

Wendover CE Junior School

SEND Half-termly Newsletter: 11 July 2025



*Through living our Christian values, everyone at WCEJS
has the opportunity to flourish.*

*We nurture the curiosity to learn, the courage to lead
and the compassion to care.*

Building solid foundations (Matthew 7:24)





What's in this newsletter?

All the usual things...now with a yellow border so that you know which ones they are.

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The SENDCo and the SEND team

The SENDCo is **Mrs Jenny Bartlett**. I am also one of the school's two Assistant Headteachers and the Designated Safeguarding Lead.

I am not based in a class or year group and work with children and staff across the whole school. I co-ordinate the provision of SEND support across the school.

I am supported by a team of four Lead Learning Support Assistants (Lead LSAs) and several Learning Support Assistants (LSAs). This sounds like a lot of people, but not everyone works full-time.

We send this newsletter out twice a term to all parents whose children have SEND Support Plans or EHCPs. It is also available on the school website for all parents.

Contact me at: admin@wendoverjunior.co.uk



The SEND Team – the Lead LSA team

The four LLSAs are:

Mrs Nikki Weeks-Pearson – Pastoral Support Lead. Mrs Weeks-Pearson supports children 1:1 with social, emotional and mental health issues. She runs our Young Carers Group, which meets on Tuesday afternoons. She also runs the Nurture Group in Year 3.

Miss Clare Doman – Lead LSA for Behaviour and Attendance. She is also working on extending and embedding our work on the zones of regulation and emotional self-regulation.

Mrs Rebecca Ford-Makin – Lead LSA for Year 3 and 4. Mrs Ford-Makin also supports the Dynamo Maths intervention.

Mrs Charlotte Brister – Lead LSA for Year 5 and 6. Mrs Brister also supports the Language Link intervention.



The SEND Team - the LSA team in Year 3 and 4

3W- Mrs McHardy-Jones' class – **Mrs Becky Williams, Mrs Ria Austin, Miss Weeks-Pearson, Mrs Hayley Burton**

3J – Miss Easton's class – **Mrs Emma Salmon, Mr Cooper Edwards**

3S – Mrs West & Mrs Beck's class – **Mr Cooper Edwards, Mrs Hayley Burton**

4W – Mr Slade's class – **Mr Robert Irvine**

4J – Mrs Simpson's class - **Mrs Laura Duignan**

4S – Mrs Beale's class – **Mrs Laura Duignan**

All Year 3 and 4 classes are also supported by **Mrs Ford-Makin.**



The SEND Team - the LSA team in Year 5 and 6

5W – Mrs Edwards' class – **Mrs Charlotte Brister**

5J – Mrs Corns' and Miss Ellerby's class – **Miss Ashley McLure**

5S- Mrs Khan's class – **Mrs Sally Barrett**

6W – Mr Kirk's class – **Mrs Jemma Elliot, Miss Jade Buckingham**

6J – Mr Newnes' class – **Miss Maddie Keating**

6S – Mrs Khan's class – **Mrs Sandeep Kaur, Mrs Jemma Elliot**

All Year 5 and 6 classes are also supported by **Mrs Charlotte Brister**



News from the SENDCo

Dear Parents and Carers,

Moving up

This is the term when we start looking forward to September, especially for Years 6 and 2, although all classes will move up. Although this is exciting, it can also be very unsettling, for both parents and children. “Move up day” was on Tuesday 1 July, when all children met new teachers and support teams. Please see the list of new teaching teams for details of support.

Children with SEND will have additional transition support. This may involve extra visits to classrooms and teachers or meetings with new classmates. Some children will also need printed resources to take home over the summer so that they can adjust to their new classes, even when they are away from school. Do let me know if any children are especially concerned about September and we can put in some additional support.

Mrs Bartlett, SENDCo
admin@wendoverjunior.co.uk





Ofsted visit – April 2025

We were visited by Ofsted in April 2025. We felt that the report recognised the challenges we face and the hard work that is put into providing for our children. The report states:

“The school identifies the needs of pupils with special educational needs and/or disabilities (SEND) accurately. Most of these pupils learn the same curriculum as their peers. Skilled support staff keep a close eye on them in lessons, offering extra help as needed. Teachers usually also make suitable adaptations to their teaching to meet pupils’ needs. Where necessary, the school provides a tailored individual curriculum for some pupils with SEND in English and mathematics. They join their peers in other lessons. Pupils with SEND achieve in line with their peers.”

