

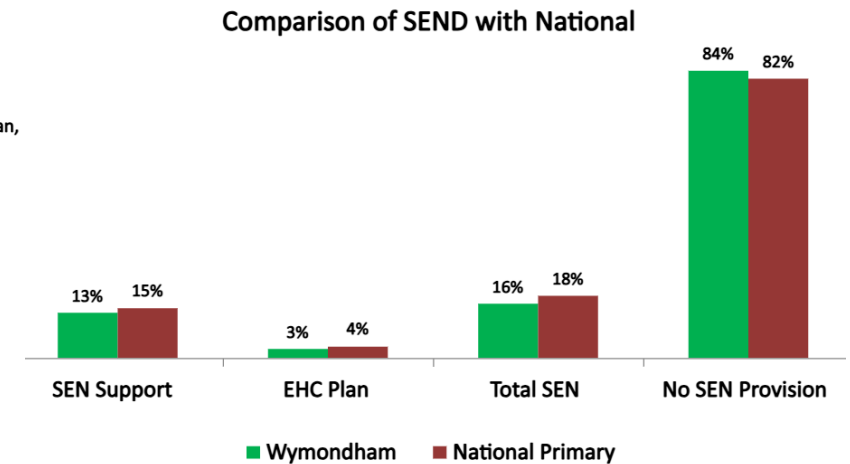
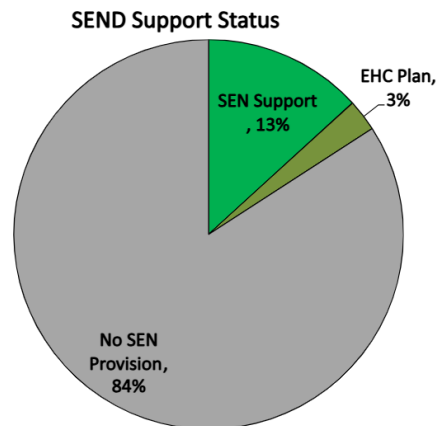
## WCPS SEND Information Report - September 2025

1 Variety of Special Educational Needs that are provided for at Wymondham College Prep School

The SEN Team provides support for pupils across the 4 broad areas of need as laid out in the SEN Code of Practice 2014 (last updated May 2015):

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The school currently has 16% of all students identified with SEND including 3% of students with an EHCP



<p>2 Information about the school's policies for identification and assessment of pupils with SEND</p>	<p>Pupils are identified as having SEND with their needs assessed through a multi-pronged approach incorporating:</p> <ul style="list-style-type: none"> <li>• Information passed on from Pre-school/Nursery/infant/previous schools</li> <li>• EYFS Early Learning Goal baseline assessments and results, baseline testing, phonics screening checks and progress data</li> <li>• Individual assessment using standardised score assessments including British Picture Vocabulary Scale, Wellcomm Screening and Salford Maths assessment.</li> <li>• Feedback from teaching staff and observations</li> <li>• Feedback from specialist agencies e.g. Educational Psychologist (EP) or Specialist Learning Support Teacher (SLST).</li> <li>• Pupil Premium interventions not showing impact</li> <li>• Referrals from parents or carers</li> <li>• Pupil Voice</li> <li>• Whole School Assessment Systems</li> <li>• Whole school testing – e.g. Access reading, New Group Spelling and Access Maths; e.g. from this we identify standardised scores below 85 through colour coding for teachers &amp; unpick low scores particularly those not identified by previous school</li> <li>• Referrals from staff/feedback from all visiting student staff</li> <li>• Referrals from parents</li> <li>• Actions from primary/previous school – Graduated Approach</li> <li>• Observations in school to look at High Quality Teaching Provision</li> <li>• Team Around the Child discussions</li> <li>• Specialist agency input via CEPP (EP, Clinical Psychologist, SLCN Therapist, Specialist SpLD Teacher, OT), ADHD Norfolk, Paediatrician referral/NDS, NHS SLCN, CAHMS etc see SIR.</li> <li>• Intervention base-lines</li> </ul>
<p>3c The school's approach to teaching pupils with SEND</p>	<p>Provision for SEND pupils includes:</p> <ul style="list-style-type: none"> <li>• High Quality Teaching, with appropriate and effective adaptive teaching in place as Every Teacher is a Teacher of SEND</li> <li>• Each class has a SEND folder holding the child SEND Support Plans for quick staff access</li> <li>• Additional adult support in classrooms, where agreed, to form Teaching Teams; TA and 1-2-1 TAs</li> </ul>

