



Meeting the needs of pupils with Special Educational Needs and Disabilities (SEND).
SEND Information report- 2026-2027

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

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 Maher- 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.

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- 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 and Disabilities (SEND)

At Wickham Common Primary School, we are committed to identifying and supporting children with Special Educational Needs and Disabilities (SEND) as early as possible.

Our Early Intervention approach begins in the Early Years Foundation Stage (EYFS), where all children are screened for speech, language and communication needs through our specialist provider, Love to Communicate. Parents of new pupils joining the school from Year 1 onwards are asked to complete a pupil information form for the SENCO, detailing any previous concerns, assessments, diagnoses or involvement from external professionals.

We also screen all Year 4 pupils for speech and language difficulties. This is because Developmental Language Disorder (DLD) and other language difficulties can become more apparent as the language demands of the curriculum increase.

Children's progress is monitored termly by class teachers, subject leaders, the Assessment Lead and the Headteacher. Progress is shared with parents at least once each term, and PIXL assessment outcomes are shared following assessment periods to celebrate strengths and identify areas where additional support may be beneficial.

We operate a strong Ordinarily Available Provision (OAP) offer across the school. OAP refers to the strategies, adaptations, resources and experiences that form part of high-quality inclusive teaching and are available to all pupils as part of everyday classroom practice.

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All classrooms from Year 1 onwards have access to a range of supportive resources, including:

- Wobble cushions
- Fidget tools
- Weighted lap pads
- Therapy putty
- Ear defenders
- Breathing buddies
- Recordable whiteboards

It is important to note that a diagnosis is not required for a child to receive SEND support. Provision is based on identified needs and barriers to learning rather than a medical diagnosis.

Where concerns arise, class teachers complete a SEND referral form, which initiates further investigation into the child's needs. Following discussions with parents, staff and, where appropriate, the child themselves, additional support may be implemented.

Pupils receiving additional support may initially be placed on the school's Monitoring Register. This enables staff to monitor progress and evaluate the effectiveness of interventions over time.

If a pupil requires ongoing provision that is additional to or different from that ordinarily available through Quality First Teaching, parents will be invited to meet with the SENCO to discuss placement on the SEND Register. Written parental consent will be sought before a pupil is added to the SEND Register.

For pupils on the SEND Register, an Individual Support Plan is shared with parents termly. This outlines the child's strengths, areas of need, targets and provision and is reviewed regularly.

Consulting and Involving Parents and Pupils

We believe that parents and carers are key partners in supporting their child's development and educational success.

Parents and carers are involved throughout the identification, assessment, planning and review process. Teachers and/or the SENCO will hold discussions with families as early as possible when concerns are identified.

These conversations aim to ensure that:

- Everyone develops a clear understanding of the child's strengths and needs.
- Parents' views, concerns and aspirations are considered.
- Agreed outcomes are understood by all involved.
- Everyone is clear about the next steps and planned provision.

Where appropriate, pupils are also encouraged to share their views and contribute to decisions about their support.

Assessing and Reviewing Progress

We follow the graduated approach outlined in the SEND Code of Practice through the cycle of:
Assess → Plan → Do → Review

The class teacher works closely with the SENCO and senior leaders to carry out a detailed assessment of

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need. This may include consideration of:

- Teacher assessments and observations.
- Previous attainment, progress and behaviour information.
- Assessment tools, audits and checklists.
- The child's development compared to peers and national expectations.
- The views of parents and carers.
- The views of the child.
- Advice from external professionals.

Provision and outcomes are reviewed regularly to ensure support remains appropriate and effective. All staff working with the pupil are made aware of their needs, targets and recommended support strategies. The impact of interventions and additional provision is evaluated regularly and adjusted where necessary.

Outside Agency Involvement

Parents will always be consulted before advice or support is sought from external agencies. Where specialist advice is required, recommendations are used to inform and shape provision within school. Parents have the right to access any reports or written information relating to their child. The school works collaboratively with a range of agencies and professionals, including:

- Educational Psychology Service
- SEND Advisory Team (SENDAT)
- Inclusion Support Advisory Team (ISAT)
- Speech and Language Therapy Services
- Occupational Therapy Services
- Social Communication Advisory Teachers
- Bromley Y
- School Nursing Service
- Community Paediatricians
- Counsellors and Play Therapists
- Bromley MENCAP
- Bromley Children's Project

This list is not exhaustive.

Further Support and Education, Health and Care Plans (EHCPs)

Where a pupil continues to experience significant difficulties despite targeted support, the school may seek additional funding through the Local Authority's Banded Funding process.

For pupils with the most complex needs, an Education, Health and Care Needs Assessment may be requested. This may lead to the issue of an Education, Health and Care Plan (EHCP). Further information can be found through the Local Authority's Local Offer.

Where appropriate, access arrangements will also be put in place for statutory assessments in line with current Department for Education guidance.

Our Approach to Teaching Pupils with SEND

Teachers are responsible and accountable for the progress and development of all pupils in their class, including those with SEND.

Our first approach is always high-quality teaching that is adapted to meet individual needs. Staff carefully scaffold learning and use a wide range of strategies to ensure pupils can access the curriculum successfully.

Classroom practice may include:

- Adaptive teaching approaches
- Flexible grouping arrangements
- Visual supports
- Pre-teaching of vocabulary
- Additional modelling and scaffolding
- Alternative recording methods
- Assistive technology
- Additional adults are deployed strategically to support learning while promoting independence and reducing reliance on adult support wherever possible.

