



Wilbury Primary School SEND Information Report

Last Updated: September 2026

Review Date: September 2027

Children at the heart of all we do!

1. Introduction & Our Approach to SEND

Vision

At our school, we believe that every child – whatever their starting point or circumstance - has the right to an exceptional education, the highest aspirations, and the opportunity to thrive. We are committed to inclusive practice where all children with Special Education Needs and Disabilities are supported to thrive emotionally, socially and academically. Through quality first teaching, early identification, personalised support and strong partnerships with families and professionals, we aim to remove the barriers to learning and celebrate diversity. We create a nurturing, respectful environment where all children feel safe, confident and develop a sense of belonging.

Our School

We are a large, three form entry, mainstream Primary school with a Nursery admitting children from the ages of 3-11. We also have provision for 2-year-olds and two Inclusion Bases, one Specialist Base and one Support Base. As we are a school situated in an area of diversity and significant deprivation, we strive to ensure that all children and their families receive high-quality provisions to support both learning and personal wellbeing. We strongly embrace the ethnic, cultural and religious diversity present at our school, and promote and celebrate it as much as possible. We have above average mobility.

Our Ofsted rating

Our current rating is 'Good' (April 2023).

2. Kinds of Special Educational Needs We Provide For

At Wilbury, we support children with a wide range of needs. These are grouped into four broad areas of need, as identified in the government's SEND code of practice are:

- **Communication and Interaction:** For example, Autistic Spectrum Condition (ASC), and speech, language, and communication needs (SLCN).
- **Cognition and Learning:** For example, specific learning difficulties such as dyslexia, dyscalculia, dyspraxia, and moderate learning difficulties (MLD).

- **Social, Emotional, and Mental Health (SEMH):** For example, attention deficit hyperactivity disorder (ADHD), anxiety, attachment disorders, and emotional regulation needs.
- **Sensory and/or Physical Needs:** For example, visual or hearing impairments, processing difficulties, and physical disabilities.

The main area of need for our children at Wilbury is 'Communication and Interaction.' Communication underpins literacy, learning and emotional wellbeing. Effective collaboration with external agencies and families helps remove barriers to the learning and supports inclusion and participation in school life. We work closely with the Enfield Communication Advisory Support Service (ECASS) and the NHS Enfield Speech and Language Service support our drive to ensure early identification and high-quality intervention can be put in place. We also have an increasing number of children with a diagnosis of autism. We access support from the Enfield Advisory Service for Autism to increase our understanding of autism, and to develop provision and practice across our school.

Another large area of need at Wilbury is Social, Emotional and Mental Health (SEMH). This is an area that can impact on all aspects of learning and a child's ability to engage with school and life in general. We are working in partnership with Enfield Educational Psychology Service to become a Trauma Informed School and are part of the Enfield Trauma Informed Practice in Schools and Settings (ETIPSS) partnership.

Common barriers to learning

Every child learns in their own unique way. Sometimes certain challenges, or barriers to learning, can make it harder for a child to progress. These barriers can be temporary or long term and may affect a child's academic, social and emotional development. Although four areas of primary need are identified here, it is recognised that many children experience difficulties that do not fit easily into one area and may have needs which span two or more areas. It is important that we carry out a detailed assessment of individual children and their situations to make accurate judgements of their needs and provide appropriate interventions.

3. How We Identify Pupils with SEND

We aim to identify additional needs as early as possible. We do this through several methods:

On admission:

- a. The Inclusion Lead (SENDCo) and Head of Department (Early Years) liaise closely with Health Visitors, Specialist Early Years Practitioners and other professionals and with the LA's Under 5-s SEND team, to identify children with SEND being admitted to our Nursery and Reception classes.
- b. The school follows the LA's criteria, whereby children with SEND can be given priority admission to Nursery and Reception if:
 - They have an appropriate EHCP
 - There is professional evidence of a child's needs and that the needs could be met by the school.

- c. All parents of children being admitted to either Nursery or Reception are offered a home visit, when possible, by our staff, sometimes including the SENDCo. During this visit, all parents have the opportunity to raise any concerns they may have about their child.
- d. Any child entering Wilbury, from another School, with SEND already recognised, is put onto the SEND register and the Inclusion Lead has the responsibility to ensure that previous arrangements for provision are followed up, if necessary or if possible.
- e. Occasionally children join Wilbury not having previously been in formal education, for example when joining from another country. Class teachers will then assess the child and raise any concerns regarding SEND as appropriate.

