



## WISEWOOD

NURSERY & PRIMARY SCHOOL

### SEND Information report 2025 - 2026

Wisewood Primary School is committed to ensuring that the necessary provision is made for every child with special educational needs or disabilities (SEND). We ensure that all our staff are equipped to identify and support children with SEND, allowing them to participate fully in all school activities.

Together, our staff and governors work tirelessly to ensure that all children with SEND achieve their full potential, are fully included in our school community, and are supported to make successful transitions between educational settings. We strictly adhere to the SEND Code of Practice (2015) and Sheffield local guidelines, including using the Sheffield Support Grid (SSGe) and Early Years Sheffield Support Grid to assess and support our pupils.

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#### SEND Leaders at Wisewood Primary school

Head of School Claire Austin [caustin@wisewood.sheffield.sch.uk](mailto:caustin@wisewood.sheffield.sch.uk)

SENCO Sarah Wales [swales@wisewood.sheffield.sch.uk](mailto:swales@wisewood.sheffield.sch.uk)

Designated Teacher for Children Looked after (CLA) Claire Austin  
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Designated Safeguarding Lead Zena Bingham [zbingham@wisewood.sheffield.sch.uk](mailto:zbingham@wisewood.sheffield.sch.uk)

Learning Mentor Zena Bingham

SEND Governor is Lisa Skipworth [enquiries@wisewood.sheffield.sch.uk](mailto:enquiries@wisewood.sheffield.sch.uk)

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## **1. What kinds of special needs are catered for at Wisewood Primary school?**

The school provides support for pupils with a wide range of special educational needs and disabilities (SEND). These include speech, language and communication needs; specific learning difficulties such as dyslexia and dyspraxia; social communication needs, including autism; social, emotional and mental health needs; sensory impairments (hearing and visual); physical disabilities; and a range of medical needs. This list is not exhaustive, and the school is committed to meeting the needs of pupils with a variety of additional needs where appropriate. Parents and carers are encouraged to contact the school for further information and to discuss individual needs.

## **2. How are special needs identified?**

The school is committed to the early identification of pupils with special educational needs and disabilities (SEND), including children attending the school's nursery and those within the Early Years Foundation Stage (EYFS). In line with the *EYFS Statutory Framework* and the *SEND Code of Practice: 0-25 years (2015)*, the Early Years team uses ongoing observation, assessment and partnership working with parents and carers to identify emerging needs as early as possible. This includes needs relating to learning, speech, language and communication, and social interaction. Early identification and timely intervention are central to securing positive outcomes for pupils and their families.

The school adopts a graduated approach to the identification, assessment, provision and review of SEND. Initial concerns may be identified by nursery staff, EYFS practitioners and class teachers, in partnership with parents and carers. The SENCO provides advice, guidance and support to staff and parents throughout each stage of the graduated response.

Pupils' progress is monitored through ongoing assessment and observation, alongside termly Pupil Progress Meetings. Where barriers to learning are identified, appropriate action is taken to address these. This may include high-quality teaching adaptations, additional in-class support, targeted interventions or support from the Inclusion Team, depending on the area of need. Reasonable adjustments are made to teaching approaches, resources and the learning environment to ensure pupils can access the curriculum.

Targeted, time-limited interventions are implemented to address identified needs and support pupils in making progress and closing gaps in learning. The impact of provision is reviewed regularly and adapted in response to pupils' progress and outcomes.

The school works closely with a range of external agencies and specialist services, including the Early Years Inclusion Service, Fusion (Learning Support), the Educational Psychology Service, Sheffield Speech and Language Therapy Service and the Autism Team. Referrals to external services are made with parental consent where specialist assessment or advice is required.

In addition, the school and Trust work in partnership with Step Forward Psychology and Let's Verbalise Speech and Language Support to provide individual assessment and targeted support for pupils, as well as training and professional development for staff across the Trust. The Trust's investment in these services will continue into the 2025-2026 academic year.

