

# SEND Information Report 2024-2025



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Produced by:

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Approved by FGB:

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**No limits to Learning!**  
**Ready    Respectful    Safe**  
**SEN Information Report 2024-2025**

## **1. Aims**

Our SEN information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

## **2. Legislation and Guidance**

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

## **3. Definitions**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **4. Roles and Responsibilities**

<b>Information and Guidance</b>	
<b><i>Who should I contact to discuss the concerns or needs of my child?</i></b>	
<b><u>4.1 The SENDCo</u></b> The SENDCo is Sanam Khan	They will: <ul style="list-style-type: none"><li>➤ Work with the headteacher and SEN Governor to determine the strategic development of the SEN policy and provision in the school.</li><li>➤ Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.</li><li>➤ Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching</li><li>➤ Advise on the graduated approach to providing SEN support.</li><li>➤ Be the point of contact for external agencies, especially the local authority and its support services.</li><li>➤ Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.</li><li>➤ Ensure the school keeps the records of all pupils with SEN up to date.</li></ul>

<p><b><u>4.2 The SEN Governor</u></b></p>	<p>The SEN Governor will:</p> <ul style="list-style-type: none"> <li>➤ Help to raise awareness of SEN issues at Governing Board meetings</li> <li>➤ Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this</li> <li>➤ Work with the headteacher and SENDCo to determine the strategic development of the SEN policy and provision in the school</li> </ul>
<p><b><u>4.3 The Headteacher:</u></b> Mrs Fox</p>	<p>The Headteacher will:</p> <ul style="list-style-type: none"> <li>➤ Work with the SENDCo and SEN Governor to determine the strategic development of the SEN policy and provision within the school.</li> <li>➤ Have overall responsibility for the provision and progress of learners with SEN and/or a disability.</li> </ul>
<p><b><u>4.4 Class Teachers</u></b></p>	<p>Each class teacher is responsible for:</p> <ul style="list-style-type: none"> <li>➤ The progress and development of every pupil in their class.</li> <li>➤ Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.</li> <li>➤ Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision.</li> <li>➤ Ensuring they follow this SEN policy.</li> </ul>

## **5. SEN Information Report**

### **5.1 The kinds of SEN that are provided for:**

Our school currently provides additional and/or different provision for a range of needs, including:

**➤ Communication and Interaction:**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children with Autistic Spectrum Disorders are likely to have particular difficulties with social interaction.

**➤ Cognition and Learning:**

Support may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and Specific learning difficulties (SpLD) including a range of conditions such as dyslexia, dyscalculia and dyspraxia.

**➤ Social, Emotional and Mental Health Difficulties,**

Children may experience a wide range of social and emotional difficulties whereby they may become withdrawn or isolated, or display challenging, disruptive or disturbing behaviour. Some children may have disorders such as attention deficit hyperactive disorder.

**➤ Sensory and/or Physical Needs,**

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

## **5.2 Identifying Pupils with SEN and Assessing Their Needs.**

All of the children in our school are viewed as individuals and staff know each child in their class - their likes, dislikes, strengths and areas of need.

- Children's needs are identified through regular monitoring including quality first teaching, observations, assessments and marking.
- Formal and informal discussions about children's needs take place between parents and school staff, including senior leaders and the school's SENDCo.
- External providers and professionals are consulted regularly with recommendations and actions planned and reviewed.

## **5.3 Consulting and Involving Pupils and Parents**

We work with children, families and professionals to try to meet all children's needs, supporting them to access all areas of the curriculum and in making good progress, whatever their starting point.

- Parents are able to meet with class teachers to share concerns about their child's learning at regular parents' consultation evenings and by making an appointment to meet the teacher at the end of the school day or by requesting a telephone call.
- When a child is identified as having special needs, an Individual Education Plan or Wellbeing Support Plan will be discussed and parents will be notified when it is decided that a child will receive SEN support.
- When children enter our Foundation Stage, our staff make transition visits and liaise with Early Years Settings.
- For children who start at our school as an in-year admission, our head teacher is in contact with parents and we contact the school the child previously attended as well as obtaining all of their records.

## **5.4 Assessing and Reviewing Pupils' Progress towards Outcomes**

Children's progress and attainment is regularly reviewed through formative and summative assessment. Any area which needs addressing is discussed and provision is arranged.

- We will follow the graduated approach and the four-part cycle of assess, plan, do, review.
- The amount of support given will depend on the child's need and the type of intervention being provided.
- We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.
- All children have access to the wide variety of our support in school. If the support is required for an extended period of time, consideration is given to the application for an Education and Health Care assessment being submitted with the intention of obtaining a plan to better meet a child's needs.
- Children with medical or physical needs will have a programme of support designed by NHS professionals and this is delivered by staff members after they have received training.
- Reviews of Individual Education and Wellbeing Support plans are shared with the children and their parents at consultation evenings.
- Education and Health Care Plans are reviewed annually and a review date is arranged in consultation with the parents.
  - Parents are asked for their views about who should attend the meeting, they are invited to bring other people with them and suggest points for the agenda.
  - The child is invited to attend the meeting and share their views but does not have to stay to the whole event.
  - Views and reports from all who are involved in the child's education are sought, including the child and their parents.

