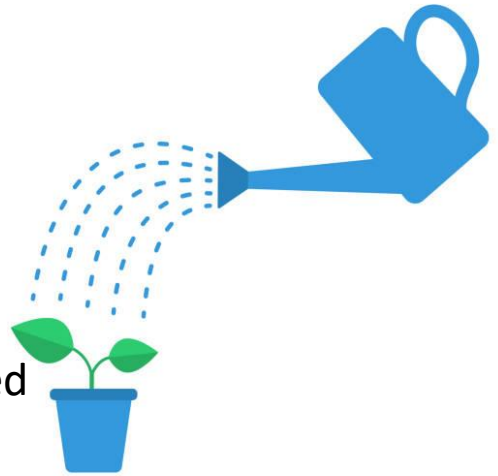
Identifying SEND

As a school with a strong Christian ethos, we acknowledge and celebrate the fact that each child is unique and is a valued part of our school community.

Teachers and learning support assistants work closely with children and check that they are understanding the lessons and making progress, both academically and socially.

We use a range of strategies to identify particular issues. This includes:

- Teacher / LSA / SENDCo observation
- Dyslexia and dyscalculia screeners
- Strengths and difficulties assessments
- Language Link assessment (for children with difficulties with understanding language)
- Boxall Profile (identifies SEMH issues)
- Neurodiversity checklists



We will listen to parents if they contact us with concerns about their child's progress.

We will contact a parent if we have a concern that a child may have a special educational need and aim to fully involve parents in the identification of their child's needs.

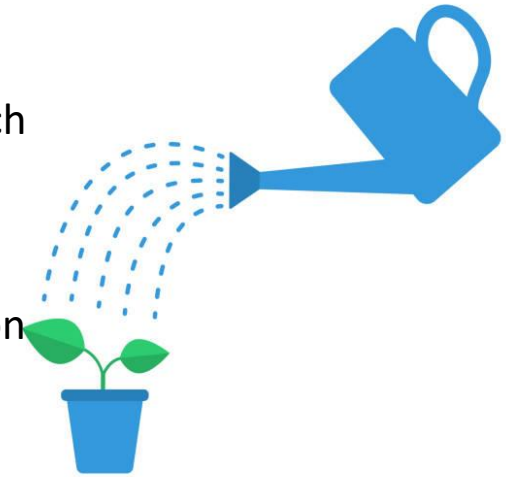
The Graduated Approach

The school bases our support around Buckinghamshire's Graduated Approach, which sets out the differing ways by which all children and young people's SEN are identified and met. There are three levels.

- **Universal support** – ensuring the best outcomes for all (Tier One) – Support for all. Buckinghamshire's approach starts with lessons which offer support and challenge for all.

- **Early SEND Support** for some children (Tier Two) – Where a child identified with SEND does not make expected progress, we will offer more support. This may include the teacher offering a range of strategies with an **APDR plan (Assess, Plan, Do, Review Plan)** or it may involve more intensive support with an individualised **SEND Support Plan.**

- **Continuing SEND Support** for a few children (Tier Three) – After a SEND Support Plan has been reviewed and refined over a few cycles, we may need to involve other people, e.g. speech therapists, occupational therapists. Sometimes, a few of these children may need the extra support of an **EHCP (Education, Health and Care Plan).**



This means that we have **different** levels of support in school for all children with SEND. The table on the next page explains how it works in our school.

Levels of support for SEND Part 1

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	Access to this level	SENDCo Role
Universal Provision (UP)	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 support based around UP document.	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	Evidence of support at a previous setting Diagnosis or assessment Parental or teacher concern	Oversight
Assess Plan Do Review by classroom teacher and LSA (APDR)	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 and shared on CPOMS	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	Ongoing parental or teacher concern requiring support above and beyond UP. This may include interventions from LSA team.	May be involved

Levels of support for SEND Part 2

We have four levels of support for children with SEND. Children may move between levels, as their needs change.

