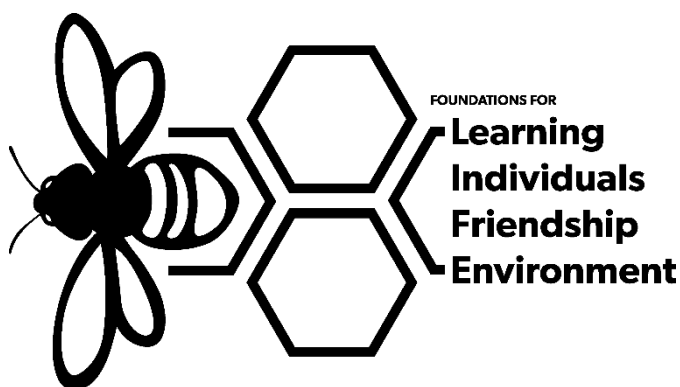


Alderbury & West Grimstead CE VA Primary School

SEND Information Report September 2025-2026

At Alderbury and West Grimstead Primary School, we aim to provide an inclusive and nurturing environment that maximises the potential of every individual. We are a Church of England School, where we embed our core values of “**Foundations for Life**” based on the teaching, values and spiritual life of the Church of England. We want all children to gain a love of learning and of the world around them. Our core values of Foundations for Life are Learning, Individuals, Friendship and Environment.



We work hard to ensure that our inclusive school meets the needs of all children requiring additional support, making relevant adjustments to the curriculum and the learning environment. We believe that all children regardless of race, gender or disability have a right to equal access to school experiences and a broad and balanced curriculum and have successfully accommodated a wide range of additional needs both on and off site as part of our rich and diverse curriculum. At Alderbury and West Grimstead School

we use an enquiry-based curriculum that values each child in a supportive yet stimulating environment with high expectations and aspirations for all pupils not matter what their needs. Currently we have 116 children on role with a current percentage of pupils with SEND of 17% which is slightly above the national average. 5% of these pupils have an EHCP

Our SEND information report outlines current Special Educational Needs provision and practice at Alderbury and West Grimstead Primary School. This is provided as part of Wiltshire’s Local Offer. Every local authority publishes a Local Offer- clear, accurate and accessible information on all services relating to young people with SEND. The Wiltshire Local Offer can be found at <http://www.wiltshire.gov.uk/local-offer/>. You will find an up to date resource bank of support available to SEND pupils and their families.

Further information and advice can be found from:

Wiltshire Parent Carer Council https://www.wiltshireparentcarercouncil.co.uk/en/Home_Page
SENDIASS <https://councilfordisabledchildren.org.uk/what-we-do-0/networks/iassn/find-your-local-ias-service/south-west/wiltshire>

Who is in our SEND Team?

Inclusion Manager: [Mrs Caroline Wilkinson](#) is our Special Educational Needs Coordinator. She is an experienced class teacher and member of our Senior Leadership team who has completed the National Award for Special Needs Coordination (NASENCo). She is responsible for the following;

- Managing the day to day operation of the policy
- Co-ordinating provision and managing the response to the children’s needs
- Overseeing the records of children with SEND
- Acting as a link with parents and external agencies
- Supporting implementation of SEND strategies within the classroom.

She works for the school 2 days a week usually on Wednesday and Fridays and can be contacted via the school office on 01722 710464, or via email: senco@alderbury.wilts.sch.uk

We believe that a partnership between parents and school is vital for children to achieve their full potential and we value our open-door policy for parents. For any advice or issue please contact the school via the office admin@alderbury.wilts.sch.uk

GOVERNOR: An active link governor regularly meets with the SENCo to review progress

ELSA: [Mrs Kate Whaley](#) and [Mrs Carly Hill](#) are our qualified Emotional Literacy Support Assistants and they work with individual children and groups as needed.

SCHOOL CHAPLAIN: [Ms Beccs Rowe](#) spends Fridays with us. She supports with whole classes, small groups and individual children.

LSAs: We have a team of well qualified and highly experienced LSAs to support our pupils.

Our SEND report is in line with the statutory Code of Practice for Special Educational Needs and Disability (SEND) 2014 which focusses on providing the right support for children and young people from 0-25 who have a special educational need and/or disability. **This can be found in its entirety here:**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015 .

What is SEND?

