Ambition Education Trust

Wheatfields Junior School

Annual SEND information report 2025-2026

Introduction

Wheatfields Junior School aims to embrace the needs of all and has a whole-school approach to Special Educational Needs and Disabilities (SEND). We provide effective opportunities for all children by responding to children' diverse and often complex learning needs, setting suitable learning challenges and overcoming barriers to learning.

Wheatfields Junior School is an inclusive school that believes strongly that all children, regardless of ability, background or ethnicity, have the right to participate in and enjoy all aspects of school life, and have the opportunity to meet their full potential.

We maintain very close links with our feeder Nursery and Infant schools in order to ensure that important SEND information on young people is shared appropriately. As well as working closely with our specialist advisors at County and our professional partners in the NHS to ensure that support and provision is provided as seamlessly as possible.

Key Questions:

1. **How does** Wheatfields Junior School **know if a student needs extra help and what should I do if I think my child may have special educational needs?**

- We have robust transition planning and work closely with our local infant school to support SEND children in to the junior school to plan their transition to Wheatfields Junior School
- We use effective baseline assessment tests and monitor student progress in order to identify those who are making slower progress than their peers.
- School staff who have concerns about a student can refer him or her to the Inclusion Leader.
- Parents who have concerns about their child's progress can discuss this with their child's class teacher, but if the difficulties persist, can contact the Inclusion Leader for advice.
- Children can also speak to any member of staff if they have concerns.
- Wheatfields Junior School also recognises that not all needs necessarily fall exclusively under SEND and as such we work closely with the class teachers and Wellbeing Mentor in supporting children.

2. **How will school staff support my child?**

- The best support for all children, including those with special educational needs, is high quality classroom teaching. As a high performing school, we place great emphasis on ensuring that the quality of teaching delivered meets the needs of all our children.
- We know that some children require additional support and this is provided in the classroom or through additional interventions that are accessed according to child's needs.

3. **How will I know how my child is doing?**

- All parents are invited to Parent Consultation meetings in Autumn and Spring terms annually. In addition, those identified as SEN/Monitor for SEN will have an Assess, Plan, Do and Review meeting each term. This is a time to discuss their child's progress with the Class Teacher and/or Inclusion Leader. This could also include the school Wellbeing Mentor and SpLD (Specific Literacy Difficulties) Teacher.
- All children with SEND are issued with an individual SEND report which is available to parents, staff and key stake holders

- Parents of children with an Education, Health and Care plan are invited to an additional annual review meeting with the Inclusion Leader.
- Parents can also make contact with Inclusion Leader (SENDCo) on an ad-hoc basis to discuss specific issues or areas of concern.

4. How will the learning and development provision be matched to my child's needs?

- Wheatfields Junior School uses teacher assessment as well as the results of any specific screening or baseline testing in order to match provision to needs.
- All staff have specific guidance and key information to on SEND children
- The Inclusion Leader advises teaching and other relevant staff with regard to individual child's specific needs.
- Advice from external professionals can be sought and used to implement specific strategies or to access particular resources or equipment.
- The school may carry out additional assessments to support access arrangements for Year 6 SATs
- When a child is working significantly below the level expected for their age they may be taught in a small group where the teaching and support is highly focussed in order for them to make progress.

5. What support will there be for my child's overall wellbeing?

- Careful transition planning at both ends of the school journey
- Planned pre-visits for vulnerable children
- Nurture groups, buddy/peer support
- Access to trained Wellbeing Mentor
- Support programme form LINKS Academy Outreach Team
- Access to other services including NESSIE and the School Nursing Service
- Increased parental contact
- Liaison with identified key member of staff
- Hertfordshire's Educational Support for Medical Absence (ESMA)
- School Attendance Officer

6. What specialist services and expertise are available at or accessed by the school?

This is through the Hertfordshire local offer SEND Specialist Advice and Support (SEND SAS) and the NHS service support

<u>Hertfordshire</u>

- Autism, Social Communication and Interaction needs
- Cognition and Learning needs difficulties
- Deaf/ blind- multi-sensory impairment
- Deaf and Hearing
- Physical and neurological impairment
- Visual impairment

NHS

- Speech and Language Therapy
- Occupational Therapy
- Sensory Processing Team
- Ask SALI support team
- Virtual Schools
- Families First Assessment

Other local services and support

- DSPL7 - Delivery Specialist Provision Locally
- LINKS Academy Outreach Team

7. What training have the staff supporting young people and young people with SEND had or are having?

- All staff received annual training and updates relevant to key children with SEND in school
- SEND staff have received specific training in areas of SEND in relation to the needs individual or core groups of SEND children
- The Inclusion Leader works closely with external professionals to implement their advice for specific children with SEND.