Areas of Need Supported

We support pupils across the four broad areas of need identified within the SEND Code of Practice, including:

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

Examples of needs supported within school include:

- Specific Learning Difficulties (SpLD)
- Moderate Learning Difficulties (MLD)
- Developmental Language Disorder (DLD)
- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Condition (ASC)
- Social, Emotional and Mental Health Needs (SEMH)
- Hearing Impairment (HI)
- Vision Impairment (VI)
- Physical Disabilities (PD)

Interventions and Support Programmes

Communication and Language

Support may include:

- Speech and language programmes
- Language enrichment groups
- Vocabulary pre-teaching
- Individual recommendations from Speech and Language Therapists

- Adapted communication strategies

Literacy

Support may include:

- Phonics interventions
- Additional reading support
- Touch typing interventions
- Access to laptops where appropriate

Mathematics

Support may include:

- Concrete and pictorial approaches
- Mathematical manipulatives
- MyMaths interventions
- Small group teaching

Developing Independence

Support may include:

- Visual timetables
- Now/Next boards
- Seesaw
- Clearly labelled resources
- Individual targets
- Metacognitive approaches
- Retrieval practice activities

Pastoral Support and Emotional Wellbeing

We aim to promote positive mental health, emotional wellbeing and self-esteem for all pupils. Support may include:

- Social skills groups
- Bromley Y workshops
- SCARF curriculum resources
- Mindfulness activities
- Transition programmes
- Parent liaison meetings
- Reduced or adapted timetables where appropriate
- Soft Start morning group
- Snack and Chat

We work in partnership with families to ensure concerns are addressed promptly and effectively.

Positive Behaviour Support

The school promotes positive behaviour through:

- Consistent application of the Behaviour Policy
- Whole-school values
- Restorative approaches
- Positive playtime provision
- Trained midday supervisors
- Agents for Change programme
- Safe Space Plans
- Action Support Plans

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Personal Care and Medical Support

The school is able to provide:

- Paediatric first aid provision
- Individual healthcare plans
- Administration of medication procedures
- Personal care support where required
- Accessible toilet facilities
- Staff training linked to individual medical needs

Adaptations to the Curriculum and Learning Environment

We make reasonable adjustments to ensure all pupils can access learning successfully.

These may include:

- Adaptive teaching approaches
- Modified resources and workspaces
- Laptops and iPads
- Coloured overlays
- Enlarged print
- Visual timetables
- Workstations
- Sensory resources
- Additional processing time
- Pre-teaching and overlearning opportunities

Expertise and Training

Staff engage in ongoing professional development through:

- Bromley SEND Training Offer
- National College
- The Key
- Local SEND networks
- Visiting Professionals
- The Virtual School

Training may include:

- Speech, Language and Communication Needs
- Autism and ADHD
- Executive Functioning
- Attachment
- Dyslexia
- Phonics
- Wellbeing
- Successful Transitions

The SENCo regularly attends local network meetings and professional forums to remain up to date with current SEND guidance and best practice.

Equipment and Facilities

The school provides a range of resources to support access and participation, including:

- Numicon and practical maths resources
- Visual timetables and now-and-next boards
- Timers

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- Sensory equipment
- Fidget tools
- Speech and language resources
- iPads and laptops
- Writing aids
- Accessible toilets
- Specialist equipment where required

Provision is tailored to individual needs and reviewed regularly.

Additional Support for Learning

Teaching Assistants (TAs) and Learning Support Assistants (LSAs) work alongside teachers to provide targeted support within classrooms and through interventions. Support focuses on developing pupils' skills, confidence and independence while ensuring access to learning without an over reliance on 1-1 support.

Accessibility and Inclusion

We are committed to ensuring that all pupils access the school environment and curriculum. Support may include:

- Occupational Therapy and Physiotherapy recommendations
- Specialist equipment
- Modified resources
- Soundfield systems
- Handwriting interventions
- Assistive technology
- Individual accessibility arrangements

Evaluating the Effectiveness of SEND Provision

We evaluate SEND provision by:

- Reviewing progress towards targets each term
- Monitoring intervention outcomes
- Gathering pupil voice
- Conducting SEND audits
- Reviewing Individual Support Plans
- Holding Annual Reviews for EHCP pupils
- Working closely with parents and external agencies

Enabling Pupils with SEND to Participate Fully in School Life

We are committed to ensuring that all pupils have equal access to the full range of opportunities available within school.

This includes:

- Breakfast clubs and after-school clubs
- Educational visits and residential trips
- Sports Day
- School productions and performances

- Whole-school events and themed days
- Reasonable adjustments are made wherever necessary to ensure pupils can participate safely and successfully.

Working with Parents and Professionals

The SENCO works closely with parents, school staff and external professionals to ensure pupils receive effective and coordinated support.

Reports from external agencies are shared with relevant staff, recommendations are implemented where appropriate, and meetings are attended whenever possible.

Parents are encouraged to contact the SENCO at any time should they have concerns or wish to discuss their child's provision.

Transition Arrangements

We recognise that transitions can be challenging for some pupils and provide additional support where needed.

Starting School

Reception pupils are invited to attend transition sessions before starting school. Parents also have opportunities to meet staff and share relevant information.

Moving Between Classes

Transition activities take place annually. Class teachers complete detailed handovers and all pupils create a Pupil Passport to share important information with their new teacher.

Moving to Another School

Information is shared promptly with the receiving school, including details of SEND provision and successful strategies.

Transition to Secondary School

The SENCO and Year 6 staff work closely with receiving secondary schools to ensure a smooth transition. Additional meetings, visits and transition programmes may be arranged for pupils requiring enhanced support.

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.

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