



Special Educational Needs and Disabilities (SEND) Local Offer and School SEN Information Report

Name of School

Name of Headteacher:	Mr Tim Beavan
Name of SEND Co-ordinator:	Mrs Hannah Denning
Name of SEN Governor:	Miss Lucy Phillips
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School website:	www.wessexprimary.org
Type of school:	Maintained Mainstream Primary

1. Identifying special educational needs and disabilities (SEND)

a. What kinds of special educational needs and disabilities does the school provide for?

Wessex Primary School is a mainstream primary school with a Hearing-Impaired Resource Base (HRB).

At Wessex, we are committed to inclusion. Our policies and practices include all our learners, aiming to ensure the best possible progress for all pupils whatever their needs or abilities.

The HRB is an oral provision with specialist staff including qualified teachers of the deaf. It is designed to support students with a hearing loss ranging from moderate to profound. Our HRB supports children from RBWM and neighbouring authorities. The HRB helps deaf students develop their speech, language and communication skills. It endeavours to raise self-esteem and confidence for students in social situations. Teaching and support is provided for these students alongside their hearing peers to achieve their full academic potential.

b. How does the school know if children and young people have special educational needs and disabilities and need extra help?

We strongly believe that early intervention and support is vital where it is needed. We strive to work with children, families and professionals to ensure we aim to meet every child's needs, enabling them to make good progress and access all areas of the curriculum.

Teachers are able to raise concerns about children in their class with the SENDCo, Phase Leader & Headteacher. Parents are encouraged to raise concerns with the class teacher in the first instance, and can raise concerns with the SENDCo if required.

Where concerns have been raised, observations may be carried out and discussions will take place to enable the class teacher and SENDCo to clarify areas of concern and identify what interventions may be most effective. The child's progress is then monitored and if further intervention is required, parents will meet with the class teacher or SENDCo in order to discuss the support of a provision plan or the involvement of an external support service such as the Educational Psychologist, the Autism Outreach Team (SHINE), Occupational Therapy, the Early Help Well Being Team or Speech and Language Therapy. The school and parents will work with any identified services to provide further support and monitor progress.

Where there is additional support from outside agencies, records are kept and passed on to the next school for consistency of support.

c. What should I do if I think my child/young person may have special educational needs/disabilities?

If a Wessex parent is concerned that their child may have special educational needs, their initial point of contact would be the child's class teacher. The teacher may then speak to the SENCo in order to discuss any additional support the child may require. It may also be appropriate for parents to meet with the SENCo to further discuss their concerns.

2. Support the school provides for children and young people with SEND

a. What teaching strategies do you use to support children with special educational needs and disabilities?

At Wessex, we use a range of teaching strategies to support children with SEND, according to their individual needs. Teachers are aware of the individual needs and plan their lessons accordingly with appropriate learning objectives and activities. All support staff in classes are made aware of the individual needs and assist in supporting the children to ensure their progress is maximised.

All children at Wessex are given opportunities to talk about their learning within class and the feedback they receive is individual and targeted to help them progress further.

b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?

- We have a team of two Emotional Literacy Support Assistants (ELSAs) who support in classes and by running 1:1 ELSA sessions with children.
- We use visual timetables across the school and all of our classrooms are fitted with a Soundfield System
- We have a specialist teacher of the Deaf and specifically trained support staff for the hearing-impaired students.

The interventions we offer are listed below:

Area of need	Intervention	Type of Support
Cognition and Learning:	Yr 1/2 RWI Catch up	In-house 1:1 support
	Yr 3/4 RWI Catch up	In-house small group work
	Yr 5/6 Fresh Start	In-house small group work
	Precision Teaching	In house small group or 1:1 work
Communication and Interaction:	SHINE outreach team support	Outside Agency (1:1)
	Speech and language support	In-house support following outside recommendations (1:1)
Social, Emotional and Mental Health:	ELSA Support	In-house (1:1)

	Redwood Lunchtime Club	In-house provision (1:10)
	Quiet lunchtime play space	In-house provision (1:20)
c. How is the decision made about what type and how much support my child/young person will receive?		
<ul style="list-style-type: none"> We use a combination of formal assessments, teacher identification of needs, concerns and observations by the SENDCo and specialist services in order to assess the level and type of support necessary to support children with SEND. We use provision plans to keep track of the support in place for children and it's impact. The provision plans are assessed and reviewed frequently. 		
d. How will I (the parent) be involved in planning for and supporting my child/young person's learning?		
<p>We work as closely with parents as possible in order to make each child's experience in school a happy and successful journey. We communicate with parents through:</p> <ul style="list-style-type: none"> Newsletters Telephone calls and letters home Home /school diaries, where appropriate Parent training sessions and workshops for phonics. Team Around the Child (TAC) meetings, where required Meetings with the class teacher / SENDCo Annual Reviews for children with an EHCP Parents in School opportunities Parents are welcomed to attend sessions provided by outside agency support (Speech and Language Therapists, Occupational Therapists, Educational Psychologist, Physiotherapist etc.) 		
e. How will my child be involved in his/her own learning and decisions made about his/her learning?		
<p>Children at Wessex are involved in the setting of targets for learning through:</p> <ul style="list-style-type: none"> Metacognitive strategies Pupil Voice on provision plans Attending meetings where appropriate Transition plans and visits 		