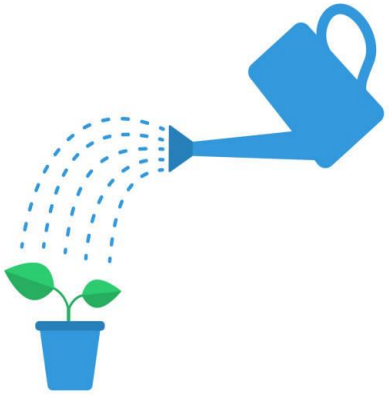
	Children	Adults supporting	Documents	Liaison with parents / carers	Interventions beyond the classroom	Access to this level	SENDCo Role
SEND Support Plan (SSP)	Children may or may not have a diagnosis Children have needs that require adjustments beyond OAP Some children are at this level of support	Classroom 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. Two cycles of APDR needed as evidence.	Usual classroom communication Parents' Consultation Evenings and reports Termly SENDCo Parent meetings and SEND Review reports	Interventions from LSA team Sometimes support from external professionals	Two cycles of APDR show that child is making progress with additional support and that it is likely that more support needed. Parents to be informed.	Actively involved
Education and Health Care Plan (EHCP)	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 SENDCo Parent meetings and SEND Review reports Annual Review meeting for EHCP	Interventions from LSA team Sometimes support from external professionals	EHCNA by LA. Two terms SSP cycles evidencing the need for additional support. Legal test for EHCP has to be met.	Actively involved

SEND Support and EHCPs

- **Most** of the children with SEND are supported at Universal Provision Level or APDR (Assess, Plan, Do Review) Level. This means that they are fully supported by the classroom team with no need for direct intervention from the SENDCo.

- **Some** of the children with SEND are supported at **SEND Support Level**. This means that they have an individualised SEND Support Plan. This plan is created by the school and reviewed termly. It sets out the child's strengths and difficulties as well as any provisions that we are making for them. It also includes targets that the child is working towards.

- A **few** of our children have **Education, Health and Care Plans (EHCPs).** After a SEND Support Plan has been reviewed and refined over a few cycles, we may need to involve external people in your child's support. Sometimes, a few of these children may need the extra support of an EHCP. This legal document is prepared by the iSEND team at County after a lengthy assessment process. It sets out your child's needs and the provisions that must be made for them. It may also come with additional funding that can be used to access additional adult support, both within and beyond the classroom. About 5% of our children have EHCPs.



Partnerships between parents / carers and school

The partnership between home and school is important to us at Wendover.

We value the support of parents in helping us to enable all children to meet their full potential. We aim to work closely with both parents and children to agree outcomes, to plan how we will work towards these; we then review progress.

We agree targets for the children and then work on how to help the children achieve them.

We monitor their progress carefully, by watching them in class and at social times. We also assess their progress with some tests, e.g. spelling tests or with close observation of skills, e.g. PIVATs, Boxall Profiles.



Communication with parents / carers: meetings

We communicate with you in a variety of ways, including formal meetings and other opportunities.

Examples of formal meetings:

• **Parents' consultation evenings** for **all children** are held twice a year (November and February) and an informal drop-in session is held during the end of Summer Term to discuss the child's end of year report. It is up to you to decide if you think your child should attend this meeting. This is where you can discuss children who are supported at Universal Provision Level.

• Parents of children who get SEND support or who have an EHCP are invited to a **termly SENDCO Parent meeting** to discuss the support offered.

• Parents of children who have EHCPS are also invited to an **Annual Review** of the support offered. Children, LSAs, teachers and any relevant specialists are invited to these reviews and may also give their views in writing, if they prefer. The report from the meeting and the amended EHCP are forwarded to the Local Authority so that the EHCP can be re-issued.

Communication with parents / carers: other opportunities

We communicate with you in a variety of ways, including formal meetings and other opportunities.