	<ul style="list-style-type: none"> <li>• Personalised provision through time limited programmes</li> <li>• Personalised intervention programmes led by trained TAs</li> <li>• Dual Centre provision (For example SRB and SHIPs)</li> <li>• The sourcing of additional specialist support via external agencies e.g. Communicating Matters, Open Arms Support Services, Dyslexia Outreach, NHS SALT services</li> </ul>
<p>3a Evaluating the effectiveness of the provision made for pupils with SEND</p>	<ul style="list-style-type: none"> <li>• Impact tracking is completed at least termly and adaptations to provision made in light of the findings.</li> <li>• SEND Parent Voice through the school Survey and termly SEND reviews</li> <li>• SEND Pupil Voice termly as part of the SEND reviews</li> <li>• Progress and evaluation are reported to Sapientia Education Trust's Board of Trustees and the Director of Inclusive Learning</li> <li>• Progress and evaluation of SEND is reported to the Education Committee via the Headteacher's report termly</li> <li>• Specialist External Support is provided via the Trust Education Team.</li> <li>• SEND is a priority for all Quality Assurance undertaken by the Trust Education Team.</li> <li>• The Whole School SEND Review Guide is used as a key effectiveness review tool to evaluate the impact of SEND provision.</li> <li>• Close collaboration with Pupil Premium Champion</li> </ul>
<p>3b Arrangements for assessing and reviewing pupil progress towards outcomes, including opportunities available to work with parents and pupils as part of this assessment and review</p>	<p>We use the Graduated Approach. This means that we follow a process of Assess, Plan, Do and Review.</p> <ul style="list-style-type: none"> <li>- Assess: when a learner is identified as having SEND, we establish a baseline. This could include data from assessments and observations as well as discussions with parents/carers, key staff, and the pupil.</li> <li>- Plan: together we plan about what actions need to be taken and what support needs to be put in place. A date is set for review.</li> <li>- Do: the plan is put in place as agreed.</li> <li>- Review: The impact of the provision on the pupil is evaluated. The next steps are established. The cycle may begin again.</li> </ul> <p>These arrangements include:</p> <ul style="list-style-type: none"> <li>• Data tracking for pupil progress including PIVATS where appropriate</li> </ul>

	<ul style="list-style-type: none"> <li>• Sapientia summative assessments as outlined in primary assessments framework including: reading fluency, comprehension, and arithmetic, maths reasoning and letter formation</li> <li>• Pupil progress meetings between class teacher, SLT and SENDCO</li> <li>• Support plan and EHC Plan reviews</li> <li>• Individual, personalised Support Plans for all learners with SEND</li> <li>• Observations and follow-up</li> <li>• Parent/Carer's meetings</li> <li>• Pupil Voice</li> </ul>
<p>3d How adaptations are made to the curriculum and the learning environment of pupils with SEND</p>	<p>The curriculum/learning opportunities may be adapted by:</p> <ul style="list-style-type: none"> <li>• Application of EEF High Quality Teaching Strategies including: scaffolding, modelling, flexible grouping, explicit instruction, meta-cognition strategies</li> <li>• Groupings that target specific levels of progress</li> <li>• Adapted resources and teaching styles</li> <li>• Appropriate choices of texts and topics to suit the learner</li> <li>• Access arrangements for tests and other assessments</li> <li>• Additional adult support</li> <li>• Allocation and adaptation of room use where appropriate including use of the nurture room</li> <li>• Anything else you have in place?</li> </ul> <p>Further Examples are:</p> <ul style="list-style-type: none"> <li>• Clear and consistent classroom routines;</li> <li>• Visual aids, checklists, timers and manipulatives;</li> <li>• Graphic organisers, mind maps, spider diagrams;</li> <li>• Writing frames, sentence starters;</li> <li>• Reading text/instructions aloud;</li> <li>• Pre-teaching vocabulary; and</li> <li>• Breaking up longer texts and tasks into manageable chunks.</li> </ul> <p>Additional, targeted support will be provided in the classroom, based on individual learner' needs. This could take the form of:</p> <ul style="list-style-type: none"> <li>• Specific seating arrangements to accommodate learner needs;</li> <li>• Use of visual timetables;</li> </ul>