A child may be described as having a special educational need if they have a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided. They may have a learning difficulty or a disability that requires support that is **different from or additional to**, that normally available to other children of the same age.

The Equalities Act 2010 defines a disability as a “physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”. Long term is defined as “a year or more” and “substantial” is defined as “more than minor or trivial”.

We provide support for a wide range of special educational needs. The SEND code of Practice identifies four broad areas of need:

- 1: Communication and Interaction
- 2: Cognition and Learning
- 3: Social, emotional and mental health difficulties
- 4: Sensory and /or physical needs (SEND code of Practice p.97)

Communication and Interaction

Some children may have difficulty in communicating with others. They may have difficulty saying what they want, understanding others or understanding or using social rules of communication. Children with Asperger’s or Autism may have difficulty with communication and relating to others.

Cognition and Learning

Learning difficulties cover a wide range of needs and severity of needs. Some children will need support in one area while others may need support in many areas of the curriculum. Others may have a specific learning difficulty such as Dyslexia, Dyscalculia or Dyspraxia.

Social, emotional and mental health difficulties

There is a wide range of social and emotional difficulties which can result in children becoming isolated and withdrawn or perhaps displaying challenging or disturbing behaviour. Some children may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder

Sensory and or physical needs

Some children may have a disability which prevents or hinders them from accessing the curriculum and school facilities in the same way as other children. Hearing, vision impairment or issues with mobility are examples of this. Children may require additional support and equipment.

How do we identify children with SEN and assess their needs?

We recognise that many children will have special needs at some time during their school life. Many factors contribute to the range of difficulties experienced by some children but we believe that much can be done to overcome them by parents, teachers and pupils working together. All our children are carefully monitored and supported throughout their time in school. We aim to identify as early as possible, any barriers to learning that your child may have in order for us to put in place and additional support or provision they might need. Some complex needs are identified very early whereas others may show difficulties as they move through the school. Situations in the home environment may also affect their learning and progress in school.

Children are identified as having special educational needs through a variety of ways:

- **Some pupils are identified as having SEND before they start school.** Often there is an additional transition meeting arranged by the preschool and attended by parents, preschool and school staff to ensure that they start school with the support they need.
- **Concerns raised by parents/carers** PLEASE tell us if you are worried about your child
- **Class teachers** monitor pupils progress daily and will put in support and adjust their strategies as required through High Quality Teaching
- **School assessment**, regular assessments and ongoing progress checks take place throughout the year. Children's progress is rigorously tracked on an electronic database. This enables us to quickly identify those who are not making expected progress, including in the areas of social and physical need and may need some additional support or intervention. If a child is making slow or less than expected progress this does not necessarily mean that the child has SEN, there may be other reasons such as family circumstances or friendship issues that can affect a child's learning. Equally it should not be assumed that attainment in line with chronological age means there is no learning difficulty. Pupil progress meetings are held regularly and children making less than expected progress are discussed, some of these pupils may have SEN. We examine what support they have already received and what additional or alternative support we can put in place for them.
- **Information can also be provided by external agencies and health professionals.**

If you have concerns that your child may have special educational needs, please contact your class teacher to discuss your concerns.

- **We use a process of Assess, Plan Do and Review.**
- **Assess-** following a concern raised a clear analysis of the pupils needs will be carried out with the support of the SENCo
- **Plan –** teacher, parent and pupil with consultation from Senco will agree support and strategies to be put in place
- **Do-** the class teacher remains responsible for working with your child on a daily basis. Where interventions are away from the class teacher they will still retain responsibility for your child's progress
- **Review-** Parents evenings or informal meetings to discuss progress

What do we offer at Alderbury and West Grimstead School?

We firmly believe in the effective inclusion of all pupils in high quality everyday personalised teaching known as Quality First Teaching. We value the abilities and achievements of all our pupils and are committed to providing the best possible learning environment for every child. We aim to support all learners and to provide well resourced, appropriate and effective provision which is personalised to meet the needs of individual children. We believe the most effective learning takes place when children are happy and confident, when they have high self-esteem and believe in themselves as learners.

How do we support all children to access the Curriculum?

Staff know the profile of their class and their individual needs- learning activities are planned carefully to match children's learning needs.

How will the school support my child to achieve their potential?

