



Widmer End Community Combined School & Pre-School

2024-25 | SEN Information Report

Context & Aims

Widmer End Community Combined School is a nurturing and inclusive primary school that caters for the needs of all pupils who can be taught in the mainstream setting. We strive to ensure that all children achieve the very best they can, and recognise that some children will require adapted or additional provision to address barriers to learning and ensure progress.

Each year, we have a duty to report annually on the implementation of our SEN policy. The Special Educational Needs Code of Practice (2015) lies at the heart of the school's Special Educational Needs and Disabilities (SEND) policy and sets out the processes and procedures that all organisations should follow to meet the needs of children on our SEN Register.

The school's Special Educational Needs and Disability (SEND) policy can be found here: [SEN Policy 2024/25](#)

Policies to Identify Children with SEND

At Widmer End, we aim to identify SEND as early as possible, so that the necessary support can be put into place, as determined by the area of need. We work closely with children and families where there are identified concerns and have swift procedures in place for referring a pupil to the SENDCo when ordinarily available inclusive provision (OAP) classroom strategies have not been impactful. Where there are concerns for SEND, further observations may support identification, alongside in-house screeners, timely intervention and close reference to our assessment tracking systems. Consultation with, and assessments from other professionals through the local offer e.g. specialist teaching services, area Inclusion Advisor, link EP (educational psychologist) and Bucks NHS Services may also be sought.

Arrangements for Consultation

At Widmer End, we understand that children may present differently at home than at school and vice versa. If parents have a concern, they should contact the class teacher in the first instance, who will liaise with the SENDCo as appropriate. If parents wish to speak to the SENDCo, this can be arranged through the school office or by emailing send@widmerend.bucks.sch.uk. Parent consultation meetings are held three times a year and for those children on our SEN register, the SEN Support Plan is reviewed on these occasions as part of an extended meeting. For pupils with Education Health and Care Plans (EHCP), an annual review is completed alongside



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parents/carers, the child and involved professionals to ensure we are able to successfully review progress towards long term outcomes, the suitability of the plan to support the child and their needs and to gain an understanding of the views of the child and their family.

Approach for Teaching Pupils with SEND

Pupils with SEND have their needs met via a combination of inclusive quality first teaching and then targeted, evidence-based interventions to support them to make progress. Interventions may be offered to small groups of pupils working towards similar outcomes or delivered 1:1 where it is necessary. They may be led by either teachers, teaching assistants (TAs), specialist teachers or other outside agencies. Teachers are responsible for creating class provision maps for those individual pupils who require longer term additional support. Intervention monitoring systems measure progress against starting points and short term outcomes are reviewed on a half-termly basis by the class teacher and alongside the SENDco.

Teachers set high expectations for all pupils, including those with SEND. They adapt and scaffold their teaching and learning environments to be responsive to the needs of the pupils in each subject area. Pupils with SEND follow an inclusive, broad and balanced curriculum to which they have full access. Interventions are built into the curriculum to ensure that they do not limit pupils' exposure to whole class teaching and learning.

Pupils with SEND are entered for all statutory exams unless there is a diagnosis relating to their cognitive ability which would prevent them from accessing these. Exams access arrangements are fully in place to support pupils who require reasonable adjustments.

Assessing Progress towards Outcomes

In the Early Years Foundation Stage, there is continuous, on-going assessment of all children on a daily basis. This feeds into final judgments made at the end of the year against the Early Learning Goals.

In Key Stages 1 and 2, pupils are assessed summatively three times a year and pupil data is then analysed to look at potential gaps, and/or limited/inconsistent progress. This data is triangulated with class work, formative assessments and the knowledge that teachers and TAs build through their strong relationships with pupils. Through a robust graduated approach, short term outcomes for pupils with SEND are carefully planned for, recorded within a SEN Support Plan and with provision to support pupils to make progress against identified SMART targets. These targets are reviewed termly within the Assess, Plan, Do, Review (APDR) cycle, and allow



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for all those working with the child, the pupil and their families to be a part of the consultation process.

For children with an Education, Health and Care Plan (EHCP), the Annual Review (AR) is an important part of the consultation process. All relevant professionals who work with the child, plus parents, are invited. The child is also asked to discuss and record their views immediately prior to the AR and these are shared at the meeting. This is to help facilitate a multi-professional approach to supporting children, in which their views, and those of their parents, are listened to and taken into account.