3. Children and young people's progress

a. How do you check and review my child/young person's progress?

- Annual Reviews are held for children with an EHC plan
- Provision Plans are monitored and used to track the progress of a child against their targets
 - We use the 'assess, plan, do, review' cycle and discuss next steps at progress meetings

b. How do you involve my child/young person and parents in those reviews?

- When holding Annual Reviews for children with an EHCP, children are encouraged to share their views. This is either through a pupil voice discussion which is shared prior to and during the meeting, or when appropriate, the pupil may attend part of the meeting. Parents are invited to make contributions, in writing, prior to their review, if they so wish
- Parents are welcome to bring other additional family members or professionals to the reviews / meetings for support and / or to share information
- Parents are provided with a copy of the review for their records.
- Where there are 'Children In Care' in school, we hold regular PEP meetings and progress review meetings where we discuss the PEP and targets for the child in collaboration with other agencies supporting the children.

c. How do you know if the provision for children and young people with SEND at your school is working?

All provision at Wessex is monitored, tracked and discussed regularly. Children are assessed prior to and at the end of each intervention programme. The success of the intervention is assessed and informs the next steps for the child. If there is no progress made within a short space of time, then, in line with our 'assess, plan, do and review' cycle, we carry out further assessments, amend the provision, try additional interventions and, if necessary, involve outside agency support.

4. Support for overall well-being

a. What support is available to promote my child/young person's emotional and social development?

- We have two fully trained Emotional Literacy Support Assistants (ELSA) who work with children on a 1:1 basis
- We teach the MindUP curriculum which focuses on well-being and growth mindset
- Whole classes of children are supported through our PSHCE 'Jigsaw' scheme. The relevant areas of the curriculum help children to build resilience and supports our zero tolerance to bullying ethos as the children learn how to develop friendships and deal with conflict
- Where additional support is required, we are happy to make referrals to the Borough's Well-Being service by means of a MASH referral.

5. Preparation for new and next steps

a. How will you help and prepare my child to join your school?

- We take great care to ensure we welcome new children and their parents into Wessex.
- Where possible, we encourage periods of transition to prepare the child and alleviate any anxieties they may have.
- Where necessary, we communicate with the previous school to ensure we have all the information we need to meet each child's needs.
- We are able to provide photographs of teachers, classes and equipment to familiarise the child with the school prior to their visit, if appropriate.

b. How will you prepare my child young people to join their next year group/school/college/ stage of education or life?

- Transitions at Wessex, especially for a child with SEND, are supported and co-ordinated by our SENDCo or teacher of the deaf where appropriate.
- Where appropriate, we will arrange visits and, where necessary, accompany children to their new school.
 - For children with EHCPs we have an early review and invite the SENDCo or teacher from the new school in order for them to be aware of the child's needs and ensure a smooth transition
 - We run transition groups for children who are worrying about the change of school
 - All records are forwarded to the new school in plenty of time for any actions to be taken
 - Support is provided for parents when considering schools for transition, which may include accompaniment to prospective schools.
 - We hold an additional transition visit for the identified children at the beginning of the school year. This takes place on the day before children return to school in September. It gives them the opportunity to familiarise themselves with their learning space and be greeted by the adults who will be teaching and supporting them prior to starting their new year group.

6. Accessibility and specialist equipment

a. How accessible is the school environment? *(A link to the School's Accessibility Plan can be found in section 8b)*

- The school is accessible to wheelchair users
- All corridors and doorways are accessible, although there are no automatically opening doors
- There are two upstairs classrooms (currently housed by Year 5) which are not accessible to wheelchair users
- There have been auditory enhancements made to some classrooms which are supported by the Soundfield System
- There are 2 disabled toilets, one in lower school and one in upper school, and showering facilities in upper school.

b. What if my child needs specialist equipment or facilities?