The school uses a wide range of strategies and specialist support programmes to enable your child to make progress. These are reviewed and revised on a regular basis and pupils' progress is closely monitored by class teachers and members of the Senior Leadership Team. Standardised assessments in Reading and Maths take place 3 times a year helping us to track progress and identify those who in need of additional support. If your child is added to our SEN register they will have an Individual Learning Plan (ILP) with SMART (Specific, Measurable, Achievable, Relevant and Time Bound) targets agreed between school, your child and yourself. These targets are reviewed regularly

How do we work in partnership with parents and carers?

We are committed to developing every child's full potential intellectually, physically, spiritually and socially and this works best in partnership with you the parents and guardians. There are a number of different ways to communicate with us that we hope make you feel comfortable, welcome and involved.

- We hold parents' evenings 3 times a year
- Parents with any additional concerns are encouraged in the first instance to speak to their class teacher and if necessary, the SENCo who is available by appointment through the office.
- Parents are invited to attend meetings with any relevant external agencies.

How will you help me to support my child's learning?

- Supporting your child with their home learning is vital, as is encouraging them to develop an enthusiasm for reading widely. Reading regularly, playing Maths games, board games and doing puzzles with your child is a great way to reinforce what they are doing at school. The class teacher may suggest ideas to support your child's learning at home and our SENCo can also provide support and offer further relevant information and resources.

How will I know how my child/young person is doing?

Formal parent evenings are held during the year, your child will have an annual report at the end of the academic year. If your child has SEND, there may be additional meetings to discuss your child's needs. Their outcomes or targets may be recorded in an Individual Learning Plan (ILP), a non-statutory My Support Plan (MSP) or a statutory EHCP. Education, Health and Care Plans (EHCPs) have replaced statements of Special Educational Need. These are called "My Plans" in Wiltshire giving ownership to the child. All pupils with a My Support Plan or EHCP have an ILP with short term targets working towards longer term outcomes.

ILPs are reviewed regularly with your child and their class teacher and new SMART targets agreed with both child and parent. My Support Plans are generally reviewed 3 times a year and EHCPs are reviewed annually.

What support is there for parents/carers?

The teachers are always available for discussions and to offer support when requested. Referrals can be made by the school for Parenting Classes, Home support etc. We have an active PTA (Friends of Alderbury and West Grimstead School. If you would like to be involved please contact the school office. We also provide on line parenting support workshops provided by our Educational Psychologist.

How will the curriculum be matched to my child/young person's needs?

Any child may at some time have special educational needs, these can be academic, behavioural, or medical in nature. Whenever these needs are met by the way we structure our lessons incorporating high quality differentiated activities to include all pupils.

There is access to specialist resources, ICT programs and specialist equipment as well as additional adult support. Specialist advice may also be sought to help match the curriculum to your child's needs.

We have a comprehensive range of intervention programmes for children who do need extra. Interventions are planned to support the skills needed in the classroom.

Teachers will adapt the curriculum and learning environment to meet the needs of individual children. We aim for all children to participate in school life regardless of need.

What training do members of staff receive on supporting children with SEND?

Teachers and Learning Support Assistants have regular training in school on various aspects of SEND and attend courses run by outside agencies. Examples of this include workshops on dyspraxia, working memory and aspects of speech therapy, scaffolding children's learning etc.

The SENCo regularly attends courses and the SEND conference and SENCo cluster meetings run by the local authority as well as other relevant training including a Mental Health First Aid Course. The school leadership team evaluates the impact of training through regular reviews. Training is also provided through Pickwick Academy Trust

Where a child has a medical need, relevant staff are trained to meet those needs eg: epilepsy, diabetes, use of epipens, manual handling etc

How do we support Literacy and Numeracy?

Strategies and interventions are in place to support Literacy and Numeracy. Teachers and Learning Support Assistants make sure the classroom is "language" rich and have well organised wall displays to support learning in all areas of the curriculum.

For children with specific needs activities include: reinforcement and pre teaching in small groups, specific programmes for literacy such as Precision Teaching, Boosting Reading at Primary, Wesford, Little Wandle, Lexia

What specialist services and expertise are available to my child?

Medical needs - the school can make referrals to the Community Paediatrician. Medicines are stored safely in our Medical Room. There are a team of staff who are First Aid trained, we are able to administer medicines to children as directed by parents/carers.

Sensory – the school can make referrals to the sensory impairment team

Cognition and Learning- the school can consult specialist SEN advisory teachers including ASD and dyslexia experts.

