

WISBOROUGH GREEN PRIMARY SCHOOL



SEND INFORMATION REPORT 2025-2026

Approved: November 2025

Next review due by November 2026

Wisborough Green Primary School

SEND Information Report 2025-2026

Special Educational Needs and Disability Leader: Donna Barnard

SEND Governor: Carolyn Lee

Introduction

We are a small, rural, mainstream school that caters for children from 4 to 11 years old. We are an inclusive community, which encourages all children to enjoy learning and equips them for success in the future. We believe that all children are entitled to an education that is appropriate to their needs, encourages high standards and promotes striving to be the best they can be. We value high quality teaching for all learners and actively monitor learning in the school. We aim to create a learning environment, which is flexible enough to meet the needs of all members of our school community.

We define Special Educational Needs using the Special Educational Needs and Disability (SEND) Code of Practice (2014) which states that:

“A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.”

SEND Code of Practice (2014)

Please find the SEND Policy on the following page of our website:
<http://www.wisboroughgreenschool.org.uk/page/?title=SEND&pid=77>

We aim to create a learning environment, which is flexible enough to meet the needs of all members of our school community. Our whole school system for monitoring includes half-termly pupil progress meetings and having target-focused conversations termly with parents and pupils.

The Local Offer

From September 2014, the Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). As part of this commitment, all schools are asked to detail their approach, resources and provision for children who may have an additional SEND need. This is known as

the 'Local Offer'. Our Local Offer Contribution: <https://westsussex.local-offer.org/services/258-wisborough-green-primary-school>

Whom can I talk to about my child's Special Educational Needs or Disability?

Please talk to us – contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENDCo (Special Educational Needs and Disabilities Coordinator: Mrs Donna Barnard). Appointments can be arranged in person, by phone or by email. Her contact details are:

SENDCO@wisboroughgreenscoll.org.uk : 01403 700 280

Children we provide for:

We are an inclusive school, providing for all children including those with all types of special educational needs and disabilities. Our school currently provides additional and/or different provision for a range of needs, including:

Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties

Cognition and learning, for example, Specific Learning difficulties- dyslexia, dyspraxia

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), Attachment Disorder

Sensory and/or physical needs, for example, visual impairments, hearing impairments, Sensory processing difficulties,

Across our school, children who are on the SEND register have needs that fall into at least one of the four Broad Areas of Needs outlined above.

Summary of how the school meets the needs of children with SEN and disabilities

At Wisborough Green Primary we are committed to providing a high-quality education for all pupils, including those identified as having SEND. All pupils are entitled to a broad and balanced academic and social curriculum which is accessible to them and should be fully included in all aspects of school life. We believe that all children should be equally valued in school, and we strive to eliminate prejudice and discrimination and to develop an environment where all children can reach their full potential.

SEND support takes the form of a four-part cycle: assess, plan, do and review.

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Assess: The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

The teacher's assessment and experience of the pupil

Their previous progress and attainment or behaviour

Other teachers' assessments, where relevant

The individual's development in comparison to their peers and national data

The views and experience of parents

The pupil's own views

Advice from external support services, if relevant

Plan: An appropriate evidence-based intervention will be identified along with the creation of intended outcomes. Any recommendations made by outside professionals will be included during the planning process. A pre-assessment will also be planned to ensure the intervention can be closely tracked in terms of effectiveness. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

Do: The intervention is delivered by a member of staff who has been fully trained in its delivery.

Review: At an agreed end point, a post-assessment will be conducted to evaluate the effectiveness of the intervention.

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with agreed dates. Pupil progress checks are used to evaluate the effectiveness of any SEND support provided. Pupil progress checks are attended by the class teacher, SENDCo and Headteacher. If a child is looked after by the local authority, they will have a Care Plan including a Personal Education Plan (PEP) and a Health Plan. PEPs will be coordinated with the SENDCo, who is designated teacher for CLA (Children Looked After) and the West Sussex Virtual School. Where a CLA is also included on the school SEND register, we will co-ordinate these plans with any SEND support plans and will involve parents and carers, as well as foster carers or social workers in discussions.

Appendix one shows the flow chart that we follow when identifying if a child has a special educational need at Wisborough Green.