Examples of other opportunities:

- Parents are always able to **speak with class teachers** at the end of the school day – many teaching staff are available at the gate at this time. If parents have concerns which are more immediate and cannot wait until the next formal review, they are welcome to arrange a **meeting** with their child's class teacher and/or the SENDCo. The **SENDCo** is nearly always at the gate in the mornings.

- The **SENDCo** is available for meetings most days of the week. Parents should contact the School Office on admin@wendoverjunior.co.uk to book a meeting.

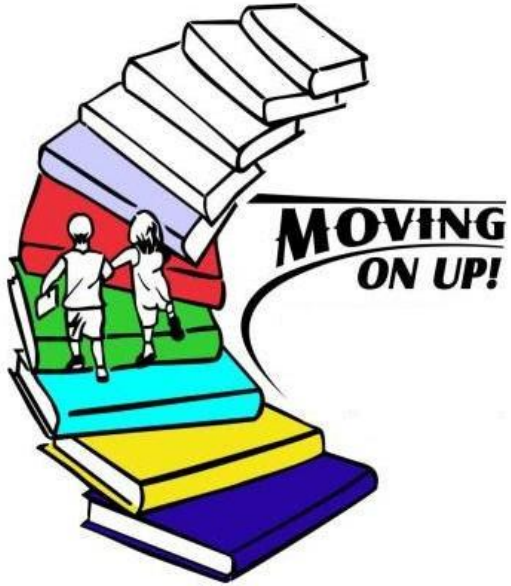
- The **Half termly coffee mornings** are an opportunity to liaise with other parents and members of the SEND support team.

- The **Half-termly SEND newsletter** to parents / carers of all children, with or without SEND. It is available on the website to all parents.

Transition: Joining and moving on from our school

Moving into Year 3

We encourage all new children to visit the school before starting.
For children with SEND, we arrange transition meetings with the previous school to ensure that we are well prepared to meet the additional needs of the child starting at our school. We have a well-developed transition programme with John Hampden School in Wendover.



Moving into Year 7

Usually, children have a chance to visit their new school before the end of the academic year and where necessary additional visits are arranged for children with SEND. Sometimes, these additional visits are supported by an advisory teacher from the Specialist Teaching Service team.

Parents of children with EHCPs will need to express a preference for their secondary school while the child is in Year 5. Other parents will have until October of Year 6.

Teaching and learning: the curriculum and inclusive teaching

Please look at the school website for information on the exciting curriculum the children enjoy. We offer a broad and balanced curriculum for all children, including those with SEND. Teachers are responsible for the progress of all children and lessons are well differentiated to ensure success and progress for everyone.



Support for children with SEND begins in the classroom with the class teacher. The class teacher knows the children well and will make adjustments to the learning environment that support the individual child, but will also support the other children too. Examples of this level of support will include:

- chunking instructions into small easily understood sections
- supporting spoken instructions with visual support
- repeating instructions to individuals and small groups
- differentiating and scaffolding work so that all children can attempt it.
- providing movement breaks / sensory toys to improve focus and concentration
- providing wobble cushions, ear defenders etc. to manage sensory issues

This approach is called **inclusive teaching** or **Universal Provision**.

Each classroom has a Bluebird Box, which contains resources to support the teaching of children with SEND, e.g. ear defenders, sensory tools, now-next boards, copies of *The Graduated Approach* etc.

Teaching and learning: individualised support



Individualised support for children with SEND
Depending on their need, some children may also require:

- Access to personalised resources or adaptations to the physical environment. For example, some children will need movement breaks, sensory resources, fidget toys, different coloured paper etc.
- SEND individual, pair or small group activities to teach specific skills, usually linked to a target.
- Individual, pair or small group intervention programmes. The programmes offered are to boost and support learning and are delivered by a Learning Support Assistant.
- Classroom support from an additional adult to enable children to access the classroom curriculum. Learning Support Assistants work with children with SEND to enable the child to be as independent as possible and access the mainstream curriculum. Learning Support Assistants support the children with SEND in a particular class and will work with several children. All Learning Support Assistants work with a range of children and no child is expected to have an adult with them at all times: all children are encouraged to be independent where possible.