8. How will you help me to support my child's learning and how will I be involved in discussions about, and the planning for my child's education?

- Specialist interventions and support programmes.
- Home-School agreement.
- Homebased Learning available online through Google Classroom
- The annual SEND report and the sharing of information over a range of platforms
- Inclusion Leader is available to contact throughout the year.

9. How will my child be included in activities outside the classroom including school trips?

- Wheatfields Junior School is committed to including children with SEND in activities outside of the classroom, including school trips and extracurricular activities, and will make all reasonable adjustments to do so.

10. How accessible is the school environment?

Wheatfields Junior School has a well-established site that has been developed over many years, meaning some of our building is quite old, however we are in regular consultation with the relevant expert bodies, with the aim of making as much of the school accessible to those with disabilities. However, some challenges due to the building designs and site layout do remain. We recommend that parents visit our site to make their own assessment of suitability, and contact us to discuss any specific requirements.

Recent adjustments to increase the levels of accessibility across the school site include:-

- Painted handrails around the site
- Edges painted on stairs and low overhanging structures
- Accessible Parking at the school entrance
- Light alarms linked to the fire alarm

Wheatfields Junior School continues to plan for increased accessibility of provision for all children, staff and visitors to the school (see Wheatfields Junior Accessibility Plan available on our school website:https://www.wheatfieldsjm.herts.sch.uk/Policies/)Our main priorities are improving and increasing the extent to which disabled children can take advantage of education, associated services and all facilities within the school.

11. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

- Wheatfields Junior School offers a full transition programme to support children transferring from Year 6 to Year 7.
- A robust framework is in place for supporting children and parents in transferring from Key Stage 2 to Key Stage 3.
- Liaison with local secondary schools for children who have Education Health Care Plans (EHCPs).
- Sharing of ExamA ccess Arrangements information

12. How are the school's resources allocated and matched to young people's special educational needs?

- Money is allocated for children in Hertfordshire mainstream schools, including those with SEND, through the school budget.
- Support is planned according to student need, taking account of any provision requirements outlined in Education, Health & Care plans.
- We use our resources in a range of ways, such as providing intervention for children working significantly below age-related expectations. This may include Wellbeing Support and SpLD teacher support.
- For children with significant and complex needs, the school can apply for top up funding through the Local Authorities Higher Needs Funding (HNF) stream.

13. How is the decision made about how much support my child will receive?

- This is dependent on provision outlined in Education, Health & Care plans or personal education plans for Looked after Children.
- Pupil progress and attainment information is used to help inform decisions.
- Teaching Assistant support and Interventions are prioritised for children who require more than the ordinarily available high quality classroom teaching.

14. If I have more questions about my child at Wheatfields Junior School, who can I ask?

- At Wheatfields Junior School we are very happy to speak to you about any aspects of your child's education. It is best to arrange to speak to one of the following in this order:
- The Class teacher
- The Inclusion Co-ordinator Mrs Laura Jablowski jablowskil@wheatfieldsjm.aetrust.uk

- The Deputy Head for Pastoral matters Mr Ben Ashman ashmanb@wheatfieldsjm.aetrust.uk
- The Headteacher Mrs Janice Tearle head@wheatfieldsjm.aetrust.uk

15. Where can I find information about the local authority's Local Offer of services and provision for young people with special educational needs and disability?

The Local Authority's Local Offer that outlines support and services for SEND available within Hertfordshire is available here: www.hertfordshire.gov.uk/localoffer

- Services for parents, carers and families (hertfordshire.gov.uk) From this page you can find all the different types of support that parents and carers of children and young people with SEND might be able to access, including information on support groups, mental health, parenting courses and how to access services such as SENDIASS.

- Getting help at school from your SENCO (hertfordshire.gov.uk) This page explains what the role of a SENCO is, and how parents, carers, and SENCOs can work together to achieve the best results for a pupil.

- If your child is too anxious to go to school (hertfordshire.gov.uk) This page is designed to help parents and carers whose children's attendance is low due to anxiety, and has advice on how to support them and where to go for help.

- Contact a SEND service (hertfordshire.gov.uk) This page has contact details of the different SEND services, including details of Advice Line for Educational Psychologists, the Speech Language Communication and Autism team, the Specific Learning Disabilities team and others.

- New to SEND (hertfordshire.gov.uk) This page has information and advice for those whose children have just been diagnosed with SEND, or have suspected SEND.

Interventions

The following range of provision and support may be offered after consideration of an individual student's SEND needs, taking account of prior attainment data, the views of external professionals, their teachers, their parents and the student themselves.

