Wylye Valley CE Aided Primary School SEND School Information Report- September 2026 - 2027

To aspire to being outstanding in everything we do by always aiming higher.
Love, Care, Respect

Welcome to Wylye Valley CE Aided Primary School's SEN Information Report. All schools have a duty to publish information on their websites about the implementation of the policy for children with Special Educational Needs and Disabilities (SEND).

At this school, we celebrate the fact that all children are different and have diverse learning needs and we make sure we tailor learning opportunities to meet the needs of individual children. Within this report, you will find information about the provision that we are proud to offer at our school to support children with Special Educational Needs or Disabilities.
We believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages him or her to achieve his or her full potential.

Wylye Valley CE Aided Primary School's Local Offer should be read in conjunction with the following policies:

SEND Policy, Behaviour Management Policy, Equality and Diversity Policy, Safeguarding and Child Protection Policy, Anti-Bullying Policy, Code of Conduct Policy, Admissions Policy
These are available from the school office and on the school website: wylyevalleyschool.co.uk

What should I do if I think my child may have a special educational need or disability?
Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)? And how can I talk to them about my child if I need to?

Class teacher is recommended as the first point of contact if you have any concerns.
Class teachers can be contacted by speaking to them at the start or end of a school day to arrange an appointment, or by telephoning the school. 01985 850461
Alternatively, contact via the class teacher's email.

Should you wish to discuss your concerns further, you should contact the SENCO or Headteacher.
The SENCO works two days a week in school.
SENCO: Debi Downing
SEND Governor: Sam Layland
Contact on 01985 850461 / senco@wylyevalley.wilts.sch.uk
Wiltshire Local Offer: https://www.wiltshire.gov.uk/local-offer

What is SEND?	A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them beyond what is expected at their developmental level. A child of compulsory school age or a young person has a learning difficulty or disability if they: • have a significantly greater difficulty in learning than the majority of others of the same age. • have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

How will I know how the school supports my child?
Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as the Local Education Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service

Types of SEN support provided	**What would this mean for your child?**
All children receive class teacher input through Quality First Teaching	• The teacher will have the highest possible expectations for your child and all pupils in their class.

	• All teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task.
Specific small group work. This group may be supported with differentiated learning which is either • Run in the classroom or outside. • Run by a teacher or (most often) a Teaching Assistant who has received training to run these groups.	Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to close the gap between your child and their peers. They will plan group sessions for your child with targets to help your child to make more progress. A Teaching Assistant/teacher (or outside professional like a Speech and Language Therapist) will run these small group sessions using the teacher's plans, or a recommended programme.
Children with specific barriers to learning that cannot be overcome through whole class good and outstanding teaching and specific small groups.	If your child has been identified as needing more specialist input instead of/or in addition to good and outstanding class room teaching and targeted learning, referrals may be made to outside agencies to advise and support the school in enabling your child to make progress. Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or member of the Specialist SEND Team. This will help the school and yourself understand your child's particular needs, better. The specialist professional will work with your child to understand their needs and make recommendations, which may include: Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them more successfully.
Children with more complex needs will require more support. Children whose learning needs are: Severe, complex and lifelong.	This is usually provided via an Education, Health and Care Plan (EHCP**)**. This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual and small group teaching which cannot be provided from the resources already delegated to the school. This level of support would be appropriate for children whose learning needs are severe, complex and lifelong. Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from: • Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) • Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or CAMHS **The Statutory Assessment Process:** The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Wiltshire Council website: https://www.wiltshire.gov.uk/local-offer After the school have Submitted the online request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at SEN Support. The EHC Plan will outline the banding and level of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short-term goals for your child. The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

