



# Wessex Gardens Primary and Nursery School

## SEND Information Report 2024-2025



Welcome to the Special Educational Needs and Disabilities (SEND) Information Report for Wessex Gardens Primary and Nursery School. This report is published annually, in accordance with the SEND Code of Practice (2014), and outlines how we support children with SEND to achieve their full potential in a nurturing, inclusive environment.

The purpose of this report is to provide families with clear and accessible information about how we support children with special educational needs (SEN), disabilities, and complex medical conditions. It aims to help families understand the processes and provisions in place to ensure that all children, regardless of their individual needs, receive the appropriate support to thrive in their learning and development. To achieve this, we have structured the report around a series of frequently asked questions (FAQs) that address key concerns families may have. These questions cover areas such as identification of SEN, the types of support provided, how we collaborate with external specialists, and how families can be involved in their child's education. We hope this format offers clarity and reassurance to parents and caregivers.

For more detailed information, we encourage families to review our SEN policy. Additionally, our staff members are always available to provide further guidance or answer any specific queries you may have regarding your child's needs. By working together, we strive to create an inclusive environment where every child can succeed!

### Contents

1. What is a Special Educational Need (SEN)?
2. Our SEND Provision: Four Broad Areas of Need (as outlined in the SEND Code of Practice)
3. How Does the School Identify Children with SEND?
4. How Do We Meet Children's Needs?
5. How Do We Know Children Are Making Progress?
6. How Are Parents/Carers Involved in Their Child's Education?
7. What Types of Support May Be Suitable and Available for My Child?
8. How Will My Child Be Included in Activities Outside the Classroom, Including School Trips?
9. What Extra-Curricular Activities Are Available for Children with Special Educational Needs?
10. What Specialist Services Are Available?
11. What Support Is Available for Medical Needs?
12. How Do We Support Transitions?
13. How Will the School Prepare and Support My Child to Transfer to Secondary School?
14. How Is the SEND Provision Monitored?
15. Contact Information



# Wessex Gardens Primary and Nursery School

## SEND Information Report 2024-2025



### What is a Special Educational Need (SEN)?

At Wessex Gardens, we recognise that children may face challenges in their learning for a variety of reasons. While some difficulties may arise from inconsistent schooling or language barriers, these do not necessarily indicate a special educational need. A child is identified as having SEND if they have a learning difficulty or disability that requires additional or different provision from the standard curriculum.

### Our SEND provision is focused on four broad areas of need, as outlined in the SEND Code of Practice:

1. **Communication and Interaction (CI):** Children with speech, language, or social communication difficulties, including those with Autistic Spectrum Disorder (ASD).
2. **Cognition and Learning (CL):** Pupils who experience general or specific learning difficulties, such as dyslexia or dyspraxia.
3. **Social, Emotional, and Mental Health (SEMH):** Children who may struggle with managing emotions or exhibit behaviors linked to conditions like ADHD, anxiety, or depression.
4. **Sensory and/or Physical Needs (SP):** Children with physical disabilities or sensory impairments, such as hearing or vision difficulties.

<u>Area of SEN</u>	<u>Description</u>	<u>Key Characteristics</u>	<u>Distinguishing SEN from Non-SEN</u>
<b>Communication and Interaction (CI)</b>	Difficulties related to speech, language, and social communication. This may include trouble understanding and using language, issues with remembering vocabulary, and difficulties in pronouncing speech sounds. Social communication issues involve the ability to interact appropriately with others. English as an additional language is not considered SEN unless difficulties exist in all languages spoken.	<ul style="list-style-type: none"> <li>• Struggles with understanding and using language</li> <li>• Limited vocabulary retention</li> <li>• Challenges with speech pronunciation</li> <li>• Trouble with social interaction (talking appropriately)</li> </ul>	If language issues are present in both the child's home language and English, it may be SEN. Otherwise, language learning as a second language is not SEN.
	This includes general learning difficulties that affect most areas of learning, where children may take longer to understand new concepts, even with curriculum adjustments. Specific learning difficulties (SpLD) affect certain areas, such as dyslexia (reading), dyspraxia (motor coordination), and dyscalculia (math).	<ul style="list-style-type: none"> <li>• General learning delays</li> <li>• Difficulty mastering new concepts</li> <li>• Specific issues like dyslexia (reading), dyspraxia (motor skills), dyscalculia (math)</li> </ul>	General learning difficulty affects multiple subjects; SpLD affects specific areas of learning, and is persistent despite appropriate support and differentiated instruction.
	Children may face a range of emotional or social challenges, such as withdrawal, isolation, or challenging	<ul style="list-style-type: none"> <li>• Withdrawal or isolation</li> <li>• Challenging or disruptive behaviors</li> </ul>	Normal mistakes or misbehaviors are part of development. When challenges persist