Intervention
Social Skills programmes/support, including strategies to enhance self-esteem ● 'Buddy' system between older and younger peers ● House points, postcards home, Headteacher Awards ● Wellbeing transition groups to support transition into the junior school ● Wellbeing transition groups to support transition to next phase in education ● Referrals made to NESSIE art, drama and play therapy

Access to a supportive environment – ICT facilities/equipment/resources (Inc. preparation)

- Supportive transition process, extensive communication with primary schools
- WP/ICT available to be borrowed according to need/Use of own laptop in school
- Specialist equipment to access the curriculum supported by the specialist teachers from the VI, HI, PNI teams
- Reading pens available to use whilst in school
- Sound Systems to support in classroom
- Access to standing desks and wobble stools

Strategies/programmes to support speech and language

- Interventions from a speech and language therapist supported by (TA)
- Pre teaching of strategies and vocabulary for individual children

Mentoring activities

- Roles of responsibility (linked to children's interests)given to children in school
- Buddies for new children joining the school
- Wellbeing Support through Wellbeing Mentor in small group, 1 to 1

Access to strategies/programmes to support Occupational Therapy/Physiotherapy

- Interventions from an Occupational or Physiotherapist delivered through specialist teachers from the relevant advisory service as required

Strategies to reduce anxiety/promote emotional well-being (including communication with parents)

- Planned programme of support from Class Teacher and Wellbeing Mentor
- Planned programme of support from LINKS Outreach worker
- Sensory breaks
- Modified Curriculum
- Families First Assessment
- Virtual Schools
- Referral to NESSIE and School Nurse
- A range of extra clubs on offer including lunchtime
- Targeted roles for children
- Assigned member of staff to meet and greet (targeted support)

Strategies to support literacy development and reading

- SpLD teacher
- Little Wandle Phonics scheme

- Targeted short term small group interventions for children with attainment levels below age related expectation this may include Reading Revival or Toe by Toe
- Reading buddies
- Workshops for parents related Spelling, Reading and Dyslexia
- Tracking systems for all children
- Ensuring there is space in the curriculum for all children to develop their reading skills included being read to
- Ensuring there is provision for children to develop a love of reading through library time, book recommendation, a well-stocked library and a class book
- TA support in lessons and directed support by the Class Teacher

Strategies to support numeracy development

- Small steps/ Ready to progress document to ensure the children are being tracked back to gaps in their numeracy knowledge
- Dynamo maths to support children with a dyscalculic profile and gaps in their maths development
- Targeted short-term small group interventions for children whose attainment levels are below expectation and to target specific areas of learning eg times tables
- Access to concrete/multisensory materials in lessons to embed concepts
- Provision of Maths software to support learning
- Maths workshops for parents

Strategies to support modify behaviour

- Use of the school behaviour policy (available on the school website)
- Support from Wellbeing Mentor
- Pastoral support plans
- Support from LINKS Outreach staff
- Social skills group – according to need/information received by Advisory Team

Provision to facilitate/support access to the curriculum

- Teachers provide adapted materials to support children with additional needs, barriers to learning are identified on provision maps
- Staff CPD
- Interventions are available to enable children to overcome their barriers to learning (note taking, handwriting, spelling)
- Withdrawal by a TA for 1:2:1 / small group support programme
- Screening for Access Arrangements
- Access to specialist equipment (eg: Laptops, Soundfield system) according to need
- Targeted in class support in core subjects
- Use of sensory diet to support children's sensory needs

Strategies/support to develop independent learning

- Access to personal ICT

- Use of visual timetables and check lists
- Adapted curriculum
- Personalised targets for children
- Access to a broad and balanced curriculum
- Targeted short term small group interventions for children with attainment levels below expectation
- Use of workstation with in trays for example To dos and finish trays

Support/supervision at unstructured times of the day

- TAs are available to provide support during unstructured time, throughout the day
- Time to Talk with Wellbeing Mentor
- Targeted support for individual children when needed
- Lunchtime games, sports and activities
- Staff are on duty during unstructured time
- Lunchtime clubs

Planning and assessment

- SEN Code of Practice 2014
- Regular review of attainment and progress with Senior Leaders, Inclusion Leader and Class Teacher
- Close working practice between SEND, Pastoral, Safeguarding, Wellbeing and Pupil Premium leaders
- Meetings with key staff
- Screening for Access Arrangements by SpLD Teacher
- Individual student targets
- Education, Health and Care (EHC) plans where appropriate

Liaison/communication with professionals/parents, attendance at meetings and preparation of reports

- Liaison with a wide range of professionals
- Telephone/e-mail contact with parents
- Parent Teacher Consultations (PTC)
- Home/school communication books
- APDR meetings

Access to medical interventions

- Strategies for the use of personal medication
- Access to First Aid trained staff on site
- Individual protocols for children with significant medical needs and allergies
- Individual support plans for children with short term medical needs
- Individual risk assessments
- Access to specialist advice as required for example ESMA