How can I let the school know I am concerned about my child's progress in school?	If you have concerns about your child's progress you should speak to your child's class teacher initially. If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO, Debi Downing. If necessary, you may wish to speak to the Headteacher, Mr Barnes. If you are still not happy you can speak to the Chair of Governors, John Langston, who will act on behalf of the Governing Body.
How will the school let me know if they have any concerns about my child's learning in school?	We believe that your child's education should be a partnership between parents and teachers therefore we aim to communicate with you regularly. The class teacher will meet parents/carers of children with SEND at least on a termly basis (this could be as part of parent's evening) to discuss your child's needs, support and progress. Additionally, if a child is seen by an outside agency, parents/carers will be invited to contribute their views and receive a full copy of the report. Parents/carers are also welcome to make an appointment to meet with either the class teacher or SENCo and discuss how a child is getting on. It is possible to contact the SENCO, Mrs Downing, via email on senco@wylyevalley.wilts.sch.uk If your child is not making expected progress the school will discuss with you • Any concerns you may have • Any further interventions or referrals to outside professionals to support your child's learning • How we can work together, to support your child at home/school.
How is extra support allocated to children and how do they move between the different levels?	The delegated school budget, received from Wiltshire LA, includes money for supporting children with SEND. • The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school. The Head Teacher analyses all the information they have about SEND in the school, including • the children getting extra support already • the children needing extra support • the children who have been identified as not making as much progress as would be expected. And decide what resources/training and support is needed. All resources/training and support are reviewed regularly and changes made as needed. Support may be given in a variety of ways and is sometimes designed to encourage the child to develop the skills of independent learning and build confidence as well as supporting their maximum progress; your child's individual support will be discussed with you regularly.
How will both you and I know how my child is doing and how will you help me to support my child's learning?	We have an open door policy for any daily information that needs to be shared between school and home. Parents and teachers arrange a more private meeting with the class teacher or with the SENCO if there is anything of a more serious or private nature to be discussed. In some instances, a home-school communication book may be used. We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places. The SENCO (or Head teacher) is available to meet with you to discuss your child's progress or any concerns/worries you may have. Parent consultation evenings take place twice a year and there is also an opportunity to discuss your child's end of year report. Children identified as needing support, will have an SEND Passport, written by the class teachers. Targets will be set and reviewed at regular intervals, usually three times a year or more if needed. Minutes of any meetings between school and home are kept and previous actions reviewed. Home Learning will be adjusted as needed to your child's individual needs. We will be happy to discuss any necessary adaptations for your child.
How does the school care for my child?	We are an inclusive school. We welcome and celebrate diversity. All staff believe that children's high self-esteem is crucial to their emotional well-being and academic progress. We have a caring, understanding team who look after all our children. Trained first aiders and paediatric first aiders are available in school (please see the school's health and safety policy for more information about this). If your child needs medication to be administered in school then you are asked to provide details of this.

	The school has a system of sanctions and rewards for behaviour management for all children (please refer to the school Behaviour and Management Policy for more information about this). Additional behaviour management plans, or risk assessments, may be used where needed, to support individual children who are experiencing particular difficulties. Our TAs are trained to support children when they need emotional support and other specific interventions.
Who are the other people providing services to children with SEN in this school?	Autism Outreach Service Sensory Service for children with visual or hearing needs Speech and Language Therapy, SALT, (provided by Health but paid for by the Local Authority). Occupational Therapy Physiotherapy Professional training for school staff to deliver medical interventions such as asthma, diabetes, allergies Education Psychology Service (EPS) Behaviour Support Service (BSS) School Nurse Ethnic Minority Achievement Service (EMTAS) Visual Impairment Service Child and Adolescent Mental Health Services CAMHS
How are the adults in school helped to work with children with training do they have?	The SENCO's job is to support the class teacher in planning for children with SEND. There may be in house training run by the SENCO if there is an area needing support. Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service, Behaviour Support, Sensory service or medical/health training to support staff in implementing care plans.
How will the curriculum be matched to my child's needs?	Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted, in order to enable your child to access their learning, as independently as possible (differentiation). Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary. Specific resources and strategies will be used to support your child individually and in groups. Planning and teaching will be adapted on a daily basis, if needed to meet your child's learning needs and increase your child's access to what is on offer.
How will we support your child when they are leaving this school or moving on to another class?	We recognise that transitions can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school: • We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. • We will make sure that all records about your child are passed on as soon as possible. When moving classes in school: • Information will be passed on to the new class teacher and in most cases, a planning meeting will take place with the new teacher to discuss your child's strengths and difficulties and the strategies that have been successful. • Provision map and Statement objectives/ Education Health Care Plans will be shared with the new teacher. In Reception: • There are induction events during the summer term for all children who are joining the Foundation Stage in September. • The SENCO may arrange additional visits for children identified as having SEN and additional meetings will be arranged with parents and any other agencies who have been involved with your child, such as the Early Years Teaching and Support Service.

	• If appropriate, visits to pre-schools will be made by key staff In Year 6: • The Year 6 teacher and/or SENCO will discuss the specific needs of your child with the SENCO/Inclusion Manager of their secondary school. • The new school are invited to attend any reviews that we hold before your child transfers to them. • Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school. A range of strategies, suitable for your child, may be used to support them at the time of transition. For example, if your child would be helped by a book/social story to support them understand moving on, then it will be made for them.

How will my child be included in activities outside the classroom, including school trips?	Risk assessments are carried out for school visits including residential trips and reasonable adjustments will be made where required. Where needed the risk assessment would include a meeting with parents as well as taking account of any medical advice. The destination of these trips will be taken into account when assessing the needs of all children. On some occasions an individual member of staff may be assigned to support a small group or individual child if the risk assessment indicates that this is necessary. After school clubs are available to all pupils. Health and safety audits are conducted to ensure that the school provides a safe environment for all pupils.
How are the school governors involved?	Debi Downing, the SENCO updates the Governors on progress in SEND. Governors are encouraged to visit the school regularly. The SENCo meets regularly with the designated SEND governor, Sam Layland.