



Wickham Common
Primary School



MOSAIC
SCHOOLS LEARNING TRUST

Meeting the needs of pupils with Special Educational Needs and Disabilities (SEND).

SEND Information report- 2025-2026

This report has been co-produced by the school community following consultation with staff, parents and governors.

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Key Staff and their roles within SEN

Rebecca Williams- Headteacher and Designated Safeguarding Lead (DSL)

Responsible for the day-to-day management of all aspects of the school, including the provision made for pupils with SEND.

Sophie Anderson-Whiley SENCO

sophieandersonwhiley@wickhamcommon.mslt.org.uk

Responsible for:

- Coordinating provision for children with SEND and developing the school's SEND policy
- Ensuring that parents are:
 - Involved in supporting their child's learning and access
 - Kept informed about the range and level of support offered to their child
 - Included in reviewing how their child is doing
 - Consulted about planning successful movement (transition) to a new class or school
- Liaising with a range of agencies outside school who can offer advice and support to help pupils overcome any difficulties or barriers
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.

Karen Williams- SEN Governor

Responsible for:

- Making sure the school has an up to date SEND policy.
- Supporting the school to evaluate and develop quality and impact of provision for pupils with SEND across the school.

Victoria Meher- Strategic Lead of Mosaic Trust

Responsible for:

- Supporting all SEN practitioners and Headteachers to develop and maintain services to an equitable level and what works for each school and the needs of the children within each school.
- Supporting the school to evaluate and develop quality and impact of provision for pupils with SEND across the school.

Class Teachers

Your child's class teacher should always be your first point of contact if you wish to discuss any issues regarding your child's learning, as shared in our Communication Pathways document.

They are responsible for:

- Having the highest possible expectations for your child and all pupils in their class.
- Planning for, delivering and evaluating high quality teaching which is adapted to respond to the strengths and needs of all pupils.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve providing different resources adapted to your child to scaffold learning.
- Putting in place specific strategies to enable your child to access all areas of school life.
- Checking on the progress of your child and identifying and planning for any additional support.
- Contributing to devising school and individual provision maps to focus on the next steps required for your child to improve learning.
- Applying the school's SEND policy.

Overview

Wickham Common Primary School is an inclusive school, fully committed to ensuring that all pupils make the best possible progress. We support a broad range of needs as outlined in the SEN Code of Practice, including:

- Communication and Interaction
- Cognition and Learning Difficulties
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

Any support provided to children is considered an integral part of every pupil's entitlement to high-quality teaching and learning, rather than something separate or additional. Our aim is always to promote independence and resilience, helping pupils develop the skills they need to become confident, self-sufficient learners.

Identifying pupils with Special Educational Needs

All children's progress is tracked every term and carefully monitored by class teachers, subject leaders, and the Assessment Lead, in collaboration with the Headteacher. Progress is shared with parents at least once per term.

To maintain clear communication, the school also shares PIXL test results with parents after each assessment week. This helps highlight areas where children may need additional support as well as celebrate their strengths.

Regular parents' meetings are held for all parents. The SENCO is also available to meet with parents and 1:1 meetings are held for parents of children who have an EHCP, this is in addition to parents evening.

Reviewed September 2025

Pupils who are not making expected progress, or who have behavioural needs that impact their ability to engage with learning, are identified through ongoing monitoring by class teachers, the SENCO, subject leaders, and the Senior Leadership Team (SLT). This monitoring considers progress in a range of areas, not just academic attainment—for example, social and emotional development.

When a concern is identified, class teachers complete a SEN referral form, which initiates further investigation into the underlying causes of the difficulty.

Following discussions with staff and parents, additional support may be put in place for pupils who require help beyond the high-quality, inclusive teaching (Quality First Teaching) that is expected in all classrooms. This support may include enhanced resources or equipment, targeted small group interventions, or individualised support to help address specific difficulties or barriers to learning.

Where appropriate, the pupil's views on their support will be considered, taking into account their age and level of understanding. Short-term targets will be agreed, focusing on key areas of learning or behaviour, with clear measures in place to monitor progress.