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers, supported by the Senior Leadership Team, will regularly assess the progress for all pupils and identify those whose:

- is significantly slower than that of their peers from the same baseline

- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

If more detailed assessments of SEND area required, some of the methods are:

Speech Therapy Assessments – which may focus on sound production, language understanding, or other relevant assessments to your child's needs

Education Psychology Assessments – which may include memory, understanding, reasoning, logic, and general skills assessments

Cognition and Learning Assessments – these may include observations and assessments such as: SWST Spelling Test; Phonological Assessment Battery (PhAB); Salford Reading Tests; Sandwell Early Numeracy Test; British Picture Vocabulary Scale and RAVEN (non-verbal reasoning); Songs of Sound Phonics Assessment, Dyslexia Portfolio Screener; Westford- Early Reading Test

On-going school assessment - these assessments are comprehensive in all aspects of school life, with some additions for children with SEND. These may include reading, writing, maths, phonic and spelling assessments

Social and Emotional Assessments- Boxall Profile, Strengths and Difficulties Questionnaire

Consulting and involving pupils and parents

The class teacher or the SENDCo will have a discussion with parents when identifying whether they need special educational provision. These conversations will make sure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty

We consider the parents' concerns

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

We will formally notify parents by letter when it is decided that a pupil will receive SEND support. At Wisborough Green School, we have an open-door policy where parents/carers are encouraged to discuss any concerns they may have with the Class Teacher. If appropriate, a meeting with the SENDCo has been arranged.

Parents/carers are kept informed about their children's progress at Parent Consultation Evenings and additional ILP review consultations, which have been offered twice a year with the SENDCo and/ or Class Teacher. ILPs are posted home, and parents and pupils are asked to contribute to

them, as well as attending a meeting with the SENDCo/ Class Teacher. Information has been shared with parents/carers about how they can support their child at home.

Consulting children with SEND about and involving them in their education

- Children have been fully involved in their education. Children have also been encouraged to share their views on how they can best be supported through their Pupil One Page Profile.
- ILP targets are reviewed with children.
- Class Teachers and the SENDCo have regularly discussed targets with the children so that they understand areas for development.
- From Year 2, target mats show the children's targets and are available to them in every lesson.
- Children's self-evaluation is actively encouraged throughout the school and children are supported where necessary to think of areas for development and how best to develop in these areas in school and at home; children are aware of their challenging targets set to support their development.
- Pupil One Page Profiles are used at annual reviews and throughout the year to obtain children's views about the SEND support in place to address needs and any modifications to this support which children feel may be helpful for them.
- Learning Journal books help children practice key skills and remember their targets.

Supporting pupils moving between phases

We will share information with the school, college, or other setting to which the pupil is moving. We will agree with parents and pupils which information will be shared as part of this.

Transition to Reception

- a. Prior to entry to school, a meeting is held for new parents led by the class teacher.
- b. A meeting between the SENDCo and a key worker of the previous setting to discuss any pupils transferring in September with known SEND.
- c. The Reception class teacher and teaching assistant visit children in their home.
- d. Visits are planned for children to attend the school for a few hours, with and without their parents, in the Summer Term before transfer.
- e. A Year 5 'Buddy' is allocated for each child in the Reception year to help them settle and make friends.

Transition within school:

- a. Additional visits to new classroom and teacher
- b. Pupil voice is collected and passed on to the new teacher
- c. Transition books are sent home for anxious children and are offered to all children if they would like one.
- d. Transition meetings at the end of the summer term for class teachers to pass on SEN provision that is already taking place.

Transition to the Secondary Phase:

- a. Annual Review Meetings (Statements of SEND/EHCP) for Year 5 pupils are held in the Spring or Summer Term. Secondary school staff are invited to attend to begin transition.
- b. Enhanced transition arrangements are tailored to meet individual needs. At least one additional visit is made to the new secondary school in the Spring Term, before the main transition day in the Summer Term for all pupils.
- c. The secondary school SENDCo meets with the SENDCo of Wisborough Green, to discuss needs of Year 6 pupils transferring in September.
- d. The child's class teacher meets with a member of the secondary school staff to discuss needs.

Our approach to teaching pupils with SEND

We aim that every lesson is accessible to every child and moves their learning on. To unlock potential and remove barriers to learning is the promise and commitment of our school. We work in partnership with all our families and external agencies, where appropriate, to make high aspirations a reality for every child, taking specific action to create effective learning environments, secure children's motivation and concentration, provide equality of opportunity, use appropriate assessments and set suitable targets for learning. For children with SEND, necessary support can be identified through the 'assess, plan, do, review cycle with the views of both parents and pupils feeding into this process.

Some pupils need educational provision that is additional to or different from this, and we use our best endeavours to ensure that such provision is made for those who need it. This may include Teaching Assistant support, provision of appropriate resources (including concrete and visual resources) or short-term tailored interventions. This type of support is regularly evaluated for impact.

Information about the school's curriculum is on the school website

Roles and Responsibilities

In addition, the Governing Body, Head teacher, SENDCo and all staff members have important day-to-day responsibilities.

All teachers are teachers of children with SEND. 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 SEND. This will be differentiated for individual pupils.

Our SENDCo and Headteacher will oversee the progress of any child identified as having SEND.

There may be a Teaching Assistant (TA) or a teacher working with a child either individually or as part of a group.