We are pleased with what we have achieved since the last inspection but know that improvement never stops. Thank you to all parents who support their children so well and work with the school to help children achieve amazing results. Next term, we will be asking for parents to work with us on making things even better.



New to us in September? Children in Year 2 with SEND or possible additional needs

If your child is in Year 2, you have accepted a place at our school and your child has been identified as having SEND or possible additional needs – WELCOME to WENDOVER!

You will receive a copy of this newsletter. You will also be offered a chance to meet with the SENDCo at the usual SENDCo Parent meetings, along with our existing parents. Please see [this page](#) for details about that.

Children with SEND often benefit from additional transition support. We have a well-established programme established with the John Hampden Infant School, where small groups and individuals often come through the playground for additional visits. We also liaise with other local schools so that children can feel as comfortable as possible with the change process.

If you think that your child will need support above and beyond this, please contact the SENDCo at admin@wendoverjunior.co.uk



September 2025 - the LSA team in Year 3 and 4

3W- Mrs McHardy-Jones' class – **Mrs Becky Williams, Mrs Ashley McLure**

3J – Miss Easton's class – **Mrs Emma Salmon, Mrs Ashley McLure, Mrs Becky Williams, Mrs Laura Duignan**

3S – Mrs Corns' and Mrs Weeks-Pearson's class – **Mr Robert Irvine, Mrs Ashley McLure, Mrs Laura Duignan**

4W – Mr Slade's class – **Mrs Jemma Elliot, Mrs Rebecca Ford-Makin**

4J – Mrs Simpson's class – **Mrs Laura Duignan, Mr Robert Irvine**

4S – Mrs West's class – **Mrs Sam Bishop, Mrs Ria Austin**

Support from Lead LSAs:

Mrs Rebecca Ford-Makin supports Year 3 and 4W.

Miss Clare Doman supports 4S.

Mrs Charlotte Brister supports 4J.



September 2025 - the LSA team in Year 5 and 6

5W – Mrs Edwards' class – **Miss Clare Doman, Mrs Sandeep Kaur**

5J – Miss Ellerby's and Mrs Amjad's class – **Mrs Sandeep Kaur**

5S- Miss Johnson's class – **Mrs Hayley Burton**

6W – Mr Kirk's class – **Miss Jade Buckingham**

6J – Mr Newnes' class – **Miss Maddie Keating, Miss Jade Buckingham**

6S – Mrs Khan's class – **Mrs Charlotte Brister, Miss Maddie Keating**

Support from Lead LSAs:

Miss Clare Doman supports Year 5.

Mrs Charlotte Brister supports Year 6.



A good read

The Survival Guide for Kids with Autism Spectrum Disorders (and Their Parents) by Elizabeth Verdick and Elizabeth Reeve, MD, Free Spirit Publishing, 2012.

This is an American book, so talks a lot about what to do at recess and the difficulties of riding the school bus, but it is full of useful information. There are lots of case studies, where particular issues are explored in detail. It has detailed advice on body language, social skills, making and keeping friends, dealing with siblings, how to relax etc.

There is good advice for parents too.

Suitable for mature children with autism or parents.

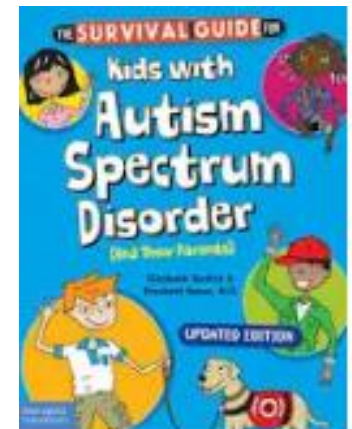
Please let me know if you have any recommendations and I will share them here.

Think About It, Talk About It

Right now, you might feel confused about your ASD and what it means for your future. It's okay to feel that way. Give it time. Your feelings will change as you learn more about yourself and living with ASD.

“ To me, autism is 'normal.'
—16-year-old boy ”

Everybody has personal stuff they need to work on. Everyone has things to celebrate about themselves too. In that way, we're all alike. This chapter is about taking time to think and talk about what you've learned so far.





SEND Dates for your diary

Meet the SEND Team Events

9:00 Thursday 17 July 2025

RAF Service Support Coffee Meetings

No more this term – see you in September!