### **3. How are parents consulted and involved?**

The school values effective communication with parents and carers and uses a range of methods to ensure information is shared appropriately. Communication may take place through face-to-face meetings, letters, emails and telephone calls.

The school website includes a dedicated SEND section, which provides information for parents and carers, including the school's Local Offer and signposting to relevant advice and support services. The school also uses its Facebook page to share regular updates and information.

For pupils identified on the SEND Register, structured review meetings are held at least three times a year with relevant staff and, where appropriate, external professionals. These reviews focus on pupils' individual needs, agreed outcomes and the provision in place to support progress. Parents and carers are invited to attend review meetings either in person or via telephone and are given the opportunity, in advance, to contribute views and identify any specific outcomes they would like the school to prioritise.

Pupils with higher levels of need may have an Extended Support Plan or, in a small number of cases, an Education, Health and Care Plan (EHCP). These plans are developed in partnership with parents and carers, following at least one meeting to gather detailed information about the pupil's strengths, needs and outcomes. In addition to termly SEND reviews, EHCPs are formally reviewed on an annual basis, or every six months for pupils in the Early Years.

### **4. How are children consulted and involved?**

All pupils have daily opportunities to speak with teachers and teaching assistants. In addition, pupils can access support from the SENCO, the Learning Mentor, and Teaching Assistants, who are available to listen to and support children with any concerns or worries. Teaching Assistants and the Learning Mentor provide targeted support for pupils across all year groups.

The views of pupils are actively sought and valued. Children contribute their views through the School Council and as part of the SEND Review process. Prior to each SEND Review, pupils are given the opportunity to share their views, and an annual Pupil Passport is completed for all children on the SEND Register. This records the child's voice, including their interests, aspirations, strengths, and what is important to them.

Pupil Passports are completed towards the end of the academic year with the child's current class teacher and are used as a key transition document to support continuity and effective planning for the child's next teacher. From September 2025, Pupil Passports and other key SEND documentation will be created and stored on Provision Map, a Trust-wide platform for the management of SEND information.

### **5. What are the arrangements for assessing and reviewing progress and what opportunities are there for working with parents and children?**

The school follows the SEND Code of Practice (2015): 0-25 years and uses a graduated approach to identify, assess and support pupils with Special Educational Needs and Disabilities (SEND). This approach consists of four stages: Assess, Plan, Do, Review.

## **Assess**

We use a wide range of assessment information to identify pupils who may have SEND. This includes Foundation Stage assessments, teacher assessments, statutory assessment outcomes (including SATs), the Year 1 Phonics Screening Check, the Year 4 Multiplication Tables Check, and Read Write Inc. assessments.

Pupils who are not making expected progress are discussed at termly Pupil Progress Meetings and may be placed on a monitoring register. Parents are informed of this decision by the class teacher.

Where concerns persist, the class teacher works closely with the SENCO to analyse the pupil's needs in more detail. Assessments from external professionals, such as Speech and Language Therapists or Learning Support Teachers, may be sought. In line with Sheffield Guidelines, pupils are typically assessed at level 3+ on the Sheffield Support Grid to be placed on the SEND Register. In some cases, pupils with multiple needs assessed at a high level 2 may also be added to the register.

## **Plan**

When a SEND need is identified, an outcome-focused plan is developed in partnership with parents and, where appropriate, the pupil. This plan clearly outlines the pupil's needs, agreed outcomes, and the provision required to support progress.

## **Do**

The class teacher is responsible for implementing the agreed provision. They work closely with the SENCO to ensure appropriate quality first teaching, classroom adaptations, and targeted interventions are in place. Teaching assistants and the learning mentor support the delivery of interventions under the direction of the class teacher.

## **Review**

Progress towards agreed outcomes is reviewed regularly. Reviews evaluate the impact of the support provided and consider what is working well, what barriers to learning remain, and what adjustments may be required.

SEND provision is also reviewed as part of termly Pupil Progress Meetings, which are overseen by the Head of School and attended by the class teacher, SENCO, and relevant support staff. During these meetings, targets are reviewed, new targets are set, and further actions—such as referrals to external agencies—are agreed where necessary.