At other times children are identified through:

- Regular tracking of pupil progress using school data.
- Concerns raised directly by class teachers regarding a child's progress, behaviour, or development.
- Collaborative discussions with parents and carers who know their children best.
- Screeners and assessments administered by our SENDCo, such as standardized reading or spelling tests, and speech and language checklists.
- Specialized insights and formal diagnoses from external health or educational professionals.

4. Consulting and Involving Parents and Pupils

We believe in working in equal partnership with families. Good communication is at the centre of these positive relationships.

For Parents:

- Parents are able to speak to class teachers informally on a daily basis.
- Parents and/or teachers can request to speak to one another to share successes and/or concerns.
- The school regularly sends home newsletters and information to keep parents informed as to what is happening in school.
- We will invite you to formal review meetings twice a year as part of our parents' evenings.
- In these meetings, we discuss what is working well, review progress against targets, and share new targets with parents in the form of an Individual Education Plan (IEP).
- Parents can contribute to new goals at these meetings.
- Parents can also contact their child's class teacher or the SENDCo at any point during the term if they have concerns or questions.
- Parents of children with an EHCP, are invited to an annual EHCP review with the SENDCo and class teacher for a more in-depth review of their child's progress and next steps.

For Pupils:

- At Wilbury our aim is to ensure that all children feel valued and respected. Children's views and hearing their voice is incredibly important to us and we

listen carefully to them. This build confidence, self -esteem and a sense of belonging.

- The class teacher will be the main point of contact for pupils and will be responsible for gathering the pupil's views.
- Some pupils may require an additional named 'safe adult' who they know they can check in with and who will regularly monitor their well-being.
- Every child on our SEND register helps create their own Pupil Passport. This document captures their voice, detailing how they learn best, what they find difficult, and what they enjoy about school.
- Children are involved in reviewing their own targets in an age-appropriate way.
- Pupils are consulted with before their annual EHCP reviews and asked to share their views in an appropriate way.
- We have regular pupil interviews each term to determine pupils' understanding of the curriculum.
- The school values are explicitly taught to all pupils and if your child has a concern, they will be able to share this with the adults working with them and anyone from the Inclusion Team/ Safeguarding Team.
- External agencies will collect your child's views as part of their assessment work.

5. Our Approach to Teaching and Adapting the Curriculum

The class teacher is responsible for all children in their class. Our first step is always **Quality First Teaching** in accordance with the SEN Code of Practice. Class teachers plan lessons that are highly adapted to match the diverse needs within their classroom. As a school, we strive for pedagogical development through WalkThrus - at the heart of WalkThrus is a selection of evidence-based teaching strategies rooted in a deep understanding of how learning works supporting all children.

Teachers also develop a repertoire of the following strategies that they use flexibly in response to the needs of all pupils:

- Flexible grouping and/or seating.
- Scaffolding, appropriate resources and use of manipulatives.
- Communication supportive environments.
- Using visual timetables, explicit step-by-step task breakdowns, and visual prompts.
- Providing specialized equipment, such as writing slopes, pencil grips, tinted overlays, or sensory attention tools.
- Providing a quiet workspace or a sensory break area within the classroom when needed.

Our provision offer then extends to:

- Some children will require an Educational, Health and Care Plans (EHCP). EHCPs are integrated support plans for children and young people with SEND from 0 to 25. They are focused on achieving outcomes and helping children and young people make a positive transition to adulthood. They will be produced in partnership with parents, children and will be based on a

coordinated approach to the delivery of services across education, health and care.