The content of this support will be explained to parents when support begins, as part of a child's bespoke programme of learning and is reviewed and updated during termly structured conversations.

The class teacher will meet with parents/carers formally on at least a termly basis, to discuss your child's progress and the support that they are receiving.

Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this.

An appointment may be made with the SENDCo to discuss support in more detail if required. ILPs (Individual Learning Plans) will be shared and adapted with parents and the child (age appropriate).

Adaptations to the curriculum and learning environment

The curriculum is supported and scaffolded to meet the needs of all our children. We make the following adaptations to ensure all pupils' needs are met:

Grouping (e.g., small group, 1:1, random, ability, peer partners);

Content of the lesson;

Lesson format (e.g., thematic games, simulations, role-play, discovery learning);

Pace of the lesson;

Provision of alternative recording methods (e.g., scribing, use of ICT, photographs etc.);

Outcomes expected from individual children;

Materials used;

Support level provided;

Provision of alternative location for completion of work.

School always acts upon advice received from external agencies

Adapting our resources and staffing

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Expertise and training of staff

The school has a targeted Personal Performance Development programme which regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes identifying areas of need in the school, reviewing and improving, teachers' understanding of strategies to identify and support vulnerable pupils, and their knowledge of the SEND most frequently encountered.

Where interventions are required, we ensure that staff are sufficiently skilled and knowledgeable to deliver the intervention effectively. When we plan support for a child, we think about the knowledge and skills their teachers and support staff will need. If necessary, we plan training for the staff members or arrange an INSET training day delivered from 'in-house' or outside agencies.

All our class teachers are qualified teachers.

Our SENDCo Donna Barnard has gained the National Award in Special Educational Needs Coordination. She has completed training to become a Designated Mental Health and Wellbeing Lead and a Mental Health First Aider. She attends The Weald Locality SENDCo hub.

All our teachers and teaching assistants have been trained in Team Teach.

Our 'ELSA' (Emotional Literacy Support Assistant), Ms Gay, trained and has also attended a course in 'Lego Therapy'. She also has ELSA training from Educational Psychologists.

Our Learning Mentor, Mrs Butcher-Collier, is trained in: Drawing and Talking; Lego Therapy; Meditation for Children, Narrative Therapy and Therapeutic based Non directed play.

We have 1 HLTA (Higher Level Teaching Assistant) working within the school, Mrs Swan and two more currently training to be HLTAs.

During the past year our nine TAs (Teaching Assistant) and HLTAs have completed courses in the following: Safeguarding, EEF research-based Teaching Assistant training and other specific intervention-based training.

Staff are trained at least annually by the School Health Team regarding anaphylaxis.

PPD (Personal Professional Development) training is offered regularly to enhance the school's Improvement Plan and afford personal development to staff. Specialist information gained through research/training is disseminated via staff meetings.

As specific needs arise, the SENDCo approaches specialists from a range of agencies (e.g., Learning and Behaviour Advisory Team, Occupational Therapy, Educational Psychology) to seek advice about raising awareness of the specific type of SEND. To enhance knowledge about a specific type of SEND (for the class teacher or TA working directly with a child with a particular type of SEND to adapt teaching and learning to meet the need appropriately) more specific training may be sought the SEND Alliance hub or directly through specialist agencies.

Evaluating the effectiveness of SEND provision

We regularly and carefully review the quality of teaching for all pupils to ensure that all pupils realise their true learning potential. We look at whether our teaching and programmes of support have made a difference; regular pupil progress checks help to demonstrate this using information systems. This helps us to develop the use of interventions that are effective and to remove those that are less so.

We complete an annual self-evaluation of our SEND provision and use this to develop an action plan to further improve our SEND provision. We also invite parents to provide feedback at meetings, an annual survey, and through the Ofsted parent view website. <https://parentview.ofsted.gov.uk/>

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

Reviewing pupils' individual progress towards their goals frequently throughout the year

Monitoring by the SENDCo

Using Individual Learning Plans to measure progress

Pupil Progress meetings with the Senior Leadership Team

Holding annual reviews for pupils with EHC plans.

We use Independent Learning Plans to measure progress and achievement.

We evaluate Individual Learning Plans during termly Parents Consultation Meetings and with conversations with the children.

We use assessment information/progress rates etc. pre- and post- interventions to analyse the effectiveness of the intervention.

We also use attainment and progress data for children with SEND across the school part of whole school tracking of children's progress in terms of National Curriculum steps of attainment every half term.

Equipment and Facilities to support children with SEND

Equipment and facilities will be secured through discussion with a specialist agency, the Headteacher and parents.

The SENDCo maintains and facilitates an annual budget.

The school will 'use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children's SEND. (Code of Practice 6.2)

The SENDCo is responsible for ensuring that teachers and TAs have the resources they need to support children with SEND.