	<ul style="list-style-type: none"> <li>• Use of visual support and prompts;</li> <li>• Use of larger font size;</li> <li>• Specific equipment, e.g. wobble stool, wobble cushion, writing slope;</li> <li>• Assistive technology e.g. voice to text software</li> <li>• Rest breaks/movement breaks;</li> <li>• Support from a teaching assistant as a scaffolder / prompt / scribe</li> <li>• 1:1 support;</li> <li>• Extra time to complete tasks; and</li> <li>• Reasonable adjustments to rewards and sanctions issued in the context of the learner's special educational needs.</li> </ul> <p>Our Interventions may include the following:</p> <ul style="list-style-type: none"> <li>• 1:1 precision teaching;</li> <li>• Meet and greet at the start of the day and/or decompression at the end of the day;</li> <li>• Provision of specific support programmes e.g. Zones of Regulation, ELSA, Thrive, Wellcomm, Sensory Circuits; and Lego intervention</li> <li>• Alternative Provision as a short-term mechanism</li> </ul>
<p>3g Support that is available for improving the social, emotional and mental health needs of pupils with SEND</p>	<p>Pupils are well supported by:</p> <ul style="list-style-type: none"> <li>• Whole school Norfolk STEPS Approach for all trust schools which promotes positive behaviour through a therapeutic approach for all learners.</li> <li>• Pastoral Provision could take the form of ELSA (Mrs Brewster), Lego Therapy (Mrs Ward), Social Skills Programmes and 1:1 SEMH support (Mrs Ward and Mrs Browning)</li> <li>• Zones of Regulation – Whole school approach and used for intervention</li> <li>• Targeted support for individual pupils including 1:1 SEMH support</li> <li>• Pupil Leadership Team and Wellbeing pupil team</li> <li>• Pupil Voice</li> </ul>
<p>4 In relation to Mainstream Schools and maintained nursery schools, the</p> <ul style="list-style-type: none"> <li>- Name and Contact details of SEND Coordinator</li> <li>- Name and Contact details of SEND Trustee</li> </ul>	<p>Simon Underhill – Headteacher  <a href="mailto:head@wymcolprep.org">head@wymcolprep.org</a>          Sarah Browning - SENDCO  <a href="mailto:s.browning@wymcolprep.org">s.browning@wymcolprep.org</a>          Trust SEND Trustee: Penny Sheppard          Contact Email: <a href="mailto:ea@setrust.co.uk">ea@setrust.co.uk</a></p>

	School Telephone Number: 01953 609000
5 Information about the expertise and training of relevant staff in relation to children and young people with SEND, including how specialist expertise will be secured	<p>All staff receive training on SEND. Ongoing training is provided as needed in response to the individual needs of learners which is informed by an annual audit of staff expertise in SEND. This includes but is not limited to:</p> <ul style="list-style-type: none"> <li>• The SENDCO has SENCo qualification (National SENCO Award)</li> <li>• Trust CPD for Support staff – <i>Role of TA, SEND support plans, intervention logs, Norfolk Steps</i></li> <li>• Trust CPD for Teaching Assistants – <i>Scaffolding, Questioning, Chunking, Modelling, Working as a Team Spring 2024</i></li> <li>• Termly Trust SEND Strategy Days for SENDCOs led by the Director of Inclusive Learning</li> <li>• EYFS Lead Network SEND Training – <i>Whole Class Approaches to support the 4 broad areas of need</i></li> <li>• Termly CPD training covering topics including <i>EEF Special Educational Needs in Mainstream Schools Guidance, SEND Code of Practice, High Quality Teaching Strategies to support pupils with SEND, Step-On/Step-Up training</i></li> <li>• <i>Effective use of adult support for Literacy and Mathematics</i></li> <li>• <i>Whole staff training in Speech, Language and Communication needs, Supporting children with Literacy needs, Step-On, ASD, Attachment, Steps, Trauma Informed, SEMH</i></li> <li>• <i>Specialist expertise engaged from external services – Point 1, NHS NDS Pathway Team, Communicating Matters, Norfolk Early Help, CEPP, Specialist provision schools</i></li> <li>• <i>Whole School SEND Online Training Units access including but not exclusive to: “Creating an emotionally safe learning environment”, “Creating a socially safe learning environment”</i></li> <li>• <i>Step Lab</i></li> <li>• <i>All staff have been trained in the Graduated Approach and Inclusive Strategies - September 2025</i></li> </ul>
6 Information about how equipment and facilities support children and young people with SEND will be secured	<ul style="list-style-type: none"> <li>• Support Services including health services</li> <li>• National and Local Charities</li> <li>• Volunteers</li> </ul>

