



Wyke Primary School
Special Educational Needs and Disability
(SEND) Information Report
September 2024-2025

In line with the SEN & D Code of Practice 2015, schools have a duty to publish information on their website about the implementation of the policy for Special Educational Needs and Disability. Within this document, we hope you will find information about the provision in place at Wyke Primary School for children with SEND.

Our vision for children with SEND

At Wyke Primary School, we aim to inspire, nurture and challenge our children to achieve their full potential by enabling them to learn with enthusiasm, develop their creativity, discover their talents and do their best. We believe that all children should make progress regardless of their SEND.

<p>Who's who and what do we do?</p>	<ul style="list-style-type: none"> • Class teachers have the responsibility for the achievement and progress of all children in their class. Class teachers are available to discuss any queries or concerns you may have. Please talk to them after school or make an appointment to see them via the school office. • Laura Beales is the Special Educational Needs and Disabilities Coordinator (SENDCO). Her role is to monitor and coordinate provision, provide advice and liaise with parents and outside agencies. She may be contacted in the first instance through the school office. • Ed Birkett is the Headteacher who has ultimate responsibility for SEND. • We have a team of 7 teaching assistants who are trained to deliver a range of interventions and support programmes. Some of our TA's time is spent working in the classroom directly with the children and some is spent delivering targeted interventions to individuals or groups of children. Some TAs work as a 1:1 support for a child.
<p>How does the school know if my child needs extra help?</p>	<ul style="list-style-type: none"> • Class teachers evaluate their lessons and consider whether children are making expected progress throughout the lesson. • Children are assessed each term and their attainment and progress is monitored by their teacher, the TA, the SENDCO and the Senior Leadership Team (SLT). • If a class teacher has concerns about a child, he or she will contact parents to discuss. • Should concerns continue, the class teacher will discuss these with the SENDCO. • Concerns may be raised by parents with the class teacher. <p><i>'Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND...Equally it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.'</i> SEND Code of Practice, January 2015</p>

<p><i>How does the school assess my child's SEND?</i></p>	<ul style="list-style-type: none"> • If there have been ongoing concerns about a child's progress and/or development, the class teacher will consult with parents and the SENDCO. <p>Some other assessment may be carried out to try to pinpoint the cause of any difficulty. This may involve reading, spelling, numeracy or vocabulary tests. An observation may be carried out in class.</p> <ul style="list-style-type: none"> • If necessary, the child may be added to the SEND Register at the 'SEN Support' level. A One Page Profile and SEN Support Passport will be completed by the class teacher and parents will be consulted. These will be shared and reviewed with parents 3 times every academic year. • Should the class teacher or SENDCO have ongoing concerns, with parental consent, they may refer the child to an outside agency who can support with the identification and assessment of individual needs. • Where progress is still not adequate then it may be appropriate to request an Education, Health and Care Needs Assessment to determine whether the Local Authority needs to provide a higher level of support and funding in order to meet the identified learning outcomes. • Children who have an Education, Health and Care Plan (EHCP) will have a formal Annual Review Meeting to review progress. This would involve the child, parents, the class teacher, TA, SENDCO, SEND provision lead and outside agencies who have been involved.
<p><i>What should a parent do if they think their child has Special Educational Needs?</i></p>	<ul style="list-style-type: none"> • In the first instance, parents/carers are encouraged to contact their child's class teacher. The teacher is responsible for the learning of the children in his or her class and is best placed to discuss concerns. There are also a number of strategies that a teacher can put in place within the classroom to support. • If concerns persist, parents/carers are able to contact the SENDCO, Laura Beales or the Head teacher, Ed Birkett through the school office. • We pride ourselves on building positive relationships with parents and carers. We are open and honest with parents/carers and believe that this fosters excellent cooperation, which is undoubtedly in the best interests of the children at our school. We would much rather hear about any worries however minor they may seem.