All interventions are monitored by the SENDCo. Interventions may support a particular aspect of learning such as reading and comprehension or maths, but we also offer social / nurture support to enable children to develop communication and social skills and increase their self-esteem.

Teaching and learning: interventions

We know that the best place for children to learn is in the classroom with the teacher, alongside their peers. However, there are times when children need additional, targeted support. We provide a range of 1:1 or small group interventions. Children are taken out of classes for short periods to work with an adult. The aim is to make accelerated progress, which will enable the child to access the main classroom learning.

The interventions that we currently include:

- Nessy – an online reading / spelling programme that teaches and practises phonics
- The Zones of Regulation – teaches an understanding of emotions and how to manage them
- Social skills – explicit teaching of social rules and strategies to help in dealing with other people
- Language Link – a speech, language and communication intervention.
- Therapy dogs
- Play therapy
- Wellbeing sessions
- Phonics
- Sensory circuits

We use our Bluebird Room as a space for emotional regulation, as well as for some interventions. Other interventions take place in resource areas, spare classrooms or the classroom.

The SEND team

The SENDCo has a team of approximately 15 Learning Support Assistants (LSAs).

Mornings – Maths and English lessons
The LSAs support in classrooms.

Afternoons
The LSAs carry out additional interventions, e.g. reading groups, social skills groups, Wellbeing sessions. When those are done, they support in classes.

Lead LSAs
There are two Lead LSAs, who support across the school.

- Mrs Ford-Makin supports Years 5 and 6.
- Miss Clare Doman supports Years 3 and 4.

They also work, as required, with individuals and small groups.

The SEND Support Plan

All children at SEND Support or EHCP Level have an individualised SEND Support Plan, which is a live document and changes as the child's needs change. The Plan is formally reviewed once a term as part of the SEND Review process. Parents, children, class teachers, learning support assistants and the SENDCo are part of the review process. We are changing the format of our SEND Support Plans this year, so that all the information is contained in one document. The existing plans show sections in different documents.

The SEND Support Plan has several sections. Examples are below.

Buckinghamshire iSEND Support Plan

Wendover C of E Junior School

How I like to be supported in school: 	Zones of Regulation:	Motivators/What do I like?  I like …
How I like to be supported in PE:	I communicate by:	
What people like and admire about me:	My name is X and I am X years old. I am in Year X at X School 	What am I good at? (strengths & talents) 
My dreams and aspirations:	 What do I find difficult or hard? (include my fears & worries here)	Areas of Need: (highlight relevant areas) Communication and Interaction Cognition and Learning Social, Emotional and Mental Health Sensory and Physical Needs, including medical Independence and community Involvement

Buckinghamshire iSEND Support Plan

Wendover C of E Junior School

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

Buckinghamshire iSEND Support Plan

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)

Buckinghamshire iSEND Support Plan

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		

Buckinghamshire iSEND Support Plan

Wendover C of E Junior School

Professionals/External Agencies involved:

Role/Designation	Name	Last involvement/ summary of advice given
• Choose an item.		
• Choose an item.		
• Choose an item.		
• Choose an item.		
• Choose an item.		
• Choose an item.		
• Choose an item.		

Buckinghamshire iSEND Support Plan

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.

Buckinghamshire iSEND Support Plan

Wendover C of E Junior School

	What can I do now? (Assess / Start)	What would I like to be able to do? (Plan / Target)	How will I learn to do it? (Do) 	What Support will I need?				What progress has been made towards the targets this term? (Review / End) 
				Who	Ratio	Time	Freq	
Cycle One (Aut 2023)								
Cycle Two (Date)								

Special skills and expertise in the SEND team.