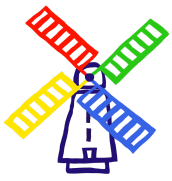
External Support Organisations

Where appropriate, the school involved other organisations to support children, families and staff including: the school nurse; Family Support Service, CAMHS, Mental Health Services Team (MHST); Occupational Health, Speech and Language Therapists; Educational Psychologists; Cognition and Learning; Hearing Specialist Teachers, ASD Specialist teachers; The PRU, The SEND team at the Local Authority and Social Care. Parents have been signposted to information through the Bucks Family Information Service in order to access the local offer <https://www.bucksfamilyinfo.org/kb5/Buckinghamshire/fsd/localoffer.page>

Staff development and Training to Support Children with SEND

Training took place via a mixture of online, face to face and individual/whole school bases, dependent on identified needs. This included:

- Chiltern Area Partnership training and moderation
- Specialist Teaching Services
- Down Syndrome
- Autism
- ELSA
- SEN Liaison group meetings
- Jigsaw PSHE Programme
- Bereavement
- Dyslexia
- MHST (Mental Health Support Team) and Team of Life Training
- EP Solution Circles
- Step On/Up Training (The PRU)



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- Wellbeing
- ADHD
- Socially Speaking / Young Carers

Transfer Arrangements

Pupils coming into the school or moving on to other educational establishments were supported in a variety of ways.

Year 6:

- Pupils were invited to take part in a 'TEAM of LIFE' transition programme run by the Mental Health Services Team.
- SENDCo met the SENDCo of Holmer Green Senior School to discuss SEND provision in Yr 7.
- SENDCo and Pastoral Lead attended a 'Getting Secondary School ready' Conference which prompted further action planning meetings to better support Year 6 transition to secondary school.
- SENDCos from secondary settings visited pupils identified as having SEND and met with class teachers, TAs, the SENDCo.
- Children moving on to special school placements were supported by Widmer End to engage with transition programmes or arrangements were put in place via the new school or provision.
- In some instances, the SENDCo accompanied pupils on additional visits to allocated schools.
- Where appropriate, Specialist Teaching Services (Communication and Interaction) attended transition Annual Review meetings (Yr 5).
- Pastoral Lead produced a transition booklet to support preparedness for moving to secondary school - including example maps, timetables, extra curricular clubs, wider school life/opportunities available at named schools.

Pupils moving into the school:

- Where appropriate home visits took place.
- Phased starts were provided for.
- Headteacher and EYFS lead attended nurseries of new starters who do not attend WE Pre-School.
- Reception and Pre School class stay and play sessions (3 per child)
- Parent welcome/induction meeting for new Reception starters
- Pastoral Lead held 1:1 pupil meetings to communicate feelings about transition.
- A new starter welcome back is provided.



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Pupils moving between key stages:

- Transition booklets prepared for identified pupils to relieve anxiety around transition.
- Additional, informal visits to new classroom.
- SENDCo facilitated additional visits for class teachers to informally observe/check in with new cohorts..
- Pastoral Lead held pupil meetings to communicate and manage feelings about transition.

Accessibility

Each year, the accessibility of the site is reviewed in line with the needs of our existing pupils. Appropriate provision and staff training (as required) is put into place to accommodate students with significant health and care needs.

Details of the school's Accessibility arrangements can be found in our Accessibility Audit & Plan, via our website.

Complaints

A concern or complaint can be made in person, in writing or by telephone.

Further information about the school's complaints procedures can be found in our Complaints Policy, on our website.

Key Contacts

SENDCo: Mrs L Ross-Wood

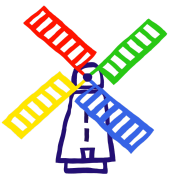
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The Bucks Local Offer provides information and advice on Special Educational Needs and Disability provision, both inside and outside the Local Authority. Information can be found on the Bucks Family Information site at <https://familyinfo.buckinghamshire.gov.uk/>. If you wish to contact Buckinghamshire County Council about the Local Offer you can call 01296 383 293 or email familyinfo@buckinghamshire.gov.uk