<p><i>How will the curriculum and learning environment be matched to my child's needs?</i></p>	<p>High quality teaching which is adapted for groups or for individuals is the first step in supporting pupils who have or may not have SEN & D.</p> <ul style="list-style-type: none"> • Using assessment outcomes, challenging but achievable targets are set for each child. • Where necessary, specific resources and strategies are used to support children both individually and in groups, for example laptops, visual timetable, writing frames, pencil grips. • Classroom environments are stimulating as well as supportive; they are resourced to meet the needs of children with different learning styles.
<p><i>How will Wyke Primary School support my child?</i></p>	<p>The class teacher will oversee, plan and work with each child with SEN & D in their class to ensure that progress is made in every area.</p> <ul style="list-style-type: none"> • Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs. Children can be working on the same learning task but with scaffolding to support them to access the learning alongside their peers. • There is a whole-school reward scheme which is accessible to all children. • Teachers closely monitor the progress of individuals in order to target weaknesses. • We will inform parents/carers if a child is receiving intervention in school. We will monitor the impact of the intervention and assess accordingly. Interventions may be linked to phonics, reading, spelling, maths and much more. • Some children write a one-page profile alongside their teacher. This may include specific targets to work on in school and at home. • We have a clear and consistent behaviour policy. We will inform you of any serious behaviour incidents. We monitor behaviour on a weekly basis. • Some students need support to make the transition to school in the morning and are supported with this 'meet and greet' by a familiar adult. • We monitor attendance and lateness; if there is an issue you will be informed. • Some pupils need individualised rewards schemes. • Some children may be supported at unstructured times. • We use a variety of strategies to work with children with social and emotional needs. • Some children require access to TA support in lessons. This may be on an individual basis or as part of a small group. TAs also work within a class and offer support in the form of prompts or further explanations as needed. • We can contact Early Help who will offer support to some families.

	<ul style="list-style-type: none"> • Teachers use a variety of strategies to help children with focus and attention difficulties such as work stations, fiddle toys, timers and individual reward books. • Teachers ensure that children with physical difficulties have the correct equipment including appropriate seating in order to enable a child to learn. • Teachers also use specialist reports and assessment to remove barriers to learning for individuals • Teachers ensure that those children with visual or hearing impairments have access to appropriate resources. • Teachers give careful consideration to groupings and seating within the classroom. • All classrooms have visual timetables.
--	---

<i>How will I know how my child is doing?</i>	<p>We believe that your child's education should be a partnership between parents and teachers therefore we aim to communicate with you regularly.</p> <ul style="list-style-type: none"> • The class teacher will meet or talk to parents/carers of children with SEN & D at least on a termly basis (this could be as part of parent's evening) to discuss your child's needs, support and progress. • If a child has a SEND support passport or and EHCP support passport his or her progress will also be reviewed with the class teacher and/or the SENDCO three times per year. • Additionally, if a child is seen by an outside agency, parents/carers will be invited to contribute their views and receive a full copy of the report. • Parents/carers are also welcome to make an appointment to meet with either the class teacher or SENDCO and discuss how a child is getting on. An appointment can be arranged via the school office.
<i>How accessible is the school environment?</i>	<ul style="list-style-type: none"> • There are two parking spaces for children and families with disabilities. • All classrooms in the main building are on one level and can be accessed using a wheelchair. • There is a slope to allow access to the playground and outdoor learning environment. • We have an accessible toilet to be used when necessary.

	<ul style="list-style-type: none"> • There is a therapy room with a hoist and an additional accessible toilet.
<i>How will the school help me to support my child's learning?</i>	<ul style="list-style-type: none"> • The class teacher or the SENDCO can offer advice and practical ways that you can help your child at home. • If your child is on the SEND register at SEN Support level, he or she will have a one-page profile and SEN Support Passport which will identify targets for the term. This will be discussed with you on a termly basis (3 times a year) with the class teacher and you will be given a copy of the outcomes. The outcomes set are SMART (specific, measurable, achievable, realistic, time scaled), with the expectation that the child will achieve the outcome by the time it is reviewed. • If your child has complex special educational needs or a disability they may have an Education, Health Care Plan (EHCP), which means that a formal meeting will take place at least annually to review your child's progress. • If a class teacher needs to discuss an issue with parents/carers, it will be done privately and strategies to support your child will be offered.
<i>How will my child's voice be heard?</i>	<ul style="list-style-type: none"> • Through regular PSHE sessions, discussions in class and in assembly. • Through the school council. • Class teachers discuss children's targets with them and where they are able, children have a say in their own target setting and target review. • Children will share their strengths and areas they would like support within their 'One Page Profile'. • Children who have an EHCP will be involved in their development and review.