We make every effort to provide the equipment and resources each child needs at Wessex. Where specialist equipment is required, we will seek support from RBWM or the specialist agencies involved that can assist us in obtaining such equipment

c. How will my child/young person be included in activities outside the classroom including physical activities, school clubs and school trips?

- There are breakfast and after school clubs at Wessex.
- At Wessex, we make reasonable adjustments to ensure we are able to support all children in the best possible manner at school
- For school trips, we do our best to meet the needs of all children including those requiring medical, dietary or physical support to ensure they are fully included
- We liaise with parents in order to ensure that all children are able to be included in all extra-curricular activities.
- Where possible we purchase additional resources and/or supply additional support

7. Training for staff, specialist services and further support

a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?

The SEND team in the school have the following qualifications between them:

- Post Graduate Certification in National Award for Special Educational Needs Co-ordination (SENDCo)
- Level 2 Understanding Behaviour that Challenges (SENDCo)
- DIR 101: An Introduction to DIR and DIRFloortime (SENDCo)
- DIR 201: Promoting Basic Functional Emotional Development Capacities (SENDCo)
- Autism Awareness Diploma (SENDCo)
- Priors Court 3 day Structured Teaching Course (SENDCo)
- Makaton for Professionals Foundation Workshop (SENDCo)
- Attention Autism (SENDCo)
- ELSA Training (x 2 members of staff)
- All staff have also been trained in the basics of Attachment Theory
- All staff have had training in Safeguarding
- There are set times set aside each term for staff training in the areas of SEND for all staff.
- All staff have had Read Write Inc. Phonics training

b. What other agencies do you involve to meet the needs of my child/young person and how can I access support from these agencies?

At Wessex, we have regular involvement from other agencies who support us in meeting each child's needs. Where possible, we invite parents to attend meetings so that they can share in the advice and recommendations to mirror the support at home.

The agencies we have regular planning meetings with include:

- The Education Psychology Service (EP)
- The Speech and Language Therapy Service (SALT)
- SHINE Team (for pupils with a diagnosis of ASD)
- Occupational Therapy Service (OT)
- Child and Adolescent Mental Health Service (CAMHS)
- The Early Help Hub (including Behavioural Support)
- The School Nurse
- The Sensory Consortium (for children with sensory needs)
- Children and Young Persons Disability Service (CYPDS)
- Mental Health Support Team (MHST)
- Manor Green Outreach Programme
- The Local Authority's Specialist Advisory Teacher for SEND

The referrals to the above services are co-ordinated via our SENDCo, as a result of discussions at progress meetings, parent consultations and as part of our 'assess, plan, do, review' cycle.

c. Who should I contact to find out about other support for parents/carers and families of children and young people with SEND?

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

Website: www.ias-rbwm.info

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: www.rbwm.gov.uk/localoffer

8. Policies

a. Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?

Yes.

b. Where can I find other school policies relating to SEND?

The following SEND policies are available on the school website at the following link: www.wessexprimary.org

- SEND and Inclusion Policy (2024) 2025 version awaiting governor approval
- Accessibility Plan

9. Additional Information

a. Do you provide any other resources for children and young people with SEND?

- We offer an alternative eating space for children who find the lunch hall too challenging. This is an adult supervised smaller provision with less children and therefore less sensory stimulating.
- We offer an indoor quiet play space at lunchtime for children who find the outside play spaces too challenging. This is an adult supervised smaller provision with less children and therefore less sensory stimulating
- iPads/Laptops/talking tins to support recording in class
- Wobble cushions, overlays, ear defenders, safe spaces, timers and sensory toys where appropriate

10 . Feedback and complaints

a. What do I need to do if I have a concern or complaint about the school and its provision for my child/young person?

Please make an appointment see the class teacher, where most concerns are dealt with quickly and efficiently. If however, you feel you need to make a formal complaint, then it should be made in writing to the Headteacher or the Chair of Governors. A copy of our complaints procedure is available in school or on our website.

11. Glossary

Terms used in this document	Description/explanation
ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autism Spectrum Disorder
CAMHS	Child and Adolescent Mental Health Service
CYPDS	Children and Young People Disability Service
EYFS	Early Years Foundation Stage
EHCP	Education, Health and Care Plan
EPS	Educational Psychology Service
ELSA	Emotional Literacy Support Assistant
HI	Hearing Impairment
HRB	Hearing Resource Base
HLTA	Higher Level Teaching Assistant
OT	Occupational Therapy
SALT	Speech and language therapy to support children's communication skills
SEND	Special Educational Needs and/or Disabilities

SHINE	An outreach service who support children on the Autism spectrum in mainstream schools
TA	Teaching Assistant (An adult that works to support children in class)

Date of last update of this document: September 2025.

Date of next review: September 2026.