Educational Psychologist The school has access to an assigned Educational Psychologist both from Wiltshire Council and with the Pickwick Academy trust. Support can be for individual children or in the form of a Solution Surgery which considers more general class support

CAMHS- referrals can be made

Physiotherapy- the school will implement programmes as set by Physiotherapists

Speech Therapy- the school can make referrals and implement programmes designed by the Speech and Language service

Communication Needs- as Speech Therapy

Makaton and Cued Articulation. Some members of staff have basic Makaton and Cued Articulation language skills and further training is available if required

Occupational Therapists/Physiotherapists may visit by arrangement with the school. The SENCo is able to access their advice service. They will provide specific advice and guidance for target children. Learning Support Assistants follow up any recommendations by providing specific interventions to children for handwriting or fine/gross motor skills either individually or in small groups.

Counselling- the school has access to counselling provision and Play/Art Therapists

Behaviour Support- the school has access to specialist Support Teachers

Physical needs such as Visual, Hearing Impairment or reduced mobility.

How are the setting's resources allocated and matched to children's SEND?

Levels of support staffing and specialist resources are reviewed by the school regularly throughout each academic year and allocated according to need and what resources are available. This is also discussed with parents. In order to assess a child's needs the GRSS (Graduated Response to SEND Support) may be used. A mix of visual, auditory and kinaesthetic activities enable children to learn in different ways. We do not offer a "one size fits all solution" to children with SEND- every child and every need is individual. We will endeavour to involve parents and children in developing the best provision in order that children have the best possible school experience. If a child needs a range of outside agency involvement and significant support in school a non-statutory My Support Plan will be written. If a Statutory Assessment of SEND is required by the Local Authority with a view to applying for an EHCP, a SEND lead worker from the Local Authority will be allocated to support the child, parents and school.

If a child's EHCP is agreed there will not be a single commitment to hours of support but a commitment to a set of interventions. This approach enables schools to have more capacity to meet the child's needs achieve the outcomes in the EHCP rather than only providing hours of LSA support. This funding may enable a range of interventions, training, teaching assistant support, specialist support and group activities with clear detail about how these will be delivered. This support will be bespoke to the needs of that pupil.

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

As a small school, all pupils are known to all staff, including our Mid-Day Supervisors who are all class LSAs or members of the School Leadership Team as well. We have a rigorous policy of information sharing about pupils who have been identified as needing additional support. Emotional wellbeing is supported by making sure that children who find "change" difficult are well prepared for any changes or transitions. Our ELSAs are available for individual sessions as well as group activities such as Lego therapy or social skills groups. On occasion we also run small social lunchtime clubs for those who struggle with unstructured times such as play and lunchtimes. Some children have a familiar adult to greet them in the mornings.

How do we tackle bullying?

We are aware that children with Special Educational Needs and disabilities may be more vulnerable to bullying than other pupils. Bullying of any kind is unacceptable. We are committed to providing a safe, caring and friendly environment for all staff and pupils. We do all we can to prevent it by developing a school ethos that bullying, of any kind is regarded as unacceptable. We promote positive behaviour at all times. Please see Anti Bullying Policy for further details.

How do we ensure accessibility and inclusion for all?

The school has full disabled access, including an accessible bathroom and staff are trained in manual handling and hoisting.

Can my child school lunch requirements be accommodated if they have a special diet?

Our kitchen provides a hot school lunch for all children in KS1. KS2 children can order hot meals, there is a meat and vegetarian option each day as well as an option at times of a jacket potato and we are able, with advanced notice, to adapt any of these for special diets. All deserts are vegetarian. The school also maintains a nut free policy with regard to packed lunches. Any child not wishing to have a cooked meal is welcome to bring their own packed lunch. Arrangements are made with parents of children with allergies when class-based cooking is taking place.

How will my child be included in activities outside of the classroom including educational visits?

We are an inclusive school and ensure that pupils are able to participate fully in school life. We liaise with parents when arranging educational visits (including residential) to ensure that the correct level of supervision and provision is in place.

What social / out of school opportunities are there?

We aim to have a number of inclusive extra-curricular clubs including sport etc. as well as music lessons. The school site has its own garden where vegetables may be grown. Children have the chance to be involved in the care of our garden. Coco the dog (a PETs as Therapy dog) visit us for children to read to. We also have access to a pony that comes to be groomed. On occasion Alternative Provision such as Riding for the Disabled/Equine Therapy for children with a specific need can be accessed.