<p><i>How will Wyke Primary School support my child's social and emotional development and well-being?</i></p>	<p>We believe that children learn best when they are happy. We celebrate the children's successes and provide them with positive learning experiences. Sometimes children also experience some setbacks or challenges along the way and we are committed to supporting them through these.</p> <p><i>Support which is always available:</i></p> <ul style="list-style-type: none"> • PSHE lessons to promote social skills and social development. • Class and whole school reward systems that promote and celebrate social development, as well as other achievements. • Staff provide a meet and greet at the door every morning. • We encourage children to communicate their worries with a trusted adult or by using our Worry boxes in the classroom. • Our TAs are also outside during playtimes, which allows children to effectively supported for their well-being by familiar adults at unstructured times. <p><i>Support that may be put in place:</i></p> <ul style="list-style-type: none"> • We offer Emotional Literacy Support Assistant intervention which is flexible to meet many social, emotional and mental health needs and includes structured interventions and 1:1 bespoke provision. • Use of social stories. • Morning meet and greet time with a familiar adult. • Social skills activities within a small group.
<p><i>How will my child be included in school activities including trips?</i></p>	<ul style="list-style-type: none"> • We aim to include all children on outdoor trips and residential trips. In consultation with parents/carers we will make any necessary adaptations. • A risk assessment will be carried out for any off-site activity. In the unlikely event that the activity is considered unsafe, we will provide alternative activities that will cover the same areas of the curriculum.

<p><i>How will Wyke Primary School support my child for joining the school or transferring to a new school?</i></p>	<ul style="list-style-type: none"> • We encourage all new children to visit the school prior to starting with us. • For children with SEN & D we may facilitate a phased transition to help your child to acclimatise to their new surroundings. We would also visit them in their current setting if appropriate. • We write social stories or language jigs with children to help explain and prepare them for any major transition. • There is an effective transition programme in place with the local secondary school. This involves members of their staff visiting the children in Year 6, as well as visits to the secondary school site. Additional transition is available for some pupils who it is felt would benefit from extra visits and preparation. • We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. • If your child has an Education, Health Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.
<p><i>What training do staff receive regarding SEND?</i></p>	<ul style="list-style-type: none"> • The SENDCO, Laura Beales, has completed the National Award for SEN Coordination. • The SENDCO attends regular SENDCO briefings with other SENDCOs to look at provision and development of SEN & D across the local authority. • We have regular staff meetings to ensure all staff are kept up to date with SEN & D developments. • Teaching assistants are trained in a variety of interventions. • Staff have completed first aid and manual handling training. • Our ELSA trained TA receives training from the county Educational Psychology Service. • The SENDCO meets with a link Educational Psychologist and Specialist Teacher at the Planning Meeting twice a year. • Through staff appraisal, development needs are identified and catered for. This may include 'in-house' training or attendance on a course. • If we admit a child for whom specialist training is needed eg Epi-pen use, training is provided as soon as possible.
<p><i>What specialist services are accessed by the school?</i></p>	<ul style="list-style-type: none"> • All staff are able to access resources for social skills, fine motor skills, social communication difficulties, speech and language programmes, phonics. • We access advice and support from the Specialist Teacher Service, Educational Psychology Service, Speech and Language Therapy Service, Early Help, Occupational Therapy, Physiotherapy, School Nursing Team, Mental Health Support

	<p>Team in Schools (MHST), Child and Adolescent Mental Health Service (CAMHS), Social Care, Multi-Agency Safeguarding Hub.</p> <ul style="list-style-type: none"> • Where requested by parents/carers, we also receive communications from the Child Community Health Team including Paediatricians and Specialist nurses. • We work with the Mental Health Support Team in schools. Our Education Mental Health Practitioner is regularly in school and is a familiar face to the children. The team have delivered class workshops and staff training. School are also able to make referrals to the team for children who might need extra support for their emotional wellbeing. The team will work with the family to provide support to help address the needs. • We aim to work closely with any outside agencies that are involved with your child.
<i>How are the school's resources allocated and matched to need?</i>	<ul style="list-style-type: none"> • The budget is allocated on a needs basis; children with more complex needs will require more support. • Every child at Wyke Primary School is individual and children will require different levels of support at different times in order to help them make progress and achieve their potential. We aim to regularly review the support we have in place so that it is directed at the children who need it most. • If a child has an EHCP, then the funding attached to this plan will be used to deliver the provision as set out in the plan. This might involve staff training, physical resources, the use of technology, support from outside agencies and also adult support in the classroom. • Pupil Progress Meetings review the progress of all children. We review and evaluate our resources and provision to ensure effective support is maintained. • Class teachers continually monitor children's progress and direct support from their teaching assistant accordingly. • Liaison with families will also inform how we manage support for individual children across school.
<i>Can my child's school dinner requirements be accommodated if they have a special diet?</i>	<ul style="list-style-type: none"> • A hot dinner is available for all children in EYFS/KS1 and for those in KS2 who wish to purchase one. Some children also qualify for free school meals if their families are in receipt of certain benefits. • Special diets can be accommodated for, as long as we have advance notice.
<i>How are the school governors involved?</i>	<p>Elizabeth Ingham is the link governor for SEND. Laura Beales, the SENDCO, updates the Governors on progress in SEN & D. Governors are encouraged to visit the school.</p>