# Wessex Gardens Primary and Nursery School

## SEND Information Report 2024-2025



<b>Social, Emotional, and Mental Health (SEMH)</b>	behaviors. These behaviors may reflect underlying mental health conditions like anxiety, depression, or disorders such as ADD/ADHD. Typical misbehavior or emotional responses in growing up are not SEN unless persistent and indicative of mental health issues.	<ul style="list-style-type: none"> <li>Underlying conditions like anxiety, depression, ADD/ADHD</li> </ul>	and significantly impact the child’s ability to engage and learn, it may indicate SEN linked to mental health.
<b>Sensory and/or Physical Needs (SP)</b>	This includes sensory impairments like visual or hearing difficulties, or physical disabilities that prevent the child from fully accessing the educational environment. These barriers often require special adaptations or equipment to ensure the child can learn effectively.	<ul style="list-style-type: none"> <li>Visual or hearing impairments</li> <li>Physical disabilities impacting mobility or motor functions</li> <li>Barriers to accessing educational facilities or learning</li> </ul>	Sensory or physical needs that are temporary or can be addressed without significant changes to educational access or equipment are not SEN. SEN occurs when the impairment affects learning.

### How does the school identify children with SEND?

At Wessex Gardens, we have a child-centred approach to education, ensuring that every child's needs are identified and addressed early. We use a range of strategies to identify children who may need additional support:

- Teachers monitor progress daily and adapt their teaching accordingly.
- Termly pupil progress meetings involve class teachers, teaching assistants, the SENCo, and senior leadership. These meetings help identify any gaps in learning and decide on necessary interventions.
- Concerns raised by parents/carers are carefully reviewed and discussed with staff.
- External reports from health professionals, social care, or specialist services are considered to tailor support for specific needs.
- Specific assessments, such as those for Wave 3 interventions, are conducted to pinpoint additional learning needs.

### How do we meet children’s needs?

We ensure that our curriculum is inclusive and adapted to meet the diverse needs of all children, including those with SEND. This includes:

- Differentiating tasks appropriately based on individual learning needs.
- Creating personalised learning plans where necessary.
- Providing targeted intervention groups, such as phonics, literacy, or numeracy support.
- Accessing specialist resources and services, including our Sensory Room and Maple provision room.



# Wessex Gardens Primary and Nursery School

## SEND Information Report 2024-2025



For children with significant needs, we may involve outside professionals, such as speech and language therapists or educational psychologists, to provide tailored interventions.

### How do we know children are making progress?

We are committed to regular monitoring and assessment to ensure that all children, including those with SEND, are making progress. Our approach includes:

- Daily lesson evaluations to identify successes and areas for further support.
- Termly assessments and progress meetings with class teachers, teaching assistants, and the SENCo to discuss pupils who are not meeting expectations.
- Regular tracking of specific target groups and children on intervention programmes.
- Encouraging pupil voice by involving children in discussions about their learning and progress.
- 

### How are parents/carers involved in their child's education?

At Wessex Gardens, we value strong partnerships with parents and carers. We provide regular opportunities for parents to engage with their child's education through:

- Formal parent-teacher consultations held regularly throughout the year.
- Individual Education Plans (IEPs) and Support Plans, which outline targets and interventions specific to the child.
- Annual review meetings for children with Education, Health, and Care Plans (EHCPs).
- Informal meetings and open-door policies, allowing parents to discuss concerns with teachers or the SENCo at any time.

Parents are crucial partners in ensuring that the strategies we use at school are consistent with those at home. We offer guidance and resources to help parents support their child's learning.