Pupils receiving additional support may initially be placed on the **Monitoring Register**. If further or sustained support is needed, they may then be added to the **Special Educational Needs and Disabilities (SEND) Register**.

All additional support is documented using a class provision map and intervention tracker. For pupils with higher levels of need, an individual provision map will be developed. These documents outline the agreed actions and are tailored to each pupil's strengths as well as their areas of difficulty.

Parents are kept fully informed through scheduled review meetings, where all documentation is shared and their input is actively sought and valued.

Consulting and Involving parents and pupils

Parents will be consulted and their opinions sought and valued. They will be involved at all stages in the identification, assessment and review process of their child's possible SEND. Teachers, Assistant Head Teachers and/or the Inclusion Lead (SENDCo) will have an early discussion with the pupil and their parents/carers 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 take into account the parents' concerns;
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear on what the next steps are.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the Assistant Head Teacher and SENCo 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 and behaviour;
- Other teachers' assessments, e.g. audits and checklists, where relevant;
- The individual's development in comparison to their peers and national data;
- The views and experience of parents and carers;
- The pupil's own views;
- Advice from external support services, where relevant.

The assessment will be reviewed regularly. 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. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Outside agencies

Parents will be consulted before any advice is sought from external agencies. They have the right to access any written information or reports held about their child.

When external professionals are involved, their advice and recommendations are used to inform and shape the planned provision for the pupil.

Further support and EHCPs

If your child continues to experience significant difficulties that require a high level of support, the school may apply for additional funding. This funding is available for children who meet specific criteria, as outlined in the Local Authority's Banded Funding Guidance.

For pupils with the most complex needs, an **Education, Health and Care Plan (EHCP)** may be considered. More information about this process can be found in the Local Authority's **Local Offer**.

Where appropriate, **access arrangements** for national assessments in Year 6 will also be put in place, in line with current **Department for Education (DfE) guidelines**.

Our approach to teaching pupils with SEND/ Curriculum and Teaching Methods (including groupings and interventions)

At Wickham Common Primary School, teachers are responsible and accountable for the progress and development of **all pupils** in their class, including those with special educational needs and disabilities (SEND).

Our first approach is always **high-quality first teaching**, carefully adapted to meet the individual needs of pupils. Teachers are skilled at differentiating lessons and using a variety of strategies to ensure that all pupils are both supported and challenged in their learning.

Daily planning takes into account individual pupils' needs and uses a range of **scaffolding techniques** to make learning accessible. Grouping arrangements are organised flexibly and include both ability and mixed-ability groupings to maximise learning opportunities.

Additional adults are deployed strategically to support both groups and individuals, with a clear focus on developing **independent learning skills**. Regular monitoring ensures that pupils do not become overly dependent on adult support.

The whole staff team participates in ongoing **professional development and training**, helping them stay up to date with current best practices and research-informed approaches to inclusive teaching.

Enabling access to learning and the curriculum

We aim to cater for the needs of pupils requiring additional support due to:

- specific learning difficulties (SPLD)
- moderate learning difficulties (MLD)
- Developmental Language Disorder (DLD)
- Oppositional Defiance Disorder (ODD)
- speech, language and communication needs (SLCN)
- Autism Spectrum Disorder (ASD)
- social, emotional and mental health difficulties (SEMH)
- vision impairment (VI)
- hearing impairment (HI)
- physical disabilities (PD)

We would expect to work closely in consultation with parents and professionals when the child starts at Wickham Common and at all stages of the child's time with us to ensure that our school is able to meet the child's needs.

Interventions and strategies/programmes

Interventions and strategies/programmes to support speech and language where appropriate:

- Support strategies put in place, both as part of everyday class-based teaching, and as additional group or individual support if appropriate.
- Speech and Language Therapist advice disseminated to and followed by teaching staff
- Specific scaffolding of teaching input or modification of resources.
- Support with introduction of new vocabulary e.g. for a new curriculum topic.