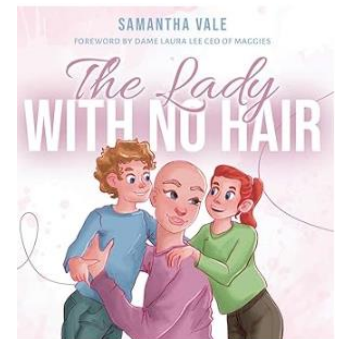
SENDCo / Parent Meetings

No more this term – see you in September!

Secondary School Transfer Test

Children in Year 6 in September 2025:

- 9 September 2025 – Children sit the Practice Test.
- 11 September 2025 – Children sit the Secondary Transfer Test.





Therapy dogs

We are fortunate to be supported by two Therapy Dog teams and we all love seeing Ruby and Pippin around the school.

Therapy dogs and their owners are specially trained to work with children. Many children respond very positively to dogs and can be more relaxed than with people. This means that they can make progress in terms of emotional regulation, confidence and self-esteem.

If you think your child would benefit from spending some time with Pippin, please let me know. There is already a waiting list.





Sensory resources

Some children find sensory resources useful in class. We supply a range of sensory tools via the classroom Bluebird Boxes. This includes “fidget toys” and wobble cushions.



Fidget toys (or sensory tools) are small objects designed to provide sensory input and encourage movement, mainly for improved focus, stress relief and enhanced fine motor skills. They are especially popular for children with ADHD, autism and other conditions that involve sensory processing difficulties.

Wobble cushions are used to improve balance, posture, and core strength, and can also help with sensory seeking and fidgeting..

Please let me or your child’s class teacher know if you think your child needs this kind of support and we will offer an appropriate resource





Sensory garden – sand!

Some children find playtime very busy and overwhelming.

We are developing a quiet space, called the Sensory Garden. Our Garden is located next to the MUGA, but is tucked away behind the PE shed. There are tubs for sweet-smelling plants, a textured pathway and it is very shady. There is also a picnic bench with a secret – take the lid off and it is also a sand tray. Children have been greatly enjoying this resource – apparently volcanoes are the best thing to build!

Over the summer, there will be new resources added, including a wicket gate that will make access easier in the winter months.

Do let us know if you can think of any good ideas for the sensory garden.





Pastoral Support and Wellbeing

There will be some changes to our pastoral support arrangements in September.

- Miss Clare Doman – will support children with issues with Emotionally Based School Non-Attendance and those on Behaviour Support Plans.
- Mrs Emma Salmon – will offer Wellbeing Sessions for children in difficult circumstances.
- Mrs Ria Austin and Mrs Emma Salmon will support Young Carers.



Bluebirds

You may wonder why there are Bluebirds all over this newsletter.

When we re-launched our SEND room, the children chose the name for it, via the School Council: The Bluebird Room. We use the Bluebird Room for group sessions (e.g. Young Carers) and for emotional regulation.

All classrooms also have a Bluebird Box, which contains lots of equipment that children with SEND may find useful. For example, sensory tools, overlays, reading slopes, wobble cushions...

The Bluebird Boxes are useful resources for teachers to use when supporting children.





Lead LSAs and cover teaching

We are fortunate to have four Lead LSAs (Lead Learning Support Assistants) in this school, who all take a significant role in the provision of support to our children. For example, the Lead LSAs provide pastoral support, the nurture group, EAL groups, Young Carers, Language Link groups, Dynamo maths assessments, behaviour support, attendance support and a range of other individual and group interventions.

However, as part of their role, Lead LSAs also cover lessons for absent teachers, often at very short notice. This means that, sometimes, it is not possible for them to be able to carry out their other duties. Please bear with us on these occasions: we always try to catch up as quickly as we can.


The Buckinghamshire Local Offer



Buckinghamshire Local Authority has a useful [web page](#) which not only sets out their local offer of support, but also contains links to many useful organisations and sources of support.

There is general advice as well as specific suggestions for support.

You could check out the [Autism Toolbox for parents and carers](#) or the services offered by [Bucks SENDIAS](#), who provide free, confidential, impartial information, advice and support relating to SEND.


 Buckinghamshire Council

Family Information Service


Q Search

[Home](#)


Special educational needs and disabilities (SEND Local Offer)



[Get started with SEND](#)
Where to start if you're new to special educational needs and disabilities



[About the SEND local offer](#)
What the SEND local offer means and how it can help you



[Education and SEND](#)
Education help for children and young people with special educational needs and disabilities (SEND). Including Alternative Provision, EHCPs, find your EHCCO, and SEND school transport.