### What types of support may be suitable and available for my child?

At Wessex Gardens, we follow a structured, three-tiered approach to supporting children's learning based on the nature and severity of their needs. This approach is designed to provide all children, including those with special educational needs (SEN), the appropriate level of support to ensure their academic, social, and emotional development. Our approach is aligned with the Local Authority's published Local Offer, which details the educational provisions available in the borough. You can access this information via Barnet's Local Offer.

**Tier One:** Inclusive classroom teaching with minor adjustments for all students, aimed at ensuring access to the curriculum.



# Wessex Gardens Primary and Nursery School

## SEND Information Report 2024-2025



**Tier Two:** Targeted interventions for students who need additional short-term support to close learning gaps. These interventions are time-limited and may be delivered inside or outside the classroom.

**Tier Three:** Higher-level, long-term support for students with complex needs, often involving one-to-one instruction and external specialists, with ongoing monitoring and potentially an EHCP to ensure coordinated care.

Tier	Description	Who is it for?	Examples of Support
<b>Tier One – Universal Support</b>	This is the quality first teaching provided to all children in the classroom, with adaptations to meet diverse needs. Teachers and teaching assistants apply inclusive strategies based on a broad knowledge of SEN, ensuring access to the national curriculum.	<ul style="list-style-type: none"> <li>All students, including those who may need minor adaptations but do not have identified SEN.</li> <li>Students who are progressing at a slower pace but can access the general curriculum with some support.</li> </ul>	<ul style="list-style-type: none"> <li>Individual learning targets tailored to each child’s needs.</li> <li>Slower pace of learning to ensure better understanding.</li> <li>Additional repetition to reinforce learning.</li> <li>Use of practical resources (e.g., counters for math, visual aids for literacy).</li> <li>Breaking tasks into smaller chunks to make learning more manageable.</li> <li>Small group work with additional support from a teacher or teaching assistant.</li> <li>Classroom accommodations, such as preferential seating, visual schedules, or simplified instructions.</li> </ul>
<b>Tier Two – Targeted Support Using Additional Resources</b>	This support level provides extra, short-term interventions beyond standard classroom teaching. These are research-based interventions, usually conducted in small groups or one-on-one, focusing on specific skill gaps. They may take place inside or outside the classroom.	<ul style="list-style-type: none"> <li>Children who need additional support beyond the standard classroom setting.</li> <li>Students with gaps in learning or those who need short-term interventions to catch up.</li> <li>Children without SEN may also benefit from these interventions if they show difficulties in specific areas.</li> </ul>	<ul style="list-style-type: none"> <li>Early Readers for reading fluency and comprehension.</li> <li>Colourful Semantics to aid with sentence structure and language understanding.</li> <li>Pre-teaching of vocabulary to enhance understanding of key concepts.</li> <li>Number Champions for numeracy support.</li> <li>Social skills groups for children struggling with communication and peer relationships and Bounce project.</li> <li>Motor skills groups for developing fine and gross motor skills.</li> <li>After-school sessions in phonics, math, reading, and writing.</li> </ul>
<b>Tier Three – Higher Level Support</b>	This tier is for children with complex or long-term needs requiring individualised, intensive support. Interventions may include one-to-one teaching and specialist support overseen by specialist teachers. These	<ul style="list-style-type: none"> <li>Children with persistent or complex SEN who need long-term, specialised support.</li> <li>Students who require higher levels of personalised support.</li> </ul>	<ul style="list-style-type: none"> <li>One-to-one teaching focused on the child’s specific learning goals.</li> <li>Speech and language therapy delivered by external specialists to support communication.</li> <li>Individual work programs overseen by specialist teachers and external professionals.</li> </ul>



# Wessex Gardens Primary and Nursery School

## SEND Information Report 2024-2025



children may have assessments by external professionals, and if needed, an EHCP (Education, Health, and Care Plan) is developed to coordinate long-term care.

- Children with diagnosed SEN conditions like autism, ADHD, or significant learning disabilities.
- Regular assessments by specialists such as educational psychologists, occupational therapists, or speech and language therapists to guide interventions.
- Children with significant needs may have an EHCP (Education, Health, and Care Plan) for coordinated support.
- Daily one-to-one support to help children access the curriculum and achieve personal goals.
- These children may follow an adapted curriculum, focused on personal progress rather than meeting traditional academic benchmarks.
- Specialist external services may include vision or hearing impairment support or assistive technology. This tier involves long-term and ongoing interventions to address complex, lifelong needs.