	<ul style="list-style-type: none"> <li>• CADS Hub</li> <li>• Just One Norfolk</li> <li>• Home Start</li> <li>• Early Help &amp; Family Support (Norfolk County Council)</li> <li>• Additional specialist SEND agencies as listed above</li> </ul>
7 The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child	<ul style="list-style-type: none"> <li>• Telephone Land and Mobile</li> <li>• Text</li> <li>• Email on Line</li> <li>• Parent View</li> <li>• Parents Evenings</li> <li>• SENDCO direct contact</li> <li>• Face-to-face meetings</li> <li>• Bi-annual Parent Survey</li> </ul>
8 The arrangements for consulting young people with SEND about and involving them in their education	<p>The wishes and feelings of young people with SEND are central to our provision. We involve them in discussions about the support they receive in an age-appropriate manner. We gather their views as part of the termly review of their support plans as well as through:</p> <ul style="list-style-type: none"> <li>• Pupil Voice</li> <li>• Pupil Leadership Team</li> <li>• Annual Reviews for EHC Plans</li> <li>• Personal Interviews</li> <li>• Wishes and Feelings - signs of safety activity</li> <li>• ELSA based activities</li> </ul>
9 Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school	<p>Please refer to and use the school's existing complaints policy and procedure which is available directly from the school or website.</p> <p>Website link: <a href="http://www.wymondhamcollege.org">www.wymondhamcollege.org</a></p>
10 How the governing body involves other bodies, including health and social services bodies, local authority	<p>The Sapientia Education Trust is governed by a Board of Trustees who have statutory responsibility for</p>

<p>support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils.</p>	<p>governance. The Board of Trustees empowers the SEND Coordinator and Headteacher to use the range of support and resources required to benefit the children at Wymondham College Prep School.</p> <p>This can include:</p> <ul style="list-style-type: none"> <li>• Family Support</li> <li>• Speech and Language therapy</li> <li>• MAT support and advice</li> <li>• Specialists e.g. Educational Psychologists, School-to-School support, SRBs etc.</li> </ul> <p>In its turn, through monitoring and challenge, the Board of Trustees assess the impact, costs and cost effectiveness of the support used and amends the strategy of the school appropriately.</p>
<p>11 The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with section 32.</p>	<p>Norfolk SEND Partnership - Telephone: 01603 704070</p> <p>SEN Centre of Excellence - Telephone: 03448008020 or email <a href="mailto:send@norfolk.gov.uk">send@norfolk.gov.uk</a></p>
<p>12 The school's arrangements for supporting pupils with SEND in a transfer between phases of education or in preparation for adulthood and independent living</p>	<p>Transfer Transition arrangements</p> <ul style="list-style-type: none"> <li>• Meetings with feeder and MAT schools to ensure all appropriate information is passed on in a timely manner</li> <li>• Contact and handover of information and strategies to and from receiving schools</li> <li>• Visits to nurseries for incoming Reception children</li> <li>• Families visit school in the summer term</li> <li>• Transition sessions in school for Reception and any other new starters – summer term</li> <li>• Year 6 extended transition sessions provided in school and include a visit to learning support at Wymondham College</li> </ul>
<p>13 Information on where the local authority's local offer is published</p>	<p><a href="https://www.norfolk.gov.uk/children-and-families/send-local-offer">https://www.norfolk.gov.uk/children-and-families/send-local-offer</a></p>