- The SENDCo has the nationally recognised NASENCo qualification.
- All staff undertake training in various aspects of SEND according to the needs of the children to ensure that the support given to pupils is appropriate and effective.
- Training needs of staff are reviewed as part of the Continuing Professional Development (CPD) process.
- Online learning is available to all Learning Support Assistants and they are encouraged to use it.
- Some Learning Support Assistants are trained to run specific programmes.
- All Learning Support Assistants are supported by the SENDCo to work effectively with individual children.
- Our SENDCo attends Buckinghamshire LA's SENDCo liaison briefings.



How do we know if SEND provision is effective?

All children are monitored throughout the teaching process. The progress of all children in school is assessed during the assessment weeks that happen three times each year.

This progress is then discussed as part of Pupil Progress Meetings with teaching staff, the Headteacher and the SENDCo.

SEND provision is also included in the school's annual monitoring cycle through lesson observations, monitoring the quality of SEND Support Plans, observations of interventions and learning walks with a specific focus on SEND.

For children with SEND, we regularly review their progress towards agreed outcomes, assessing whether the support that has been in place has made a difference and what we need to do next.

We evaluate all progress against age related expectations. When we run intervention programmes, we assess how successful they have been and use that information on how to best run them in the future. The Governor for SEND meets regularly with the SENDCo to monitor the effectiveness of SEND provision.

Extra-curricular and enrichment activities

Our vision states that '… everyone at WCEJS has the opportunity to flourish.' We expect all children to be included in all activities.

All children are included in activities and trips following risk assessments where needed, and in accordance with duties under the Equalities Act 2010.

Some children will need additional support to be able to access all activities.

We talk to parents when planning trips so that everyone is clear about what will happen. We will prepare children for trips so that they know what to expect. Sometimes, we have to prepare individualised risk assessments for children and will need to make adjustments to enable individuals to participate safely.



Support for well-being: All children

We actively encourage all children to talk to their teacher or another trusted adult if they have a problem.

Bullying is not tolerated. We take it very seriously. We help to prevent bullying of pupils with SEND by providing awareness and training to all school staff on the understanding of our anti-bullying policy, procedures and responsibilities. We regularly review school policies and ensure that all our pupils are protected from discrimination and bullying on the grounds of disability.

Our Christian Values are embedded in the ethos of our school and underpin all of our relationships.

We regularly discuss relationships and diversity with children, in worship, in PSHE (Physical, Social and Health Education) lessons, including RHSE (Relationship, Health and Sex Education) and in class time. We expect everyone at Wendover C of E Junior School to celebrate difference and to challenge bullying or prejudicial behaviour.

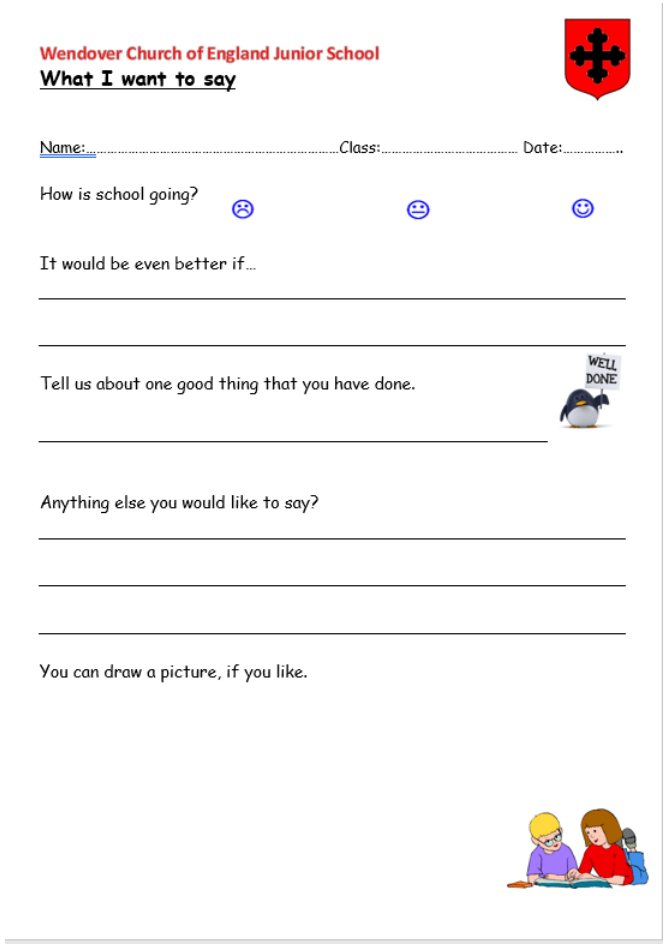
Our restorative approach to solving conflict is effective at restoring relationships.