### How will my child be included in activities outside the classroom, including school trips?

At Wessex Gardens, inclusion is a key priority, and we are committed to ensuring that all children, including those with special educational needs (SEN), have the opportunity to participate in activities outside the classroom, including school trips. Here's how we approach inclusion for these events:

- **Full Participation:** All children are included in out-of-class activities, unless there is a serious health or safety risk. If a risk is identified, we carefully review the activity to see if adjustments can be made to ensure that every child can participate.
- **Activity Selection:** We aim to choose activities that are suitable for all students, so typically the trips and events selected are ones we know are accessible to every child.
- **Risk Assessment:** Before any trip, class teachers visit the location to identify potential barriers to participation. They then complete a risk assessment to determine what adaptations may be needed to support your child's participation safely.
- **Adaptations:** Based on the risk assessment, we make necessary adjustments to the activity and travel arrangements to ensure that your child can fully participate. This could include modifications in transportation, physical support during the trip, or providing extra staff to help.
- **Family Support:** In some situations, particularly where a child's needs require additional support, we may ask a family member to attend the trip with their child. This ensures the child's safety and comfort while allowing them to experience the activity alongside their peers.

### What extra-curricular activities are available for children with special educational needs?

At Wessex Gardens, we offer a variety of extra-curricular activities that are generally open to all pupils, including children with special educational needs. These activities encourage children to explore their interests outside the classroom, whether in sports, the arts, or learning-based activities. Here's how we ensure inclusion:





# Wessex Gardens Primary and Nursery School

## SEND Information Report 2024-2025



- **Wide Range of Activities:** Most activities include sports, dance, art, and learning clubs, which are open to all students. They are designed to be inclusive, and children with SEN are encouraged to participate.
- **Minimal Costs:** Most activities are free of charge, making them accessible to all families. Parents are informed via letters, allowing them to sign up their child for the activity.
- **Selective Activities:** For certain activities, such as sports teams representing the school in competitions, selection may be based on trials. The most talented pupils are chosen for these teams, but all children are welcome to attend the trials, regardless of ability or need.
- **Special Considerations:** In some exceptional cases, such as if a child needs extra support to participate in an activity safely, we may invite a parent or carer to accompany their child. This ensures the child is fully supported while engaging in the activity.

Overall, we strive to make sure that children with SEN have the same opportunities as their peers, whether during school trips or through extra-curricular activities. Adaptations and family involvement are key to ensuring each child can enjoy and benefit from these experiences.

### What specialist services are available?

We have access to a wide range of specialist services, which allow us to provide comprehensive support for children with SEND. These include:

- **Speech and Language Therapy (SALT):** Providing assessments and one-to-one therapy.
- **Occupational Therapy (OT):** Supporting children with physical or sensory needs.
- **Educational Psychology Services:** Helping to assess learning difficulties and provide recommendations for tailored interventions.
- **Child and Adolescent Mental Health Services (CAMHS):** Offering support for children with mental health difficulties.

Our SENCo and Inclusion Team work closely with these services to ensure that children receive the appropriate support and interventions.

The inclusion team at Wessex Gardens is a group of highly skilled professionals with extensive knowledge and experience in supporting children with Special Educational Needs (SEN). The team works closely with class teachers and parents to ensure that children with SEN receive the right support through both in-school interventions and referrals to external professionals. Here's an overview of the team and the support systems available:

#### Inclusion Team and In-School Support

Layla Albaidhani is the Inclusion Leader/ SENDCO who oversees the inclusion strategy across the school. She has extensive experience in teaching, planning and guiding teams in delivering research-based interventions tailored to individual student needs.

Maiko Takemoto, the Assistant SENCo, works closely with Layla to support SEN teaching and learning, ensuring that children's needs are met through effective classroom practices and interventions.



# Wessex Gardens Primary and Nursery School

## SEND Information Report 2024-2025



Class teachers and teaching assistants are regularly trained in adaptive teaching strategies and programs such as the Autism Toolkit. They have a wide range of skills to implement SEN interventions and adjust teaching to cater to diverse needs.