Parents and pupils are actively involved at all stages of the graduated approach. Their views are sought and valued to ensure that provision is child-centred and family-focused. Any referrals to external agencies are made in consultation with parents.

## **6. What are the arrangements for supporting transition?**

Robust transition arrangements are in place to support pupils with SEND at all points of transition.

## **Year 6 to Year 7**

Transition reviews are held for Year 6 pupils to support their move to secondary education. Responsibility for coordinating secondary transition for pupils on the SEND Register lies with the SENCO, who works closely with the Year 6 team.

Professionals from receiving secondary schools are invited to attend Year 6 Annual Reviews for pupils with Education, Health and Care Plans (EHCPs), as well as SEND or Extended Support Plan reviews held during the Summer Term. Where appropriate, additional transition support may be arranged, including extra visits to the secondary setting and travel training.

The SENCO and Year 6 team liaise directly with secondary school SENCOs and key staff to share relevant information and ensure continuity of support. All SEND documentation is transferred to secondary schools prior to pupils starting.

Safeguarding information is shared by Wisewood's Safeguarding Lead, Zena Bingham, and, where possible, this is transferred securely using CPOMS.

During the 2025-2026 academic year, Wisewood will be transferring SEND information to Provision Map. Where possible, information will be shared electronically with receiving schools that also use Provision Map.

## **FS2**

Wisewood's Early Year's Team acknowledges how crucial a successful and robust transition can be in allowing children to feel happy, secure, and ready to learn. We work with parents, nursery practitioners and outside providers to ensure that we have a thorough and holistic view of each individual.

- ✓ Parents/ carers receive a letter and phone call from the Early Years lead.
- ✓ Parents are invited to meet the teachers and leaders of Wisewood. They visit the provision and learn about the curriculum.
- ✓ Wisewood's Early Year's team visit the children in their preferred setting. This could be at their home or nursery.
- ✓ New starters visit Wisewood for a number of stay and play sessions. Their parents/ carers are welcome to stay or leave. Parents can request additional sessions if they feel their child would benefit from this.
- ✓ Leaders review the child's EYFS Transition Record/ Toolkit.
- ✓ New starters receive a booklet through the posT. This includes photos of key people and areas of the school that they will see when they start school.
- ✓ In September, children have a few half days and then start school full time the following week. If parents feel their child needs longer to settle in, this can be discussed, and facilitated with the school leadership team.

## **Transitioning across year groups**

Wisewood has clear and effective arrangements in place to support pupils with SEND as they transition between year groups. Information is shared in a timely manner between class teachers, the SENCO and relevant staff to ensure continuity of support. Transition meetings are held where appropriate, and key information about pupils' needs, provision and successful strategies is shared to enable a smooth and well-supported move into the

next year group. Additional transition support is provided for pupils who may find change more challenging.

### **Transitioning into Wisewood**

Responsibility for supporting pupils transitioning into Wisewood from another school lies with SLT or the Learning Mentor, as appropriate.

An initial transition meeting is held with parents and carers, the child and any relevant professionals prior to the pupil's start date. On the child's first day at Wisewood, they are welcomed by a member of SLT or the Learning Mentor and supported in settling into school. The child is then introduced to their class teacher, who arranges a suitable buddy to support them during their first day.

Where pupils joining Wisewood are already on their previous school's SEND Register, the SENCO makes contact with the SENCO or class teacher at the previous setting to gather detailed information about the pupil's needs and provision. All relevant documentation is transferred from the previous school to ensure continuity of support.

When a pupil with identified SEND joins Wisewood, a SEND file is created. Key information is shared promptly with the class teacher and stored securely within the school's online Pupil Information File. During the 2025-2026 academic year, Wisewood will be transferring SEND information to Provision Map to further support effective information sharing and monitoring.