Interventions and strategies/programmes to support and develop literacy, including reading:

- Phonics groups throughout the lower school and upper school for children who still need to access it.
- Extra reading intervention for children who require additional support
- Touch typing intervention group where appropriate. Lap tops available for children as required.
- Lexia intervention programme to ensure rapid reading recovery

Interventions and strategies/programmes to support/develop numeracy:

- Focus on children mastering mathematical concepts pictorially and/or using mathematical manipulatives before moving on to abstract calculations.
- Use of a wide range of mathematical apparatus.

- My Maths programme to target individual interventions
Interventions and strategies/programmes to develop independent learning:

- Alternative recording methods to include SeeSaw as a platform.
- Visual timetables in every class.
- Resources clearly labelled and accessible in all classes.
- Individual targets where appropriate to the age and ability of the child.
- Focus on meta-cognition; children understanding themselves how they learn best.
- Allow time within the week to allow retrieval of learnt skills and knowledge.

Pastoral Support

Interventions and strategies/programmes for the development of pupils' social skills and enhance self-esteem:

- Small group programmes to develop social skills in some year groups.
- Whole school values continually reinforced through assemblies, notices in class and positive praise for keeping them.
- Whole school focus on positive mental health using a variety of resources including Bromley Y workshops, MIND and SCARF (<https://www.coramlifeeducation.org.uk/scarf/>)

Interventions and strategies/programmes to reduce anxiety/promote emotional wellbeing (including communication with parents):

- Transition support, visits and events.
- Reduced or modified time-table if appropriate.
- Regular contact & liaison with parents. As well as scheduled parents' evenings, parents can make an appointment to meet with their child's teacher at any mutually convenient time.
- Use of Seesaw to contact if appropriate.
- Mindfulness sessions within the weekly timetable
- The daily mile to be carried out by all children

Interventions and strategies/programmes to support and promote positive behaviour:

- School Behaviour Policy consistently applied
- Behaviour steps and outcomes consistently applied
- Mid-day supervisors trained to deliver positive playtimes.
- Extra play resources for playtimes to ensure that all children are occupied.
- Restorative justice approach used throughout the school to resolve disputes between pupils.
- Agents for Change in Years 5 and 6 trained and utilised to ensure younger children come together to find solutions to issues that occur

Support/supervision at unstructured times of the day, including personal care:

- Lunchtimes are part of all children's entitlement to the best quality provision. Lunchtime staff attend regular training so that they can promote the positive ethos of the school. They ensure that whole school behaviour steps are kept and sanctions

for behaviour are consistent with those that are applied during more structured class time.

- Lunchtime staff ensure that they are aware of any additional needs that children with SEND may have.
- Where necessary and appropriate, staff are trained to meet the individual needs of all children, including those that need personal care.
- Timings of the day can be flexible to ensure that personal care is delivered when and where necessary.

What personal and medical care is available within the school?

- Identified staff trained in paediatric first aid are available for pupils throughout the day.
- Care plans for pupils with significant medical needs.
- System for administration of medication.
- Support staff to assist pupils with personal care, as specified by clinical plans and following all relevant training.
- Modified toilet facilities for individual needs.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- An adaptive teaching approach to ensure all pupils reach their full potential in all areas for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources (physical) and staffing (human) and work spaces
- Using recommended aids, such as iPad, laptops, coloured overlays, visual timetables, larger font, workstations, sensory materials etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Expertise and training of staff

In addition to ongoing in-house training, all staff are encouraged to engage with a range of professional development opportunities through the **Bromley SEN Training Offer**, the **National College**, and other recognised training providers.

The school also has access to **The Key**, which provides high-quality guidance on curriculum planning, teaching strategies, and inclusive delivery techniques.

Staff have begun to incorporate the use of **Artificial Intelligence (AI)** tools to support lesson planning and delivery at different levels. This ensures that all children are taught with appropriate **pace and challenge**, while still being able to access the learning according to their individual needs.

Our **SENCO** actively engages with local networks and professional forums to share best practice and stay up to date with current local and national initiatives and policies to support pupils with SEND.