What transition arrangements are in place between Key Stages and moving from Pre-School/Nursery to Primary School?

As a small school we can be very flexible about the amount of time your child may need to make a transition into a new class. We arrange for them to spend time in their new classroom prior to moving and teachers liaise closely with each other to ensure a smooth transfer between classes. We have very close links with our neighbouring Pre-School and the class Teacher meets with Pre-Schools prior to children moving school and many familiarisation sessions are arranged. Teachers speak to all parents on the telephone to discuss children coming into Year R. Extra visits to aid transition can also be arranged.

How will the school prepare and support my child to move on to secondary school?

Once you know which secondary school your child will be attending, the SENCo contacts the SENCo of that secondary school and initiates a transition process. This can include your child being visited in school by staff from their new setting and additional visits to the school, accompanied by a member of our school staff. Secondary schools are usually very amenable to additional visits to ensure that your child feels happy about their change to a new school. More detailed support to enable positive transitions can be developed on an individual basis. Secondary school provision can be either mainstream or specialist according to your child's needs. The SENCo will help you with your choices and advice will be taken from external agencies should the need arise.

What can I do if I am unhappy with the school's provision for my child with SEND?

In the first instance, please come and talk to us, arrange a meeting with the class teacher and SENCo. If you feel that your concerns have not been addressed, please make an appointment with the Head Teacher. If you still feel that your specific issues are not being addressed by the school, you can contact the SEN Governor and/or the Chair of Governors through the school office.

Alderbury and West Grimsteads Whole School Provision 2025/26

	Universal / Inclusive High-Quality Teaching-	Targeted	Specialist
Communication and Interaction	<ul style="list-style-type: none"> • Word Mats Cold calling • Visual timetable Talk partners • Video to introduce topic • Class discussion • Adjust language used • Verbal prompts • Talking tins • Differentiation and Adaptive Teaching 	<ul style="list-style-type: none"> • Social stories • Group behaviour support sessions • Lego therapy • Social groups • SALT support • Dictation App • Visual timetable • Calm space • Specialist Support from SSENS 	<ul style="list-style-type: none"> • SALT interventions • Makaton
Cognition and Learning	<ul style="list-style-type: none"> • Flexible grouping Mnemonics • Working walls Word Mats • Knowledge organiser • Adjusting language use • Differentiation and Adaptive Teaching • Revision of previous learning • Pictures to illustrate concepts • Now and next boards • Grapheme mats sentence stems • Vocab on walls • Coloured overlays/reading rulers • Manipulatives • Learning Objectives • Dyslexia – Friendly Fonts 	<ul style="list-style-type: none"> • Dictation software • Nessy • Immersive reader • Scribe • Pre teaching/pre reading • Touch typing • Reader pen • Little Wandle catch up • Now and next board • Task plan • Lexia • Assisted Technology • Tailored Curriculum • Colourful Semantics • Individualised Timetables • SSENS involvement 	<ul style="list-style-type: none"> • Technology on IPADS etc • Own Laptop
	<ul style="list-style-type: none"> • Using a child's name before questioning • Reward charts/team points 	<ul style="list-style-type: none"> • Social stories • Reduced timetable • Behaviour chart 	<ul style="list-style-type: none"> • ELSA • CAMHS • Reduced timetable

<p>SEMH</p>	<ul style="list-style-type: none"> • Superstar charts • Seating positions • PSHE • Assemblies • Whole class rewards • Movement breaks • Meet and Greet 	<ul style="list-style-type: none"> • Social groups • Education Psychology (EP) Support • SSENS team support • Behaviour Support Team support 	<ul style="list-style-type: none"> • MASH • Safe Space • Quiet Space
<p>Physical / Sensory</p>	<ul style="list-style-type: none"> • Wobble cushion • Ear defenders • Writing slopes • Fiddle toys • Adapt ways to use resources • Movement Breaks • Seating positions • Toileting Arrangements 	<ul style="list-style-type: none"> • Touch typing • Social groups • Weighted blanket • Heavy Work 	<ul style="list-style-type: none"> • Adapted Furniture • Hearing Aids • Physical and Medical Support • Bench chairs • Writing resources • Sensory Circuits • Alternative Provision • Riding for the Disabled