- The borough's assessment and Virtual Schools are also invited to send a representative.
- A written report of the meeting is forwarded to all involved.

### **5.5 Supporting Pupils Moving Between Phases and Preparing for Adulthood**

During transition, whether it is to a new year group or new school, the child's needs are at the centre of the process, with all parties sharing the responsibility of ensuring the process is easy for the child.

- A transitional programme for Year 6 children takes place for the move to secondary school and the opportunity for extra visits to the new school are given to SEND children. The SENDCo for Wraysbury School and the secondary school usually have a handover meeting for SEND children. All documentation for the SEND child is forwarded to the secondary school.
- For year group transitions, all SEND children are discussed with their current class teacher and consideration is given to their needs. Transition booklets can be prepared for SEND children with photographs and information about new year group teacher and teaching assistant. The booklets are differentiated to suit the needs of the child. Visits to the classroom and new areas are completed before the time when all children meet their new class teacher. The booklets are taken home for the child to support them and help in familiarisation and to assist with decreasing anxiety.

### **5.6 Our Approach to Teaching Pupils with SEN**

Our aim is to include all learners and we will make adaptations to achieve this wherever possible.

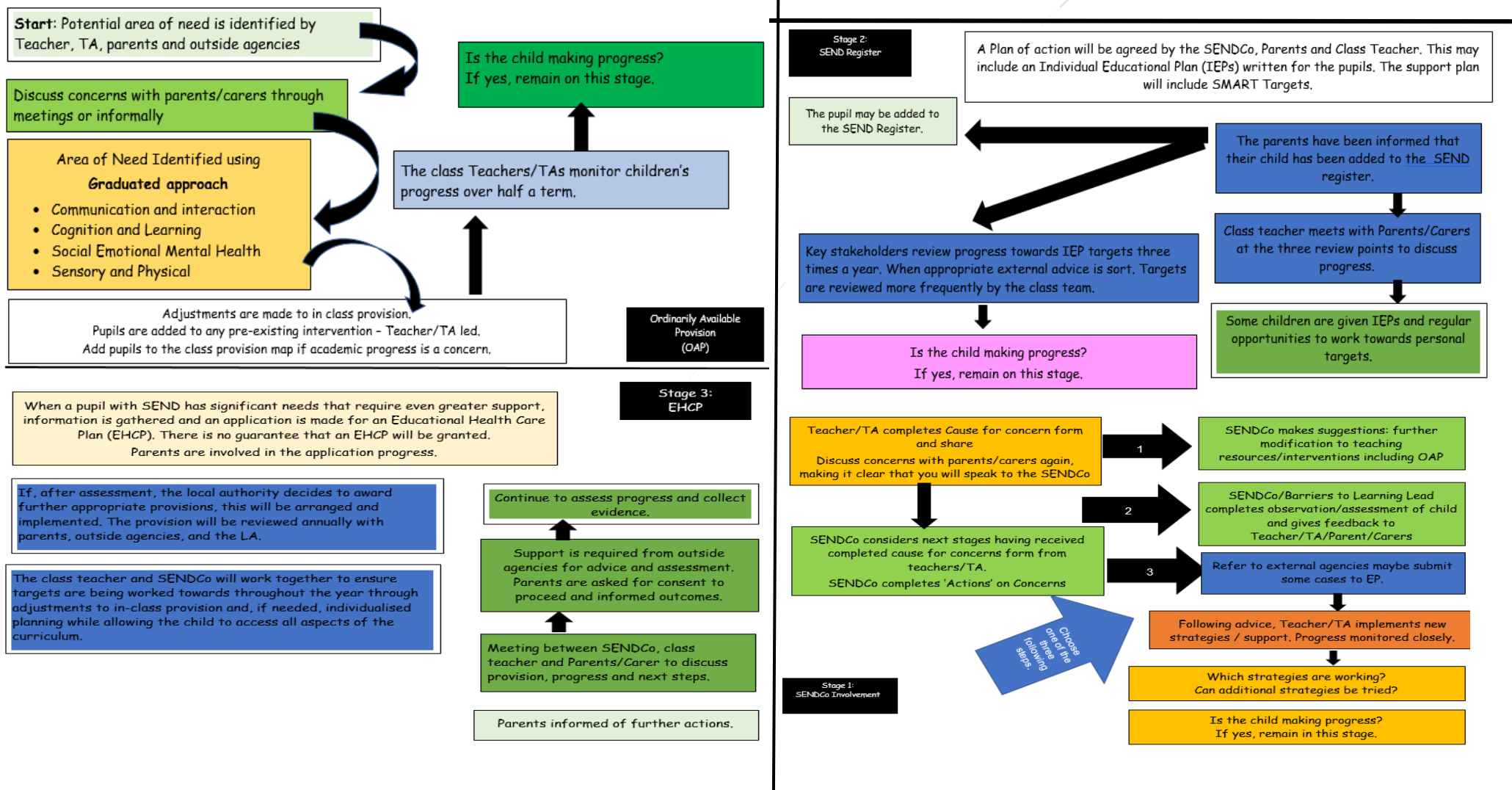
- Teachers are responsible and accountable for the progress and development of all the pupils in their class.
- High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.
- Teachers are aware that children learn in different ways and bring a range of teaching methods and resources into the classroom to support the learning activities. A range of strategies are used dependent on the needs of the individual.
- Most classes have a part-time teaching assistant to support the teacher and the children.
- If a child has an Education and Health Care plan, the provision stated in the plan is provided.
- When planning, teachers have high expectations for all children and provide opportunities for them to fulfil their potential.
- Depending on the needs of the children, the assistant will take small group interventions, work with a child one to one or in paired work.