## **7. What is the approach to teaching children with SEND, and how are adaptations made to the curriculum and learning environment?**

The Head of School, SENCO and Senior Leadership Team (SLT) are responsible for overseeing teaching adaptations, provision and interventions for pupils with SEND. Class teachers are responsible for delivering quality first teaching and for planning lessons and adaptations that meet the needs of all learners in their class. Pupils have access to an adapted, broad and balanced curriculum that is responsive to their individual needs and focused on removing barriers to learning. This provision is supported by a Learning Mentor and Teaching Assistants.

Examples of ordinarily available support and specific interventions are-

- **Specialist equipment**, such as ear defenders and writing aids
- **Individual workstations** for learners who benefit from a focused learning space
- **Visual resources**, including word mats, Communicate in Print, and colourful semantics resources
- **Handwriting Intervention**
- **Zones of Regulation**
- **Lego Therapy**
- **Socially speaking**
- **Speech and Language Therapy**
- **Small group and 1:1 learning**
- **Numbersense**
- **Social and emotional interventions**

The school may adjust the daily routine for pupils with SEND where this is deemed beneficial. With parental agreement, children may follow a partial timetable as a short-term measure to support their learning and well-being.

For pupils who find the mainstream environment overwhelming, we provide Nest provision for up to 5 children. This offers a soft start to the school day, allowing children to access a low-arousal space that supports learning and targeted interventions.

## **8. What is the expertise of staff and what training have they had?**

At Wisewood, there is a strong commitment to sourcing and delivering high-quality training to ensure all staff are well equipped to meet the needs of pupils with SEND. Professional development is ongoing, enabling staff to maintain and update their skills and remain informed about current research and emerging initiatives. The SENCO, Sarah Wales, holds the Postgraduate Qualification for Special Educational Needs Coordination, ensuring strong and effective SEND leadership across the school.

The Head of School and SENCO have completed the Positive Regard Specialist Leader Programme, developing their expertise as behaviour specialists. This has strengthened their capacity to provide high-quality advice, guidance and training, supporting consistent, inclusive behaviour practice across the school and enabling them to offer informed support both within the setting and externally.

Where a specific need is identified and the required expertise is not already in place, the school works proactively with external professionals to source and deliver appropriate training. This ensures staff are well equipped to meet the needs of pupils with SEND. Currently, staff are trained to deliver a wide range of evidence-informed interventions, including:

**Speech and language interventions** – These programmes are delivered following assessment and recommendations from the Speech and Language Service. They include:

- **LEAP (Language Enrichment Activity Programme)**
- **VIP (Vocabulary Improvement Programme)**
- **NIP (Narrative Improvement Programme)**
  
- **Attention Autism** – to develop shared attention, engagement and communication skills.
- **Booster groups** – Maths, Literacy, Phonics, Times Tables focus; take place at certain times of the year.
- **Gross and Fine motor skills** – including packages set by a physiotherapist, handwriting intervention (Teodorescu) and other exercises to improve manipulation of small objects.
- **Homunculi** – intervention based on cognitive behavioural therapy.
- **Numbersense** – intervention to build foundational numeracy skills.
- **Precision teaching** – 1:1 daily, short intensive teaching sessions.
- **Social and emotional interventions** – such as friendship groups, Lego Therapy, Trauma Informed approaches, regulation through play, Five-Point Scale and mentoring.

- **Socially Speaking** - to develop communication, friendship and functional social skills.
- **Specialised speech and language interventions advised by Let's Verbalise** - Language learners and Story Recallers.
- **Zones of Regulation** - to support the development of self-regulation in children.

Key members of staff are trained in Positive Handling Techniques through Positive regard TEAM TEACH. All staff, however, have a duty of care and may need to intervene physically in an emergency to ensure pupil safety. Several staff are also trained in Paediatric First Aid and are responsible for the safe administration of medication, including inhalers and ADHD medication.

## **9. How do we evaluate the effectiveness of the provision made for children with SEND?**

The progress of all pupils is monitored each term and discussed during Pupil Progress Meetings, which are attended by teachers, SLT, and the SENCO. During these meetings, pupils who are not making expected progress are identified, and next steps for interventions are agreed. Interventions have clearly defined entry and exit data, and progress is measured against these targets.