### **External Support and Referral Systems**

In addition to in-school expertise, Wessex Gardens has access to a range of external professionals who provide specialised support. These services are accessed through a referral system, where referrals are made by the inclusion team in consultation with parents/carers and class teachers. This ensures a collaborative approach to addressing the unique needs of each child.

### **Key External Professionals:**

#### ***Educational Psychologist: Imahn Garnett***

Imahn specialises in understanding how children learn. He conducts specialist assessments to identify a child's strengths and weaknesses, offering advice to school staff and parents. He also provides training for staff to better understand and support children's learning needs.

#### ***Speech and Language Therapist: Alison Renton***

Alison provides individual therapy for children with Education, Health, and Care Plans (EHCP) and carries out assessments for other children as needed. She advises school staff on how to deliver both individual and group interventions to support children's speech and language development.

#### ***Child Development Service***

Children can be referred to the Child Development Service for assessment and advice from a team of specialists, including paediatricians, physiotherapists, and occupational therapists. These services help identify and address physical or developmental concerns impacting learning and participation in school.

#### ***Social, Emotional, and Mental Health Support***

For children experiencing social, emotional, or mental health challenges, Wessex Gardens can refer them to Barnet Integrated Clinical Services (BICS) and Child and Adolescent Mental Health Services (CAMHS).

BICS provides support for mild to moderate mental health issues, helping children and families manage challenges like anxiety, depression, and behavioural concerns.

CAMHS offers more specialised, long-term interventions for children with severe mental health needs, often working from The Royal Free Hospital or Edgware Community Hospital. CAMHS also conducts assessments for ADHD and Autism.





# Wessex Gardens Primary and Nursery School

## SEND Information Report 2024-2025



### ***Specialist Advisory Teachers***

The Local Authority provides specialist advisory teachers for children with physical impairments, hearing and visual impairments, and those on the autistic spectrum. These advisory teachers offer guidance to school staff and families, ensuring that children's specific needs are effectively supported in the school environment.

### ***Collaborative Process***

All interventions and referrals involve close collaboration with parents/carers to ensure that they are fully informed and engaged in the decision-making process. This partnership between the school, external specialists, and families is essential in providing the best possible outcomes for each child.

By offering this comprehensive range of in-school and external support, Wessex Gardens ensures that children with SEN and other complex needs receive the targeted help they require to thrive in their educational journey.

## **What support is available for medical needs?**

At Wessex Gardens, we prioritise the health and well-being of all our pupils, and we take a comprehensive approach to managing medical conditions in school. Here's how we support children with medical needs:

### **Collection of Medical Information**

- **Upon Entry:** During the admission process, parents and carers are asked to complete forms detailing any medical conditions their child may have. This information is then passed on to the office and inclusion team, who reviews it carefully.
- **Meeting with Parents/Carers:** The inclusion team arranges a meeting with the parent or carer to discuss the child's medical condition in more detail, assess the severity, and determine the support needed at school.
- **Ongoing Communication:** If a child develops a medical condition after starting school, we rely on parents and carers to keep us informed. We encourage open and ongoing communication to ensure that we stay updated on any health-related changes.
- **Staff Awareness:** If a member of the school staff becomes concerned about a child's health, they immediately report this to the SLT and inclusion team, who will take appropriate action to address the situation.

### **Management of Serious Medical Conditions**

For children with long-term or serious medical conditions such as asthma, diabetes, epilepsy, cystic fibrosis, or severe allergies (which could result in anaphylaxis), we ensure their safety and inclusion in school activities through careful planning and collaboration with health professionals and the family.



# Wessex Gardens Primary and Nursery School

## SEND Information Report 2024-2025



- **Health Care Plans:** To support these children, we work with health professionals to create an individual health care plan. The purpose of the plan is to clearly outline the type of support required at school, including any treatment or medication that needs to be administered.
- **Collaboration with Health Professionals:** We liaise with relevant health professionals, such as doctors and specialist nurses, to ensure that the school is well-prepared to manage the child's medical needs.

### Reviewing Health Care Plans

- **Annual Reviews:** Health care plans are reviewed on an annual basis to ensure they remain up to date and reflect the current needs of the child. However, if there are changes in the child's condition or treatment, the plan may be reviewed more frequently.
- **Ongoing Adaptations:** We are committed to making necessary adaptations to ensure that children with medical needs are fully supported in school, enabling them to participate safely in all activities.