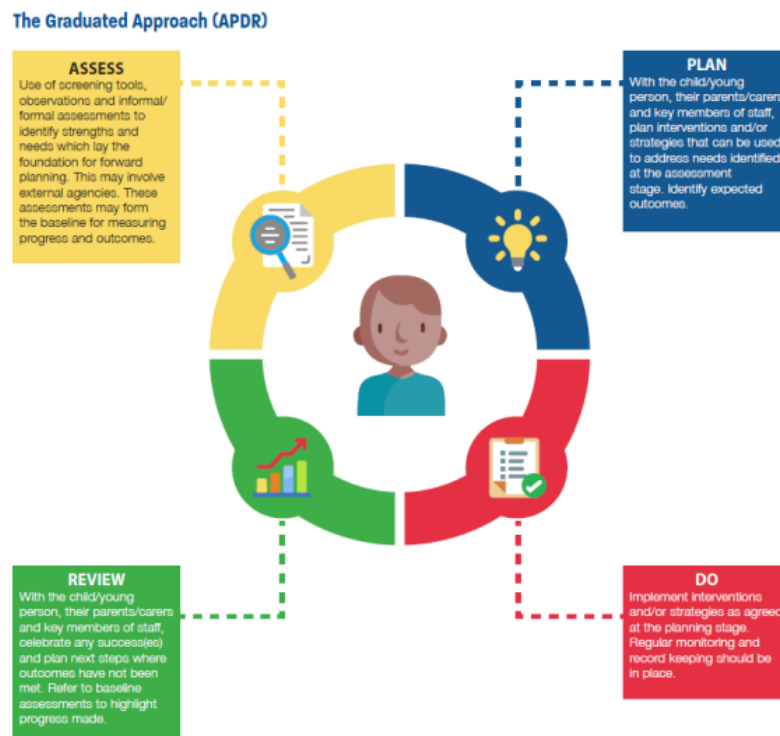
- Teaching Support Assistants (TSAs) are directed by the class teacher to target groups of children including those with SEND. They may also lead interventions and work with individual children providing some 1:1 support where necessary, but independence is always the ultimate goal.
- Children may be set personalised targets in the form of an Individual Educational Plan (IEP), which are coproduced with family/school/external professionals where there is involvement. These outcomes are reviewed termly.
- The school works closely with other professionals to ensure individual needs are met and the recommendations and advice, including specialist resources are all incorporated into the teaching.
- The Inclusion Team supports the staff regularly to monitor and track progress.
- At Wilbury we have key members of staff who lead our key interventions:
 - A SEND Lead Teaching Assistant (Ms Cottrell) and TSAs who lead our Specialist Base for children with complex learning needs.
 - A SEND Lead Teaching Assistant (Miss Helen) and TSAs who lead our Support Base for children with complex learning needs.
 - Head of department Mrs Sovaros, who leads the Read, Write Inc (RWI) intervention for all pupils, alongside a group of highly trained Teaching Support Assistants who deliver the RWI interventions.
 - A school counsellor, Mrs Campbell.

How our school's resources are allocated and matched to children's special educational needs:

- The school has a School Improvement Plan, which includes identified training needs for all staff to improve teaching and learning of children including those with SEND.
- Performance Management Meetings are carried out to identify continuous professional development.
- Trained support staff can implement the teacher's adapted planning to support the needs of all children.
- The Inclusion Team will support teachers to identify which children require which interventions.
- The school SEND budget is allocated and planned for by the Head teacher and Senior Leadership team (including the Inclusion Leader) to ensure that the budget is spent according to need.
- The Local Authority provides external agencies that schools have access to. The provisions are carefully managed by the Inclusion Leader. We have access to a fixed number of visits per academic year as a resource from the external professionals.
- All interventions and all external agencies work is reviewed at least termly to ensure the support is having an impact for the child.
- Senior Leadership Team can attend the Enfield Borough Fair Access Panel to receive Local Authority support where required.

6. Assessing and Reviewing Progress

We follow the **Graduated Approach** cycle: **Assess, Plan, Do, Review**.



- **Assess:** We identify the barrier to learning by looking at data and observations.
- **Plan:** The teacher and SENDCo design a targeted plan with clear, measurable outcomes.
- **Do:** The planned support or intervention is delivered over a set period (usually 6 to 10 weeks).
- **Review:** We look at the data to see if the support made a difference. If progress is made, the target is updated. If not, we change the approach or seek specialist advice.

Children are monitored and progress is assessed regularly to ensure help is identified and given as early as possible:

- We formally assessing and reviewing the progress in Reading, Writing and Maths from years 1 - 6.
- We will be introducing bespoke assessment tools for the Inclusion Bases this year.
- The progress of children with an EHCP is formally reviewed at an Annual Review with all adults involved with the child's education.
- At the end of each Key Stage 2 all children are required to be formally assessed using the Standard Assessment Tests (SATs). This is a requirement from the government, and the results are published nationally.