[SEND money and benefits](#)

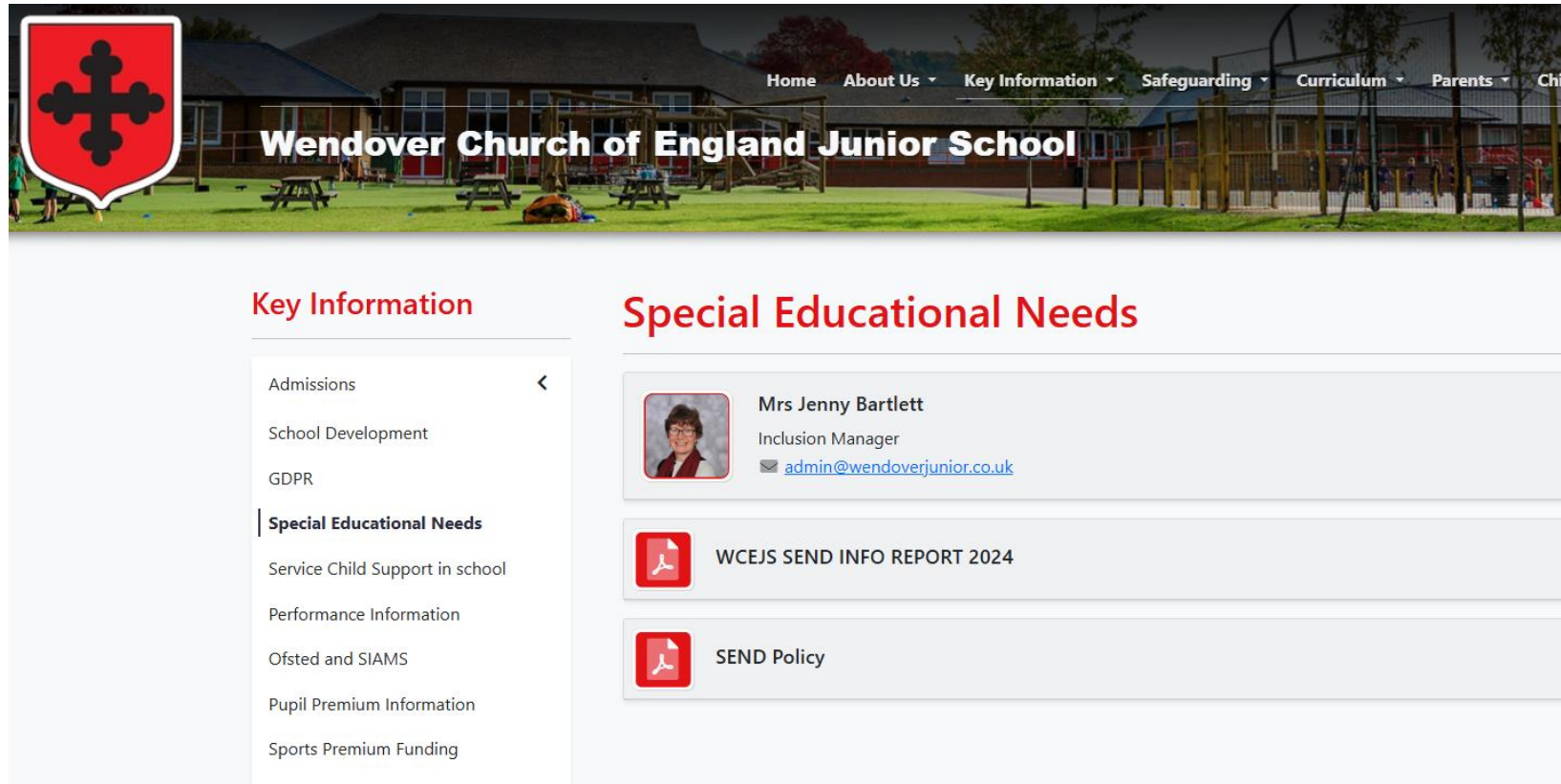
[Health and SEND](#)

[Social care and SEND](#)

SEND Information Report and the SEND Policy



All schools are required to share an annual SEND Information Report and their SEND policy with parents. Ours is on [this page](#). We update the SEND information report each year and consult with parents. Do let us know if anything is unclear or you have any questions.