In the coming academic year training will be offered in the following areas:

- SLCN (speech and language, social interaction)
- Support for ASD and ADHD strategies
- Phonics
- Executive Functioning skills
- Level 1 and 2 attachment training
- Successful Transitions
- Dyslexia
- Wellbeing

Specialist staff training is available for specific needs if required:

- Emotional Support (Bromley Y)
- Speech and Language (Love to Communicate)
- Hearing and Vision Advisory Teachers (Griffins Sensory School)
- ISAT for children on SEND Support
- SENDAT Teachers for children with an EHC Plan
- Bromley Nursing Team & Medical Professionals for specific medical needs

This list is not exhaustive.

Securing equipment and facilities

Wickham Common Primary School uses a wide range of resources and strategies to support pupils with special educational needs and disabilities. These are tailored to meet individual needs and promote access, independence, and success across the curriculum.

Examples include:

- **Practical and multisensory learning tools:** Numicon, high-frequency flashcards, memory games, speech and language activities, and fiddle toys.
- **Visual and kinaesthetic aids:** Visual timetables, “now and next” boards, timers, and other structured prompts to support understanding and routine.
- **Assistive technology:** iPads, laptops, computer software.
- **Physical and writing support:** Use of scribes, writing aids, and adapted materials.
- **Sensory support:** Access to sensory equipment and activities tailored to help with regulation and focus.

This list is not exhaustive, as support is always adapted to the evolving needs of individual pupils.

For children with physical disabilities, additional support includes:

- Use of **visual aids** for orientation and communication
- **Accessible toilets**
- **Supervised outdoor support** to ensure safety during play and activities outside the classroom

Additional support for learning

At Wickham Common Primary School, **Teaching Assistants (TAs)** are deployed to support learning in allocated classes as part of our inclusive approach to education.

Where a higher level of need is identified—either by senior staff or external professionals—**Learning Support Assistants (LSAs)** may provide more targeted support, particularly in small groups, to develop key skills such as language and communication.

Both TAs and LSAs support pupils through **in-class assistance** and **small group interventions**, always with a focus on promoting **independent learning** over time.

To ensure pupils do not become overly dependent on adult support, regular **monitoring** is carried out. As far as possible, a consistent **team-based approach** is used to cover staff absences and maintain continuity, while also avoiding over-reliance on individual adults.

Increasing accessibility – getting about

- Access to strategies/programmes to support occupational /physiotherapy needs
- Advice of professionals disseminated and followed
- Use of any recommended equipment
- Handwriting groups as appropriate
- Access to modified equipment and IT
- Specialist equipment as required on an individual basis to access the curriculum
- Software to support learning
- Soundfield systems installed in one classroom for each year group
- Laptops/Ipads as appropriate to the age and needs of the child

Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions after each cycle
- Pupil voice
- Monitoring and audits by the Inclusion Lead
- Using class and individual provision maps to measure progress
- Holding annual and interim reviews for pupils with EHC Plans (and FIPs when necessary)

- TAF/TAC meetings, where appropriate
- Working closely with parents/carers

Enabling Pupils with SEND to Participate Fully in School Life

At Wickham Common Primary School, we are committed to ensuring that **all pupils, including those with SEND**, have access to the **full range of activities** available to their peers.

This includes:

- Participation in **extra-curricular activities** such as breakfast clubs, after-school clubs, and holiday clubs (where appropriate, and based on individual needs)
- Inclusion in **school visits and trips**, including the **Year 6 residential trip**
- Active involvement in **sports day, school performances, Entry Point days**, and other whole-school events

We make every reasonable adjustment to support pupils with SEND so they can participate safely and meaningfully in all aspects of school life. This may include additional planning, risk assessments, or adult support, depending on the child's individual needs.

Working with outside Agencies

The school works with external agencies as available and appropriate to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- Educational psychology service
- Social Eyes
- SENDAT team
- SEMH outreach service
- Social communication advisory teacher
- Speech and language therapist, both NHS and our own provider 'Love to Communicate'
- Occupational therapy
- Community paediatrician
- School nurse
- Bromley Y
- Counsellor/Play therapist
- Bromley MENCAP
- Bromley Children's Project
- EHC Hub & Assessment Team
- ISAT (Inclusion Support Advisory Team) - Mental Health Leads, SCLN (Speech, Communication, Language Needs), Behaviour Outreach Team, Dyslexia and Sp LD Team and Autism Champions

This list is not exhaustive.

Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports

- SENCO and/or other involved staff member will attend meetings with outside agencies whenever possible.
- SENCO will pass on any reports from outside agencies to class teachers and discuss with them implications for teaching.
- Reports requested from the school by any outside agency will be completed by the member of staff who knows the child best, which is usually the class teacher. However, the SENCO will be available to discuss the report, review it before it is sent and ensure that copies have been taken for the child's file.
- Wherever possible, the SENCO will be available to attend parents' meetings.

The SENCO is available to speak to parents at other mutually convenient times.

Transition

Children and young people with SEND can find transitions particularly challenging and may feel anxious about "moving on." We therefore provide tailored support to ensure smooth and successful transitions.

Starting at Our School:

Before starting Reception in September, we offer several informal 'stay and play' sessions during the Summer term. These sessions give you and your child the opportunity to become familiar with their new classroom, teacher, and support staff. Additionally, there is a meeting with your child's Reception class teacher just before the term begins. This meeting allows your child another chance to meet their new teacher and gives you the opportunity to share any information that will help your child settle quickly and confidently.

Moving to Another School:

When your child is transferring to a different school, we will contact the SENCO at the receiving school to share important information about any special arrangements and support that have helped your child progress. We will also ensure that all relevant records are passed on promptly.

Moving Between Classes Within Our School:

At the end of each academic year, children participate in whole-school transition activities where they meet their new class teacher and spend time in their new learning environment.

Class teachers carry out thorough handovers, sharing detailed information about each child's academic progress and pastoral needs. The SENCO is involved when necessary to review SEND paperwork and ensure all staff are fully informed about individual pupil needs.

Transition from Year 6 to Year 7:

The SENCO and/or class teacher attend the Primary-Secondary transition day meeting to discuss your child's specific needs and the types of support that have been most effective. Where appropriate, additional multi-agency meetings may be arranged to develop a detailed transition plan tailored to your child's requirements.

Local agencies which offer support and advice to parents include:

The ISAT (Inclusion Support Advisory Team) for children who may need support beyond the Universal and Targeted levels

<https://www.bromley.gov.uk/special-educational-needs/special-educational-needs-sen-advisoryservice>

Bromley Independent Advisory Support Service (IASS)

<https://bromleyiass.org.uk/>

Bromley Parent Voice

<https://www.bromleyparentvoice.org.uk/>

Bromley MENCAP

<https://www.bromleymencap.org.uk/>

CASPA

<https://www.caspabromley.org.uk/>

Bromley branch of the Dyslexia Association

<http://dyslexiawise.co.uk/>

Bromley Healthcare's Audiology Service for children identified with hearing problems

<https://www.bromleyhealthcare.org.uk/explore-our-services/hearing-assessment/>

Bromley Children's Project for advice and support outside school

<https://www.bromley.gov.uk/bromleychildrenproject>

Bromley Local Offer

Bromley Local offer to help children and young people with special educational needs and/or disabilities and their families to find the information and support they are looking for from across Bromley in one place.

<https://www.bromley.gov.uk/LocalOffer>

Complaints regarding SEND provision

We aim to work closely with parents all through their child's time with us. Communication with class teachers can be requested by emailing the office. In addition, Mrs. Anderson-Whiley, SENCO, is also available to speak to parents and we would always aim to resolve any disagreements at an early stage.

However, if parents are still unhappy, they can contact Miss Williams as Headteacher.

Should you wish to make a complaint about the support provided to your child by the school, please refer to Wickham Common Primary School's Complaints Policy on our website:

<https://www.mosaicschoolslearningtrust.org/attachments/download.asp?file=24&type=pdf>

Monitoring arrangements

This policy and information report will be reviewed by the SENCO 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.