- In the Early Years Foundation Stage, a Baseline assessment is completed on entry to reception, and the Early Years Foundation Stage Profile Assessment is completed on each child at the end.
- All 2-year-olds undergo a statutory developmental progress check.
- Individual Education Plans (IEPs) are reviewed termly to ensure progress is being made for individuals.
- All interventions are evidenced based have a form of assessment to track progress and these are reviewed termly.
- Progress in other areas, such as attendance, engagement in learning and behaviour are also monitored by the relevant staff.
- Parents are formally invited into school twice a year, to discuss progress with the class teacher and member of SLT if requested. Parents can also make an appointment to meet the class teacher and/or member of SLT throughout the year if they would like to discuss any concerns that they have.
- We hold termly Progress Meetings to track progress and highlight where there may be a cause for concern.
- Concerns are highlighted and discussed with the parents, teachers and the Inclusion Team.
- Inclusion Lead may carry out observations on the individual child using recognised screeners to identify child's strengths and difficulties.
- Other professionals may be invited into school to carry out assessment work and parents are consulted and kept informed at all times throughout this process.
- If a parent/career feels their child may have a special educational need, they can raise concerns at any time by making an appointment with the child's class teacher and/or the Inclusion Team.

7. Support for Emotional and Social Development

We take mental health and wellbeing seriously. We offer a comprehensive pastoral care package:

- Structured lunchtime clubs and activities are available to support children who find unstructured times overwhelming.
- We have robust anti-bullying measure in place including regular assemblies, circle-time discussions, and a clear anti-bullying policy ensure that all children, including those with SEND, feel safe and protected.
- We have clear policies for medical support including administering prescribed medications and individual Healthcare Plans for pupils with complex medical needs.
- We have a school counsellor who supports focus children. She can be accessed by the children via the Worry Box or referred by senior leaders for sessions.
- Children are supported through the Personal, Social, Health and Economic (PSHE) curriculum and the Relationships and Health Education (RHE) curriculum.
- We offer a Breakfast Club every morning to ensure children can access a healthy breakfast.

- We work closely with external agencies such as CAMHS (Child and Adolescent Mental Health Service) and MYME (My Young Mind Enfield).

Medical

- If your child has any medical needs the school Welfare Team will invite you in to discuss these. If a Care Plan is required, the Welfare Team will support you to coproduce this with other professionals as required.
- The Care Plan will be updated with you at least yearly, but should any new developments occur parents are able to contact the school to discuss these and adjust the care plan accordingly.
- Parents can make an appointment with the Welfare Team to discuss any form of medical needs they have concerns about and they can offer advice and makes referrals if needed to other agencies.
- All medicines are carefully managed and recorded by the Welfare Team.
- All support staff are trained in Emergency First Aid trained which is a 1-day course.
- Nominated staff are then either trained in a full First Aid at Work course or a Paediatric course (depending on needs determined by risk assessment/staff numbers and EYFS guidelines).
- All staff are trained annually in EpiPen/Epilepsy/Asthma management.
- Nominated staff will be trained in Diabetes management. (Dependent on child's year group)

8. Staff Expertise and Training

Professional development of staff is of high importance to us at Wilbury. Continuous Professional Development will be identified through the School's Improvement Plan.

Our Assistant Head Teacher for Inclusion and SENDCo, Mrs Lewis, is a qualified and highly experienced teacher. She is new to post and is currently working alongside our previous SENCo, Mrs Bairfelt, to ensure continuity. Mrs Bairfelt is an exceptionally experienced SEND practitioner.

This academic year the focus is Trauma Informed Practice as this was a need that was identified in the school community. Whole staff training will be delivered by the Enfield Trauma Informed Practice (ETIPPS) team, and we will be working towards becoming a trauma informed school.

As well as in house training delivered by the Inclusion Lead/SENDCO we also work with other colleagues from other agencies, particularly the Speech and Language Therapy Service. They deliver specific training on specific areas such as Developmental Language Disorder and Autism. We have a named Speech and Language Therapist who delivers support and intervention to those children requiring therapy as identified in their EHCP. This is also a highly valuable opportunity, whereby staff will be provided with the time to work with the therapist as a form of training and personal development, to increase their skills when working with individual children and small groups.