Most pupils are assessed against the year group expectations, but for some children, this is not appropriate. For pupils working significantly below age-related expectations, we use the Birmingham Toolkit to track small steps of progress. All pupils on the Toolkit are baselined to identify gaps and monitor progress. Where progress falls below expectations, provision is adjusted to ensure pupils have the best possible opportunities to achieve their potential.

In the Early Years, we also use the Boxall Profile, the Early Years SSG and the Leuven Scale to assess and monitor developmental stages, ensuring that teaching and interventions are appropriate to each child's needs.

## **10. How are children with SEND enabled to join in activities available for children who do not have SEND?**

The school is committed to providing equal opportunities for all pupils, regardless of race, faith, gender, or ability. We promote self-respect, mutual respect, and a caring, non-judgemental attitude throughout the school community.

We aim to ensure that all learners can participate in school trips, residential visits, and clubs during and after school. Planning is carried out in collaboration with parents and carers, and reasonable adjustments are made to enable every child to access these opportunities. In some cases, parents may be invited to accompany their child on a trip as part of these adjustments.

## **11. What support is there for improving social and emotional development?**

At Wisewood, social and emotional development is a key priority. The school has trained Positive Regard Specialists, including the Head of School and SENCO, who provide expert guidance and support for behaviour and emotional wellbeing across the school. The SENCO and Learning Mentor have completed the CAMHS Healthy Minds training, and

the SENCO is currently completing a Trauma-Informed Diploma, further strengthening the school's capacity to support pupils' mental health and wellbeing.

Staff use evidence-informed strategies to promote positive relationships, self-regulation and engagement, and interventions are tailored to meet individual pupils' needs. Additional support is provided through programmes such as Zones of Regulation, Lego Therapy, friendship groups and targeted mentoring, ensuring all pupils can develop confidence, resilience and effective social skills. Pupils also contribute to promoting wellbeing through the Healthy Minds Champions, who provide peer support and feedback, ensuring pupil voice is central to decision-making. The impact of this support is closely monitored through pupil progress, staff observations and pupil voice, which consistently demonstrates improvements in self-esteem, social interaction and readiness to learn.

Claire Austin, Head of School, oversees behaviour and attendance. She works closely with the SENCO, Learning Mentor, Educational Welfare Officer and the wider Inclusion Team to provide targeted support for vulnerable and at-risk pupils.

## **12. How do we involve other bodies in meeting children's SEND?**

The school has established strong and effective working relationships with a wide range of external agencies, including the 0-5 Early Years Inclusion Team, Learning Support (Fusion), Speech and Language Therapy, the Autism Team (ASCETS), the Family Intervention Service (formerly MAST), and the Educational Psychology Service. The school commissions a high level of additional support from Speech and Language Therapy and Learning Support, both of which typically provide one day of support per week.

The Trust further enhances provision through additional educational psychology sessions from Step Forward Psychology and supplementary speech and language support from Let's Verbalise. Advice from external agencies is sought, with parental consent, where appropriate, to support the identification of pupils' barriers to learning and to provide specialist guidance for staff and parents. All work undertaken by external services within school is coordinated and overseen by the SENCO team.

## **13. How do we support Children Looked After (CLA)?**

School staff closely monitor the emotional well-being, engagement and presentation of children looked after (CLA) to ensure they are well supported in school. Pupils' learning and progress are tracked through robust whole-school monitoring systems, with key information shared by the SENCO at CLA and Personal Education Plan (PEP) review meetings to inform next steps and targeted support.

The school works in strong partnership with foster carers, social workers and the Local Authority to secure positive outcomes for pupils. Children's views are actively sought and valued, and are shared at all meetings. Where appropriate, children or their advocates attend review meetings to ensure their voice informs planning and decision-making. The school's Designated Teacher for CLA is Claire Austin.