

Wrockwardine Wood Church of England Junior School SEND Information Report



2025-2026



“Love, Laugh Learn”

We will ignite the ability in all to ***‘Love, Laugh and Learn’***, recognising the extraordinary and wondrous in everything and in everyone. Our rich, varied and creative curriculum, together with our Christian values, will empower all to flourish following Jesus’s promise **‘I have come to give life and life in all its fullness.’** (John 10:10)

Our School Christian Values



What kinds of special education needs and/or disabilities are provided for at Wrockwardine Wood CE Junior School?

At Wrockwardine Wood CE Junior School, we are proud to provide an inclusive education for all children who may have:

- Cognition and learning needs
Children whose learning need may result in them learning at a slower pace compared to their peers. They may have a Moderate Learning Difficulty (MLD) or a Specific Learning Difficulty (SpLD) such as developmental co-ordination disorder or dyslexia.
- Sensory or physical impairment
Children who may have a disability that causes a barrier to their learning, such as a Hearing Impairment (HI), Visual Impairment (VI) or Physical Disability (PD) who need continual support.
- Social, Emotional and Mental Health needs
This involves challenging behaviours, becoming withdrawn, low self-esteem along with children who have attachment disorders, or are neurodiverse, such as Attention Deficit Hyperactivity Disorder (ADHD) or Autism Spectrum Disorder (ASD).
- Communication and Interaction needs
Children who have speech, language and communication needs which result in them having difficulty communicating with others due to either their understanding or difficulties with social communication skills, including ASD.

How do we identify children with SEND and their needs?

Being a junior school, many children are already identified as having a special education need before they join us. We use the SEND Provision Matrix (available from Telford & Wrekin's Local Offer webpage below) to assess our children's needs.

https://www.telfordsend.org.uk/download/downloads/id/1259/tandw_send_provision_matrix_2021.pdf

All children are assessed on core-curriculum topics on a termly basis. This allows us to identify if they are making progress in line with their attainment. From this, the literacy and numeracy leader, along with the SENCO can identify anybody who might require extra support despite accessing Quality First Teaching - either a carefully planned intervention, additional support in class or advice from external agencies.

Children with Social, Emotional and Mental health difficulties could also be identified through CPOMS (our current software used to monitor safeguarding, wellbeing and pastoral issues) if there are consistent incidents, we can then begin to think what provision needs to be in place. However, this will be very individual to each child. SEMH meetings are also held half termly between the SENDCo and Pastoral lead to identify any children who require additional support.

If we find that interventions in school are not helping the child make progress, then a conversation with parents will be had to discuss requiring the support from external agencies such as a Learning Support Advisory Teacher (LSAT), Educational Psychologists or Speech and Language. External agencies will provide targets along with advice based on specialised assessments.

Children who are identified as requiring additional support, will be given individual targets on a provision map, which will be reviewed on a termly basis. If we feel as a school that a child isn't making progress in relation to their attainment, we may consider an application for an Education, Health and Care Plan (EHCP) by reviewing the current criteria set out by Telford and Wrekin. Please see here for more information on this:

If the child does not meet the criteria for an EHCP, an application to the Inclusive School Forum will be considered. This allows us to ask for additional advice from a panel of professionals and extra funding can be awarded for any additional interventions that may have been recommended.

If you feel your child has a special educational need, please do not hesitate to contact your child's class teacher in the first instance, as in school they know your child best.

How do we monitor a child's progress?

Children's progress is formally monitored on a termly basis, reviewing interventions and whether the children have met their targets. During the term, TAs and teachers will informally discuss with the SENCo any concerns they may have that may arise. The form of assessment will depend on their area of need. For example, if their area of need is early reading, the assessment will be a Read Write Inc baseline, or if it is Social, Emotional Mental Health, they might be assessed against a Boxall Profile. Children's progress will be monitored and shared at parents' evenings. Parents are always welcome to request additional meetings through the year and can communicate with teachers and the SENDCo through Dojo. For children not making larger steps of progress, or working significantly below their peers, their progress is tracked against a Progression Document, provided by The Bridge Outreach service.

How do we meet the needs of children with SEND?

In accordance with the SEND Code of Practice 2015, we believe children with SEND learn best with the rest of their class. Our aim is for all children to be working in the classroom, accessing quality first teaching. Children with SEND are entitled to be taught by their class teacher and not always by a TA. Sometimes, your child may be taken out of the classroom in small groups with a TA to reach challenging targets. Work in class is adapted by outcomes and providing additional support and differentiation whilst also encouraging all children to become independent learners. In some subjects, children will be taught the objectives from the years below in order for them to plug any gaps in their learning and to ensure that learning takes place at a pace that is suitable for them.

Where it is decided that a child needs an intervention, this will be carefully planned with either class teachers and the SENCo or following advice from external agencies. Targets are aspirational but also achievable, to attempt to close the attainment gap. Targets will be recorded on the child's provision map and are reviewed on a termly basis.

The following are a list of interventions we currently have in school but are not exhaustive as they are carefully chosen for each child based on their assessments and targets:

- Read Write Inc
- Fresh Start
- ELSA
- Anxiety Gremlin
- Pre-teach group
- Fine motor skills
- Emotional Regulation
- Colourful semantics

The children are assessed before the intervention based on the target, this way we can review whether they have made progress and whether the intervention is working.

What adaptations are made to the curriculum for children with SEND?

We can make the following adaptations to the curriculum so that all children can access learning:

- Coloured overlays or tinted pages to aid visual stress
- Visual timetables so all children can see what the day will look like
- When/then boards for children who need the school day broken down
- Pencil grips for fine motor control
- Writing slopes to aid handwriting positions
- Privacy screens
- Wobble cushions

This list is not exhaustive and new ideas are continually implemented.