A screenshot of the Wendover Church of England Junior School website. The header features a red shield with a black cross on the left and a navigation menu with links: Home, About Us, Key Information, Safeguarding, Curriculum, Parents, and Children. Below the header is a large photo of the school building and playground. The main content area is divided into two columns. The left column, titled 'Key Information', contains a list of links: Admissions, School Development, GDPR, Special Educational Needs (highlighted), Service Child Support in school, Performance Information, Ofsted and SIAMS, Pupil Premium Information, and Sports Premium Funding. The right column, titled 'Special Educational Needs', features a profile for Mrs Jenny Bartlett, Inclusion Manager, with her contact email admin@wendoverjunior.co.uk. Below this are two download links for PDF documents: 'WCEJS SEND INFO REPORT 2024' and 'SEND Policy', each accompanied by a red PDF icon.



Levels of SEND

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	SENDCo Role
Ordinarily Available Provision (OAP)	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 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	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	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	May be involved
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.	Usual classroom communication Parents' Consultation Evenings and reports Termly SEND Review meetings and SEND Review reports	Interventions from LSA team Sometimes support from external professionals	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 SEND Review meetings and SEND Review reports Annual Review meeting for EHCP	Interventions from LSA team Sometimes support from external professionals	Actively involved



Service Support (RAF)

Mrs Ria Austin is our Service Support Assistant. In addition to her work in classrooms, she works 1:1 with all RAF children, increasing support around times of difficulty, e.g. deployment, social and emotional issues.

She also runs regular lunches for groups of service children and their friends, as well as other events, e.g. the Year 6 wellbeing course, Little Troopers events and craft sessions, where children make items to send to family members who they don't see very often.

Parents are invited to a half-termly informal meeting with Mrs Austin. This term, they are joint meetings with parents from John Hampden School.

2:30 on Monday 30 June 2025 at our school.

Do come along and meet some new faces.





SENDCo Parent meetings

We offer a termly meeting with the SENDCo, in addition to the termly meeting with the class teacher.

We offer time slots at SEND meetings via the 'school cloud:' this is the same system that parents use to book Parents' Evening Consultations. Parents are able to choose their own time slots. If the meeting is in school time, we can try to arrange for your child to be present at the meeting.

This term, we are holding the meetings across three weeks, to enable parents to have the widest possible availability.

Dates for SEND Meetings Summer Term 2025:

- **Monday 16 June 2025 to Friday 4 July 2025**

Dates for SEND meetings for parents of children new to the school

- **Tuesday 15 July 2025 – afternoon**
- **Wednesday 16 July 2025 – afternoon**
- Please contact the School Office on admin@wendoverjunior.co.uk to make a booking.





SEND Support Plans

All children with SEND support or EHCPs have an individualised SEND Support Plan. The plans describe the support offered to the children. These are issued and reviewed termly.

SEND Support Plans are live documents and often change as the children's needs change.






A draft version is sent home near the start of term and a reviewed version is sent home, along with the SEND Review form, at the end of term.

At the end of the term, we also send home a **SEND Review Report**, which summarises the support given for the whole term and includes other information, e.g. the child's views.

Examples of the format of the SEND Support Plan and the SEND Review Report are on the following pages.



Wendover C of E Junior School

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



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	



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)



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		



Wendover C of E Junior School

Professionals/External Agencies involved:

[illegible]



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.



Wendover CE Junior School

Through living our Christian values, everyone at WCEJS has the opportunity to flourish.
We nurture the curiosity to learn, the courage to lead and the compassion to care.
Building solid foundations (Matthew 7: 24-27)



SEND Review Report - Autumn Term 2024

This report reflects this term's achievements and should be read alongside the SEND Support Plan.

Name: Nanci Allen

Class: 5X

Child Comment / Pupil voice:

Wendover Church of England Junior School

What I want to say

Name: Nanci Allen Class: 5X Date: _____

How is school going?



It would be even better if...

I could have a

mobile cushion

Tell us about one good thing that you have done.

I got a HT award for reading



Anything else you would like to say?

I love reading and basketball. I don't

like the astrofurg.

You can draw a picture, if you like.



Respect

Responsibility

Reflection

Resilience

Support

SEND Status	SEN Support	Support Time	Classroom
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Children with EHCPs: the amount of support time stated in the EHCP

Children with SEND support: the amount of time supporting through specific weekly intervention (classroom support is also provided for maths and English lessons).