9. Working with External Agencies

When a child needs support that goes beyond what our school can internally provide, we work closely with professional external agencies. These include:

- Educational Psychology Service (EP)
- Speech and Language Service (SALT)
- Enfield Communication Advisory Support Service (ECASS)
- Children and Adolescent Mental health Service (CAMHS)
- My Young Mind Enfield (MYME)
- Child Development Team (CDT)
- Early Years Social Inclusion Team (EYSI)
- Primary Inclusion Team (formally known as SWERRL)
- Enfield Higher Support Needs (HSN) Team
- Physiotherapy and Occupational Therapy Service
- Every Parent and Children (EPC)
- Edmonton Community Partnership (ECP) • School and Early Years Improvement Service
- School and Early Years Improvement Service
- Joint Services for Children with Disabilities
- School Nurse
- Enfield Advisory Service for Autism (EASA)
- Hearing Impaired Service
- Outreach Services from the Special schools including Fern House and Waverly Special School.
- Multi-Agency Support Hub (MASH)

This list is not exhaustive as we strive to continually develop new partnerships within, not just the Enfield borough but also with the surrounding local boroughs.

10. Facilities and Accessibility

Wilbury Primary School is accessible to wheelchairs and other mobility aids.

- The classrooms and corridors are clearly lit and kept clear to ensure children with visual difficulties are catered for.
- The school has disabled changing and toilet facilities.
- When each child with special needs enters the school, their whole needs are carefully looked at and any equipment provided. When agencies advise additional equipment, where possible it is provided. Equipment can also be loaned to parents to help support their children's needs.
- Any issues are discussed to help support all children in the school with outside agencies such as: Physiotherapists and Occupational Therapists.
- School is secure and has restricted access.
- Our school is based on a large and attractive site with outdoor learning areas such as fields, a pond and a forest.

11. Support for Transitioning Between Settings

We know that change can be difficult for children with SEND, and we plan transitions carefully.

Joining our school:

- The first introduction to the school is carefully planned.
- Information is shared with those who need to know, and confidentiality is respected at all times.
- The family are offered a tour of the school and the opportunity to meet key adults before the child starts.
- In the EYFS, all families are offered a class and/or home visit
- New pupils are welcomed by their class teachers and supported by buddies from their class in the first few weeks at Wilbury.
- Regular newsletters help to inform parents and children of forthcoming events and topics as well as introducing them to key members of their department.
- If transferring from another school any relevant information will be transferred and discussed with the current school.
- If appropriate a member of the Inclusion team may visit the child at home or in their current setting.

Moving classes each September:

- Handover meetings are held between the current and future class teachers to share profiles and strategies.
- Information will be passed on to the new class teacher in advance.
- A booklet with photos is provided for some of the children who will benefit from a visual prompt.
- When needed, a transition programme is planned.
- Children may spend extra time with their new teacher in July if necessary.

Moving to a new school:

- The transition to a new school is carefully planned and parents are kept fully informed.
- A social story or photographs maybe used to show the child where they are going and the new support they will be getting.
- Any relevant information will be transferred and discussed with the new school.
- For those with transitioning to a unit at another school, staff from the new unit are encouraged to visit the pupil at Wilbury and the pupil will have a series of visits to the unit with their parent and Wilbury staff if possible.

In Year 6

- A member of the Year 6 Team will invite the secondary staff in to discuss the child and share strategies.
- Your child will attend a small group in school, to support their understanding of the changes ahead. This may include a 'Passport' or transition book about themselves for their new school.
- Several visits are made to the new school and if possible, staff from the new school will visit your child in their current school.

The school will pass on current SEND records to ensure continuity of pupil progress when a child leaves Wilbury to go to another primary school or secondary school.

12. What to Do If You Have a Complaint

Good communication between home and school is vital for all and especially for our pupils with SEND. If you are unhappy with the SEND provision your child is receiving, we want to hear about it so we can put it right.

1. **Step 1:** Speak directly to your child's class teacher to voice your concerns.
2. **Step 2:** If the issue is not resolved, arrange an appointment to speak with our SENDCo, Mrs Lewis.
3. **Step 3:** If you still feel the matter is unresolved, please follow the formal procedures outlined in our School Complaints Policy.