We can also provide the following interventions:

- Little Wandle Phonics Catch-Up
- Teacher-designed interventions to meet the specific needs of children
- Handwriting sessions
- Alphabet Arc
- Toe by Toe
- PiXL Therapies
- SALT – KS1
- Occupational therapy

## 5.6 Wraysbury SEND Identification and Provision Pathway.

### Wraysbury's SEND Identification and Provision Pathway Graduated Approach: Assess, Plan, Do, Review





## **5.7 Adaptations to the Curriculum and Learning Environment.**

We ensure all learners are included in a variety of ways and most are listed below:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Auditory and Visual enhancements including ear defenders, coloured overlays and exercise books, displays and separated workstations where classroom sizes allow.
- Some specialist equipment including weighted lap cushions and sloped writing desks.
- Physiotherapy programmes are devised for children using the NHS OT toolkit and further advice is sought from the NHS Occupational therapist. If a programme is designed by the NHS Occupational Therapist, this is delivered once training has been received.
- For a child who has an Education and Health Care Plan, physiotherapy will be actioned as specified in their plan.
- Speech and language screening assessments are completed if a child has difficulties and programmes are delivered after receiving advice from the NHS Speech and Language therapist.
- If the therapist is directly involved with a child their therapy plan will be delivered in school and reviews are requested from the NHS service. For a child who has an Education and Health Care Plan, their programme is delivered as specified in their plan.

## **5.8 Additional Support for Learning**

Many classes have a part-time teaching assistant to support the teacher and the children.

Depending on the needs of the children, the assistant will take small group interventions, work with a child one to one, in paired work or in a small group. In addition to this support we also have the following staff available:

- Four ELSAs (Emotional Literacy Support Assistants)
- Four ELKLAN trained staff – speech, language & communication
- For pupils with Education Health Care Plans, designated support staff are involved where necessary
- With an Education and Health Care Plan, specialist teaching support can be given on a one to one or small group basis.
- Child and Family Support Worker

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

- ASD (Shine) Team
- Behaviour Support Service
- Early Help Team
- Educational Psychology Service
- Manor Green Outreach Service
- Mental Health Practitioner
- Multi-Agency Safeguarding Hub (MASH)
- NHS Occupational Therapist
- NHS Speech and Language Therapist

## **5.9 Expertise and Training of Staff**

We currently have:

- 4 trained ELSAs (Emotional Literacy Support Assistant)
- 4 members of staff trained ELKLAN (Speech and Language)

- The teachers and support staff regularly receive and host Continued Professional Development (CPD) which is bespoke to the needs of the school and the children.

### **5.10 Securing Equipment and Facilities**

When a need is identified, advice and support is sought from the relevant professionals.

- The ASD SHINE team have, in the past, provided weighted jackets, weighted lap belts and a sensory chair and the Occupational Therapy team are consulted for support with resources where needed.
- When a child has an Education and Health Care Plan, the additional funding can be used to purchase further equipment. The space in classrooms is quite limited and affects our ability to include all pupils with disabilities.
- Building adaptations:
- Wheelchair access is possible most areas of the school.
- Disabled toilets.

### **5.11 Evaluating the Effectiveness of SEN Provision**

- Teacher assessment occurs daily through interaction and marking, with areas for development identified and targeted through planning. Formal assessment also occurs regularly.
- Pupil Progress meetings are held each term to review progress and Individual Education Plans and Wellbeing Support are reviewed termly. Interventions are monitored, assessed and reviewed with adjustments made if necessary.
- Parents of children who have an Education Health Care Plan also have formal annual reviews with the teacher and Inclusion Leader.