Support for well-being: Especially for children with SEND…

We listen to the views of children with SEND and, with their input, complete the Pupil Voice form that is completed for review reports. We also nurture ongoing positive relationships between adults and children.

We run support groups for Young Carers and Service Children, including those with and without SEND.

The school has provided a dedicated area, The Bluebird Room, with specific focus on supporting the wellbeing, sensory and learning needs of our children. This safe space encompasses a wide variety of learning and sensory equipment, as well as resources to work with children on emotional development.



Wendover Church of England Junior School

What I want to say

Name:..... Class:..... Date:.....

How is school going? ☹ 😐 ☺

It would be even better if...

Tell us about one good thing that you have done.

Anything else you would like to say?

You can draw a picture, if you like.

External support

We have access to a range of special support services including:

- Specialist Teaching Support Team (Run by Buckinghamshire County Council, including Hearing Impairment Team, Autism, Communication and Interaction Team, Down Syndrome Team etc.)
- NHS Therapies Team (Physiotherapy, Occupational Therapy, Speech and Language Therapy)
- Child and Adolescent Mental Health Services (CAMHS)
- School Nursing Service
- Children's Social Care / Family Support Service
- The Virtual School for Children who are Looked After

We also refer children to a range of other support services, including Young Carers and the Pupil Referral Unit.

These services are not under our control. We can refer children to them but have no control over the decisions that the various service providers make. All services are extremely pressured and waiting times for visits or assessments are often long.



The Secondary School Transfer Test (SSTT / 11+)

In Buckinghamshire, we have two types of mainstream secondary schools; grammar schools and upper/all-ability schools.

- grammar schools admit children who score at least 121 on the Secondary Transfer Test
- upper/all-ability schools admit any child, regardless of ability

Each of the thirteen grammar schools in Buckinghamshire is its own Admission Authority. For the purpose of Secondary Transfer Testing, the thirteen schools work together as The Buckinghamshire Grammar Schools (TBGS). The Local Authority administers the Secondary Transfer Testing process for TBGS. You can find more details on the TBGS website including links to the website for each grammar school.

Most children will take the Secondary Transfer Test during the autumn term of Year 6. The test is designed to assess a child's suitability for grammar school. The skills measured in the test should make sure that your child will go to a school that can best meet their educational needs.

Adjustments to the SSTT /11+

If your child has special educational needs or a disability, you may want to think about whether a grammar school would be best for them.

It might help if you also talk to your child's headteacher or the SENDCo about this.

If your child's special educational needs or disability has 'a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities', your child is likely to have adjustments in place at school already to help them in the classroom. Please note that we are allowed to test your child separately with no need to ask for adjustments. Asking for additional time, prompters and readers will require a formal request from the school.

There is a helpful Guide to Grammar Schools and the Secondary Transfer Test here. There is additional information about Access Arrangements here.

The school will apply for adjustments on your child's behalf. Please note that the adjustments have to reflect the child's normal way of working. For example, we cannot ask for extra time in the test if your child does not usually get extra time in class working / assessments. The deadline for the school to make these requests is in June 2026.

Specialist Provision

If your child has an EHCP, you might feel that they would be suited to a special school. Please note that competition for spaces is intense so you will need to apply in good time. You will need to get your application in at the end of Year 5 for your child to start in Year 7.