Most recent assessment results (Autumn 2024)

	Baseline Assessment	End of Year Prediction	Progress	Effort
Reading	Developing	Expected	Expected	Outstanding
Writing	Developing	Developing	Expected	Outstanding
Maths	Developing	Developing	Expected	Variable

*Baseline assessment refers to KS1 results or at point of entry to school where KS1 data is unavailable

Additional Assessment

PIVAT Scores							
	Reading	Writing	Maths: Number	Maths: Shape, Space, Measure	Maths: Using & Applying	Social Awareness & Relationships	Behaviour for Learning
Previous	-	-	-	-	-	-	-
Current	-	-	-	-	-	-	-

PIVATS – This is a way of measuring small steps of progress. At the start of term, we look at the skills that children have already achieved in that area, which gives us a numbered level. We then identify a target or several targets, which will often link to an intervention or targeted activities. At the end of the term, we look at the new skills that children have achieved to assess their new level.

Approximate equivalents:

1 to 20 – Working at Reception level or below

20.1 to 35 – Working at Year 1 level

36.5 to 60 – Working at Year 2 level

60.7 to 70 – Working at Year 3 /4 level

70.7 to 80 – Working at Year 5/6 level

Nessy and Dynamo Maths

Respect

Responsibility

Reflection

Resilience



A separate report is attached if your child receives either Nessy or Dynamo Maths. Nessy is an online structured literacy intervention, which we use as a support for children who have fallen behind, especially those with dyslexia. Dynamo Maths is an online programme proven to support students with dyscalculia and those not meeting age related expectation.

Reviewed SEN Targets for Autumn Term 2024

Target	Assess (start)	Review (end)
I can maintain focus during an allocated task 80% of the time.	60%	80%

Adult support

Class Teacher:	Mrs Jones
Support Staff:	Mrs Wilson

Meeting with parents and / or child

Autumn 2024 SENDCo / Parent meeting for:	Nanci Allen 5X SEND SUPPORT
Present:	Mrs Jennifer Bartlett, SENDCo Mrs Allen Nanci Allen
Date:	12 June 2024
Child views	All good. I like my teacher. My fidget helps.
Discussion:	<ul style="list-style-type: none">Discussed ways to support with homework, especially Doodlemaths.Nanci likes doing Maths with mum and other work with Dad at the weekends.Mrs Allen is considering John Colet School but also looking at others.
Actions:	NFA

Plan: What are the next steps for this child?

Recommendations
Continue with existing support

Respect

Responsibility

Reflection

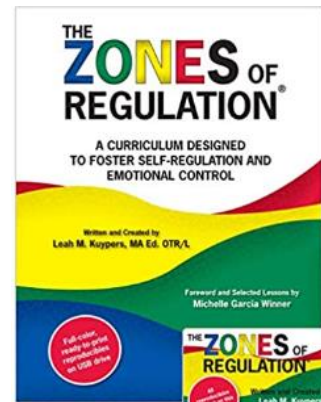
Resilience



How we support children with SEND

We aim to support children in classrooms as much as possible, so that they benefit from contact with the teacher and the other children. Therefore, we only take children out of class for a small range of interventions or support activities. For example, you might find that your child comes out for one or more of the following:

- Nessy – a computer package that teaches / practises phonics skills for reading and spelling. Several times a week. 1:1 per computer, but may be carried out in a group
- Dynamo - a computer package that teaches / practises maths skills. Several times a week. 1:1 per computer, but may be carried out in a group
- 1:1 reading with an adult – frequent reading practice with an adult to build confidence and fluency
- Language Link - weekly small-group sessions of focused language activities
- Pre-teach vocabulary – a small group who learn vocabulary before the rest of the class and work on meanings and spellings
- A social skills group or activity – a group of children who focus on a particular skill
- The Zones of regulation – 1:1 or small group work on understanding and managing feelings



Note that not all of these interventions will run every term.



Meet the SEND team – events coming soon

We regularly hold Meet the SEND team events. The next ones are:

9:00 Thursday 17 July 2025

The Meet the SEND teams events are an informal chat with SEND team staff, including the RAF Service Support Assistant. Where possible, the SENDCo or other members of the team will support parents with individual queries.

Please let us know if you would like to attend this event: send an email to admin@wendoverjunior.co.uk.

The event lasts for about half an hour. Tea / coffee and biscuits are provided.