### **5.12 Enabling Pupils with SEN to Engage in Activities available to those in the School who do not have SEN**

No pupil is ever excluded from taking part in any activities because of their SEN or disability.

- 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 trips.
- All pupils are encouraged to take part in sports day/school plays/special workshops.
- Risk assessments are completed for all extra-curricular activities, trips and residential trips, with further assessment for children with SEND depending on the activity and their need.

### **5.13 Support for Improving Emotional and Social Development**

All children are encouraged to share their views and worries with an adult. Further support is available:

- Each classroom has a 'Worry Box' or 'Worry Monster'.
- Personal Social and Health Education (PSHE) lessons explore emotional wellbeing and all children are given the opportunity to share their ideas or concerns.
- We have Emotional Literacy Support Assistants (ELSA) who work with children in groups or as one to one depending on the type of support required.
- Further emotional support can be sought through the Royal Borough of Windsor and Maidenhead's Early Help Hub and the Wellbeing and Behaviour Support teams.
- Behaviour and Anti-Bullying Policies in place and used by all staff, including lunchtime supervisors. Incidents are logged and patterns are identified leading to action being taken.
- Children who have an Education Health Care Plan generally have a teaching assistant to work with them who has an awareness of emotional wellbeing and regular discussion takes place between the assistant, the teacher, Phase leader and Inclusion leader.



### **5.14 Working with Other Agencies**

The school involves the following agencies in order to meet pupils' SEN needs and support their families:

- Autistic Spectrum Disorder (Shine) Team – this agency work for the school and will share the advice with parents.
- Children and Young People's Disability Service - (CYPDS) works with children and young people with special educational needs and disabilities (SEND) aged 0-25 years, and their families to provide assessments and support for Education, Health and Care Plans. CYPDS also provides social care guidance and support.
- Children and Adults Mental Health Service (CAMHS) are involved for children with some emotional needs and to diagnose Attention Deficit Hyperactivity Disorder or Autistic Spectrum Disorder – self referral and staff referral is available.
- Domestic Abuse, Stalking and Harassment Agency – self and school referral for support
- Educational Psychology Service – this service is sought by the school and parents do not have direct access to support. Meetings to discuss assessments and targets can be arranged by the Inclusion Leader.
- Mental Health Support Team – in-school referrals are made to the service and a Mental Health Practitioner will work with both parents and child. The Mental Health Practitioner attends the school weekly and is available for informal and formal advice and support.
- NHS Occupational Therapist – this agency can be contacted directly by parents or by school staff via an online referral form.
- NHS Speech and Language Therapist – this agency is contacted by the school and will share their strategies with parents at meetings in school with the child. This agency can be contacted by parents through their GP.
- The Single Point of Access (SPA) (formerly known as MASH - Multi-Agency Safeguarding Hub) and Early Help Hub (EHH) is the single point of contact for all safeguarding and wellbeing concerns regarding children and young people in The Royal Borough of Windsor and Maidenhead (RBWM) – school staff make referrals.

With an Education and Health Care Plan issued, other agencies may be involved to support the child. In the past this has included alternative therapies and providers.

### **5.15 Complaints about SEN Provision**

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

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.

### **5.16 Contact Details of Support Services for Parents of Pupils with SEN**

You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families

Tel: 01628 683182

Email: [IAS@rbwm.gov.uk](mailto:IAS@rbwm.gov.uk)

Website: <http://ias-rbwm.co.uk/>

Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child/young person:

[https://rbwm.afcinfo.org.uk/local\\_offer](https://rbwm.afcinfo.org.uk/local_offer)

### **5.17 Contact Details for Raising Concerns**

In the first instance the teacher should be contacted with any concerns. However, Mrs Sanam Khan, the Inclusion Leader, Mr Gresswell, the Deputy Head and Mrs Fox, the Head teacher can all be contacted.

### **5.18 The Local Authority Local Offer**

Our contribution to the local offer is: Royal Borough of Windsor and Maidenhead  
Our local authority's local offer is published here: [https://rbwm.afcinfo.org.uk/local\\_offer](https://rbwm.afcinfo.org.uk/local_offer)

## **6. Monitoring Arrangements**

This policy and information report will be reviewed by SENDCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **7. Links with Other Policies and Documents**

The following SEND policies are available on the school website at the following link:  
<http://www.wraysburyprimary.co.uk/>

- Accessibility Plan
- Behaviour and Anti-bullying Policy
- Equality & Diversity Policy
- Equality Statement Feedback and Marking Policy
- Offsite Activities Policy
- SEND Policy
- Safeguarding Policy
- Supporting Pupils with Medical Conditions