There are specific criteria in the SEND Code of Practice that will affect whether a placement at a special school is agreed. These relate to a child or young person's:

- age
- ability or aptitude
- special educational needs
- the impact on the education of others
- the efficient use of resources

(paragraph 9.79, SEND Code of Practice: 0 to 25 years)

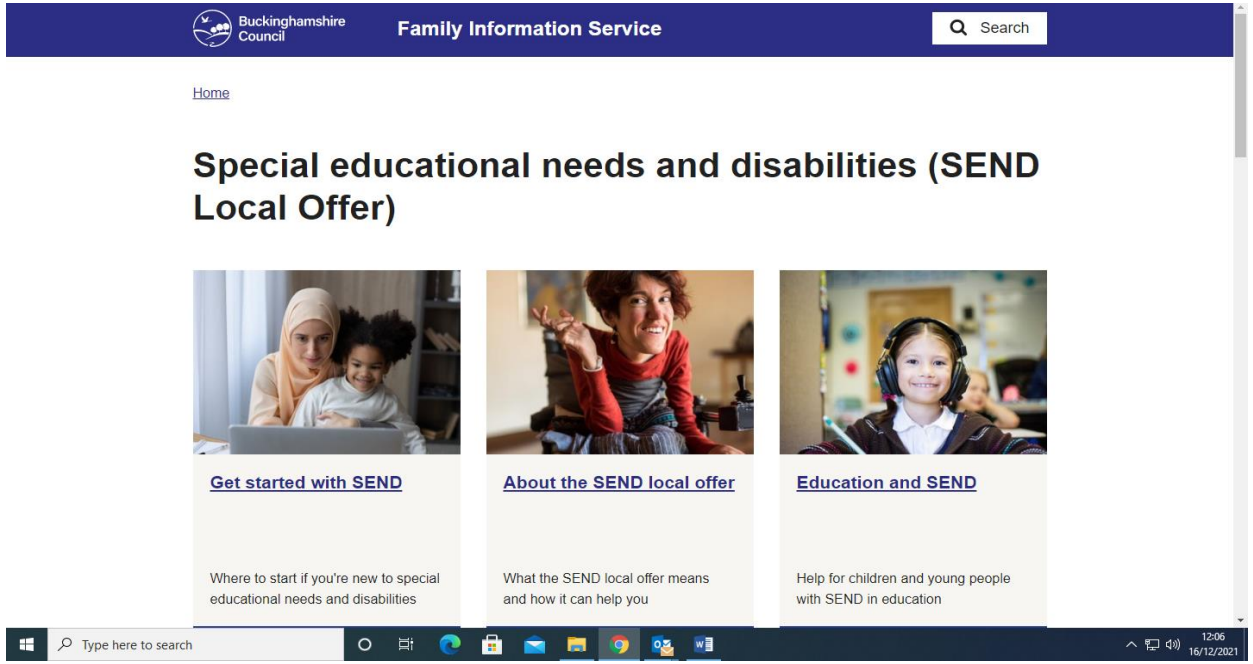
Use the Bucks LA directory below to see special schools in Buckinghamshire. You can use filters to refine your search by age and special educational needs, which will help you with your decision making. This list includes Buckinghamshire special maintained schools and academies in Buckinghamshire.

https://familyinfo.buckinghamshire.gov.uk/send/education-and-send/education-options-children-and-young-people-send/special-schools/

The Bucks Local Offer

Here is a link to the [Buckinghamshire Local Offer for SEND](#).

This is a really interesting page, full of links to different organisations and things to do, specifically for children with SEND.



Compliments and complaints

We do our best to support all our children and will always try to resolve issues when they arise.

In the first instance, please contact the class teacher or the SENDCo.

If you wish to take it further, please contact the Headteacher.

The School's SEND policy is on the school website. The school's Complaints Policy is also on the school website.