<p><i>Who do I contact if I have further concerns or would like more information?</i></p>	<ul style="list-style-type: none"> • The first point of contact would be your child's class teacher to share your concerns. • You could also arrange to meet with the SENDCO, Laura Beales. • The Dorset Local Offer has a huge range of information about SEND in Dorset – https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer • Dorset Parent Carer Council is an organisation that provides independent advice and support for families – http://www.dorsetparentcarercouncil.co.uk/ • Dorset SEN and Disability Information, Advice and Support Service (SENDIASS) offer free, confidential, accurate and impartial advice and support to families living in Dorset - https://www.dorsetsendiass.co.uk/
<p><i>What do I do if I have a concern about the provision for my child with SEN & D?</i></p>	<p>If concerns raised with the class teacher and SENDCO are not met with a satisfactory outcome, you are welcome to contact the Headteacher, Ed Birkett at the school. Furthermore, a full copy of our complaints procedure is available on the school website.</p>

Nature of Need	Wave 1	Wave 2	Wave 3	Wave 4
Communication and Interaction	<ul style="list-style-type: none"> Classroom differentiation In class support Visual timetables displayed Communication with parents 	Wave 1 plus: <ul style="list-style-type: none"> One page profile Meet and greet Short term Small group work Access to time out Use of emotion cards, 5-point scale Now and next Time to talk Social stories Individual work station ELSA 	Wave1&2 plus: <ul style="list-style-type: none"> Longer term small group work Some 1:1 TA support Referral to Specialist teacher service, SALT, BSS Referral to Community Paediatrician 1:1 or small group SALT intervention Safe space Extended class to class and secondary transition 	Wave 1,2&3 plus: <ul style="list-style-type: none"> EHC Plan Additional supervision at playtimes Consideration of adapted, flexible timetable Additional TA support
Cognition and Learning	<ul style="list-style-type: none"> Classroom differentiation In class support Intervention – planned by teacher Small group work – planned by teacher Booster groups Communication with parents 	Wave 1 plus: <ul style="list-style-type: none"> One page profile Coloured overlays Daily reading Paired reading Reading intervention Spelling intervention 1:1 phonics Precision teaching Minute a day SNIP Fine motor intervention Numeracy intervention Talk buttons/boards 	Wave1&2 plus: <ul style="list-style-type: none"> Referral to Specialist Teacher Service, Educational psychologist Use of ICT to record Extended transition class to class and to secondary school 	Wave 1,2&3 plus: <ul style="list-style-type: none"> EHC Plan Additional TA support
Social, Mental and Emotional Health	<ul style="list-style-type: none"> Classroom differentiation Class teacher/home contact Visual timetable Seating plan – position in class room 	Wave 1 plus: <ul style="list-style-type: none"> Monitored by senior staff Social skills sessions Anger management Mentoring ELSA 5-point scales Safe space 	Wave1&2 plus: <ul style="list-style-type: none"> Some alternative off site provision e.g. Forest School Multi Agency Referrals Outside Agency referral Meet and greet Support for transitions between year groups Extended transition for secondary school Individual behaviour risk assessments 	Wave 1,2&3 plus: <ul style="list-style-type: none"> EHC Plan Additional TA support Additional supervision at playtimes Consideration of adapted, flexible timetable Play therapy

Sensory and/or Physical	<ul style="list-style-type: none"> • Classroom differentiation • Seating plan • Personal space • In class support • Access to time out • SAT access arrangements 	Wave 1 plus: <ul style="list-style-type: none"> • Reader • Scribe • IT support • Sensory circuits • Alternative resources – writing equipment, books, overlays 	Wave1&2 plus: <ul style="list-style-type: none"> • TA supporting use of specialist VI or HI equipment • Some alternative provision 	Wave 1,2&3 plus: <ul style="list-style-type: none"> • EHC Plan • Additional TA support • Additional supervision at playtimes • Consideration of adapted, flexible timetable
--------------------------------	--	--	---	--