Lessons are pitched at an appropriate level so all children are able to access it depending on their specific learning need.

How do we work with parents/carers?

At parents' evenings, the children's provision maps are shared with their current interventions and targets for that term. They have the opportunity to meet the SENDCo as well as the class teacher. Parents can share their thoughts and opinions too and how they will be able to help their child at home. There are many opportunities for parents to be welcomed into school throughout the year for workshops, viewing in class projects with SEND coffee mornings/afternoons in place too. We are always willing to help parents and we encourage to arrange a meeting if you ever have any concerns or questions. Parents of our children with SEND also have an additional parents evening meeting though the year to discuss their child's progress. Parents have access to the SENDCo through Class Dojo and are encouraged to message regularly if there are concerns for their child.

How do we listen to the children's views?

We have a school council where children's views are always listened to and taken on board. Children with SEND are encouraged to apply to be a school councillor.

SEND pupil voice is regularly planned in which allows us to see whether the children think their interventions work well for them and what they think of the help they receive in school. There is always an opportunity within pupil voice for children to discuss their wellbeing and social development as well as academic needs.

Children's provision maps have the pupils views on and these are gathered by their class teacher to ensure their view of provision is delivered in the classroom practice. This is adapted as children's needs change.

What support is in place for improving social and emotional development?

Over the past few years, the number of children with social, emotional and mental health difficulties has increased. A considerable percentage of these children have experienced adverse childhood experiences (ACEs). We truly believe that behaviour is a form of communicating a need. We have a wide range of support available in school for those children with SEMH difficulties and any concerns are recorded on

CPOMS which is regularly monitored. Each child will have a carefully planned and bespoke provision map with targeted interventions and specific support. Some children will be assessed against a Boxall profile, which will create specialised targets for us to focus on within school. We currently have the following interventions in place:

- Mini-Miracles provision (Nurture Group) taught by Ms Ashley who is Nurture Group trained and a Mental Health First aider.
- Trained mental health first aiders who have daily check-ins with children
- Soft Start provision for children who find settling into the classroom at the start of the day challenging
- Lego Play therapy
- Emotional Regulation
- Lunch time Nurture support for those children who find unstructured times difficult
- ELSA (Emotional Literacy Support Assistant)
- Grief counselling
- Play Therapy
- Mental Health Practitioner referrals and support

If you feel you need additional support within the family home, please contact your child's class teacher as many of our Early Help offers can be managed by the class teacher. If further support is needed, both Ms Ashley (Pastoral support) and Mrs Williams (SENDCo) are able to complete Early Help Assessments to see what support can be offered.

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

A range of services are available when we feel a child isn't making the expected progress or if we feel a child needs specialised expertise and support. Some of these services include:

- Educational Psychologists (EP)
- Occupational Therapy
- Speech and Language Therapy
- BeeU (Previously known as CAMHS)
- Learning Support Advisory Teachers (LSAT)
- Behaviour Support Advisory Teacher (BSAT)

How are children with SEND included in activities outside of the classroom including school trips and how accessible is the school site?

All staff at Wrockwardine Wood CE Junior School strive to ensure the curriculum and learning environment is accessible to all. A risk assessment is carried out prior to any offsite activity to ensure everyone's health and safety will not be compromised. The school environment is accessible to all. The majority of the site is wheelchair friendly. The SENDCo monitors the access children with SEND have to school clubs, additional trips etc to ensure equity.

How do we prepare and support a child when joining the school and transferring to a new school?

We have a good relationship with Wrockwardine Wood Infant School and SEND information starts to be passed on in the Summer Term. Meetings between both SENDCOs take place and then meetings are set up with parents if either

they request it, or we feel it is necessary. Extra visits and transition days are also set up for children who may struggle with the transition to make it as smooth as possible. Parents of children with SEND in Year 2 are also invited to visit the school and meet the SENDCo before the transition days in July.

For transferring to year 7, we have close relationships with many of the local secondary schools and meetings are set up swiftly once children know which secondary school they will be attending. Meetings take place with SENDCOs and parents to ensure all the relevant information is passed on. Children are then given the opportunity to have extra visits and extra transition days in order to make the transition as smooth as possible. We have careful transition plans in place that span 6 weeks for our most vulnerable learners. Transition Coffee mornings have also been successful, with the Mental Health practitioners sharing support ideas for parents concerned about the move.

How do we measure the impact of our SEND provision?

Children work towards targets/age expectations and these can be assessed on a daily basis by the class teacher through observations, work, photographs or orally. Children that have been identified as having SEND, have their targets reviewed regularly to ensure provision is successful. Interventions delivered across the school are recorded and monitored and comments are made against each target to show what progress the child has or has not made within interventions and class. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach/strategy may be tried to ensure the child does make progress.

How do we manage the administration of medication?

If a child has a medical need then a detailed Health Care Plan is complied with support from the school nurse and parents/carers. These are shared with all staff who are involved with the child. There are named Paediatric first aid trained staff within the school and staff receive training delivered by the school nurse on diabetes, asthma and Epipen. Where necessary and in agreement with parents/carers medicines are administered in school but only where there is a signed medical consent form.

What can you do if you have a complaint about any aspect of SEND provision?

We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENDCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home. We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs or involved with external agencies.

Who should you contact if you require any further information?

If you want to discuss your child's special educational need provision, please contact Mrs Williams on 01952387880.

Other useful links:

[Telford and Wrekin SEND Local Offer](#)

[Occupational Therapy](#)

[Speech and Language Therapy](#)

[Telford and Wrekin IASS](#)

[Autism West Midlands](#)

[Telford Autism Hub](#)

[Telford and Wrekin Family Hubs](#)

[Telford Parents Opening Doors \(PODS\)](#)

[BeeU \(previously CAMHS\)](#)