By working closely with families and health professionals, we ensure that children with medical conditions receive the appropriate care and support they need to thrive at school.

### How do we support transitions?

At Wessex Gardens, we aim to provide a welcoming and supportive transition process for all children, including those with special educational needs (SEN), disabilities, or specific medical needs. Here's how we prepare for and support your child's entry into the school:

- **Admission Process:** Children are admitted to Wessex Gardens through the Barnet admissions system. In most cases, we do not have prior knowledge of your child's needs until we meet you. We rely on you, as parents and carers, to share any relevant information about your child, allowing us to make the appropriate provision from the very start. Occasionally, your child's previous school may share this information with us in advance.
- **Information Sessions for Nursery and Reception:** If your child is joining the school for the first time, such as in Nursery or Reception, we offer information sessions for parents. These sessions allow you to meet staff, including a member of the Inclusion Team, who can discuss your child's needs and answer any questions you may have.
- **Induction for Transfers from Other Schools:** If your child is transferring from another school, we have an induction process in place. This process begins with a visit to the school, during which a member of the Inclusion Team will help you complete admission forms and provide essential information about the school, including how we support children with additional needs.

Through this collaborative approach, we ensure your child is well-prepared and supported when joining Wessex Gardens, making their transition as smooth as possible.



# Wessex Gardens Primary and Nursery School

## SEND Information Report 2024-2025



### How will the school prepare and support my child to transfer to secondary school?

The transition to secondary school is a significant step, particularly for children with SEN, disabilities, or specific medical needs. We support your family throughout this process, ensuring your child is well-prepared for this change. Here's how we help:

- **Choosing the Right School:** In Year 5, we hold an information session for parents about the secondary transfer process. For children with additional needs, selecting a school that can best support them is crucial. A member of the Inclusion Team is available to offer advice on schools that cater to specific needs and help you make an informed choice. Visiting potential schools is important, and many schools hold open evenings in September where you can meet their SENCo to discuss their SEN provision. If needed, the Inclusion Leader can also liaise with the chosen school for further information.
- **Transition meetings:** In the summer term of Year 6, transition meetings are held between Wessex Gardens and the secondary schools. The class teacher and inclusion teacher will discuss your child's specific needs with the new school's Head of Year or SENCo. This ensures that the new school is fully aware of your child's requirements and can plan appropriate support.
- **Preparation in School:** Your child will take part in focused learning activities designed to help them understand and adapt to the changes ahead. For some children, we offer additional one-to-one or group support to help them adjust to new routines, easing any anxieties they may have about starting secondary school.
- **Visits to the New School:** All Year 6 children visit their new secondary school during the summer term. For children with SEN, additional visits can be arranged to help them become familiar with the SEN department and meet key staff members who will be supporting them in Year 7. A member of staff from Wessex Gardens will usually accompany your child on these visits to provide reassurance and support.
- **Personalised Transition Plans for Children with EHCPs:** If your child has an Education, Health and Care Plan (EHCP), we will invite the SENCo from the new school to your child's annual review. A personalised transition plan will be created, which may include additional visits, meetings between staff, and other tailored supports for both you and your child to ensure a smooth transition.

By working closely with you, your child, and the new school, we aim to ensure that your child feels supported and confident as they move on to secondary education.

### How is the SEND provision monitored?

We regularly monitor and evaluate the effectiveness of our SEND provision through:

- Regular tracking of pupil progress, including the impact of interventions.
- Feedback from parents, pupils, and external professionals.



# Wessex Gardens Primary and Nursery School

## SEND Information Report 2024-2025



- Termly reviews of interventions and support strategies to ensure they remain effective and appropriate.
- Participation in SEN locality meetings and SENCo networks to ensure best practices are shared and implemented across the school.

### Contact Information

For further information on our SEND provision, or to discuss any concerns, please contact:

- **Layla Albaidhani** – SENCo and Inclusion Leader
- **Maiko Takemoto** – Assistant SENCo
- **Your child's class teacher**

If you are unsure, speak to any member of staff and they will find the best person to help you.

Advice for parents with children who have SEN can be found at <https://www.barnetlocaloffer.org.uk/>.