Accessibility of activities, including trips, for pupils with SEND

Through careful planning and reasonable adjustments, pupils with SEND engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and in any wider community activity. We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEND engage fully in the life of the school and in any wider community activity.

We welcome the opportunity to work with parents/carers and others, such as outside agencies, to make reasonable adjustments, if by doing so we facilitate a child being able to take part in a residential trip whereby without these special arrangements they would be unable to do so. To be successful, these sorts of adjustments need to be considered well in advance.

Class Teachers have made effective use of TAs in the classroom to ensure that children can access activities. For example, TAs have supported the reading or writing required for a child to access a group task. TAs have also provided support for children with physical needs to ensure that they can access the PE curriculum safely.

Where possible, children have worked in mixed ability groups where they are encouraged to support one another. Class Teachers have also ensured that children with SEND are able to engage in activities with children in the school who do not have SEND by differentiating classroom activities and making necessary adaptations to resources. For example, resources have been enlarged or provided on buff coloured paper.

All our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops and experiences.

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

See the school's Accessibility Policy here:

<https://www.wisboroughgreenschool.org.uk/attachments/download.asp?file=4431&type=pdf>

Supporting pupils with SEND when learning remotely

Children with SEND might be offered a place in school whilst most children are learning remotely. This will be decided according to need and in the best interests of the child, through discussion with parents. The Class Teacher, Head Teacher and SENDCo are all available (via phone/email) where parents feel that they need advice or support in supporting their child's learning at home. The school will, in specific circumstances, provide resources, e.g., reading books, at an appropriate level to a child's reading ability.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council, eco warriors and other positions in their class
- Pupils with SEND are also encouraged to be part of clubs and activities inside and outside school.
- Pupils are supported by our Learning Mentor and Emotional Literacy Support Assistant.
- Specialist advice from our Educational Psychologist
- Specialist advice from colleagues at CAMHs
- Areas designated for 'quiet retreat' within or outside many classrooms
- The Sensory Room for quiet calming

- Assessment tools and intervention programmes e.g., Southampton Emotional Literacy Scale, Stirling Wellbeing Scale, SEAL materials, Time to Talk, Socially Speaking, Dealing with Feelings.
- We have a zero-tolerance approach to bullying.
- The SENDCo, Class teacher and Teaching Assistance work together with the child's family to support Emotional needs.

Complaints about SEND provision

The school aims to work in partnership with parents to ensure a collaborative approach to meeting children's needs. All complaints are heard through the school's complaints policy and procedure which can be found on the school website.

Contact details of support services for parents of pupils with SEND

The school maintains links with child health services, children's social care services and education welfare services to ensure that all relevant information is considered when making provision for children with SEND.

Health

NHS Speech and Language Therapy: offer advice, training and blocks of support

NHS Occupational Therapist: advice and recommendations, block of support

NHS School Nursing Service: visits and recommendations for children in school and at home.

Social Care

Social Workers: visits to meet children in school, home visits, meetings at school for parent, social worker, SENDCo and Head Teacher

Child and Family Centres: support families

Early Help Family Support Workers Education

Cognition and Learning

Speech and Language Therapist: screening and recommendations, block of support

Educational Psychologist: discussions, assessments, reports and recommendations

Social Communication Team: recommendations and support

Learning Behavioural Team: recommendations and support. Parents of children with SEND are provided with advice and information about matters relating to the special educational need and/or disability of the child concerned.

Parent Support

Billingshurst and Pulborough Children and Family Centre, Station Road, Billingshurst, West Sussex RH14 9RY Tel. 01403 213 594 Email: office.billingshurst@westsussex.gov.uk

West Sussex County Council:

http://www.westsussex.gov.uk/learning/special_educational_needs_sen.aspx

Parent Partnership, Oriel Lodge, West Street, Chichester, West Sussex PO19 1RZ Tel. 0845 075 1008 - Monday to Friday during office hours Email parent.partnership@westsussex.gov.uk

Special educational Needs Team (Statutory Assessment) Chichester Tel. 033 022 22722
<https://www.westsussex.gov.uk/education-children-and-families/special-educationalneeds-and-disability-send/support-and-advice/send-information-for-professionals/requestan-education-health-and-care-needs-assessment/>

Social Care and Health: Children needing support Children's Access Point 4th Floor County Hall North Chart Way Horsham West Sussex RH12 1XH Tel. 01403 229900 Email: cap@westsussex.gcsx.gov.uk

Contact details for raising concerns

Please contact our SENDCo, Mrs Donna Barnard, if you have any concerns. **Call the office to arrange a meeting.**

If you want to contact a member of the Governing Board about Special Needs, please contact Mrs Carolyn Lee via the school office. Office@wisboroughgreenschool.org.uk

Appendix One

**Wisborough Green
Primary School
SEND Provision**

