

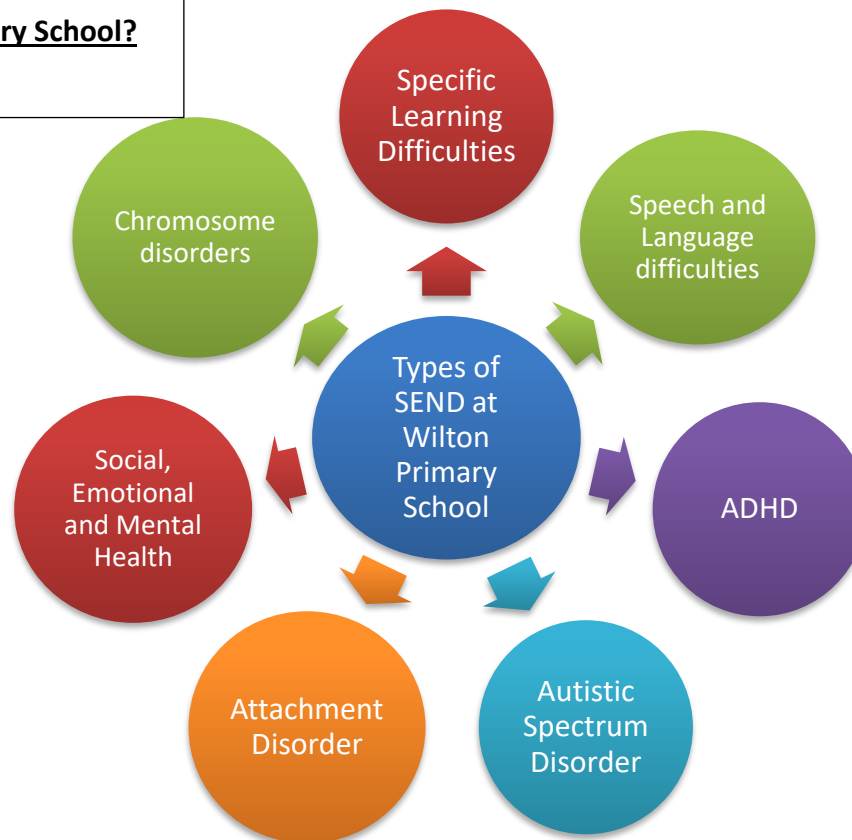


Wilton
CE Primary School

SEND Information Report 2026-2027

Mrs Bev Davis (SENDCo) is responsible for Special Educational Needs and Disabilities (SEND). To find out more about SEND at Wilton CE Primary School, browse through the report below, have a look at our SEND Policy or contact Mrs Davis in person on 01722 742621 or bdavis@wilton.dsat.org.uk

What does SEND look like at Wilton Primary School?



How are pupils identified as possibly having Special Educational Needs (SEND)?

Teacher and parents are the people who initially raise concerns that pupils are not making the progress that they are expecting. Following this, Mrs Davis monitors the pupil's progress through our tracking system (where teachers record an assessment of pupils every term) and uses formal assessments in reading, spelling and maths or screeners to look into this further. We can then request outside agencies to come into school to complete further assessments and to offer support and advice. Sometimes a pupil comes from another school with information to explain how this pupil needed further support to be successful and we can build on this. A few pupils have been to see the doctor who has referred them to see other professionals and they send reports to help us in school.

What happens if your child is found to have a Special Educational Need?

Here is an example of a flow chart showing a fictional pupil to highlight what happens to our pupils identified as having SEND.

Francesca is working really hard at school but not always being successful. At home she is finding doing home learning very difficult and getting upset in the process.

Francesca had a meeting with her class teacher and her parents to talk about her home learning and how school could help. It is decided that sometimes it would be better for Francesca not to do homework and just concentrate on her school work.

Francesca is happy at home but is still finding school work very tricky and her class teacher is concerned that although she is working hard she is not making progress, so the class teacher spoke to Mrs Davis.

Mrs Davis, went to see Francesca in her classroom and talked to her about her learning. She made some suggestions of things the class teacher could try (writing the tasks down in little steps, asking the TA to talk to her about what she needed to do to check she understands).

A person from the SSENS team met with Francesca and completed some assessments (these are little tasks to do) to see if they could find better ways to help Francesca.

Mrs Davis decided with Francesca's parents that although school are helping, they needed some more help for Francesca. She referred Francesca to see a specialist team called SSENS (Specialist Special Educational Needs Service).

At the end of the next term the plan is reviewed. Francesca had made some progress but not enough. Her parents and the class teacher are getting concerned that she is falling behind.

Francesca and the teacher tried these things for a term, but it isn't really helping. They had another meeting with Francesca's parents and completed an Individual Pupil Profile (IPP). This helped them focus on a few things and shared out how everyone is going to help Francesca.

The SSENS team wrote a long report about what they had found out and said they thought that Francesca has Dyslexic tendencies. They explained some things that would help in school and key areas school needed to help Francesca in.

Francesca and her parents met with Mrs Davis and her teacher and they wrote a My Support plan to plan for some of these things. At the end of the term the plan was reviewed and new outcomes were agreed.

At the moment Francesca is making progress and beginning to catch up with her peers as well as seeing the effort that she puts in rewarded.

Mrs Davis continues to check that she has a plan written that will help her and going in to check that the class teacher is providing what Francesca needs.

How much did SEND support help in 2025 – 2026?

Part of Mrs Davis's role is to think about what worked well for pupils with SEND, what didn't work so well and what we need to change. Below you will find some of these things and a plan of things that need to change in 2026-2027.



What is great and need to stay the same?

- Quality First teaching in every class.
- Teachers knowing their pupils and making sure they plan carefully for them.
- Mrs Davis meeting with experienced SENDCOs within our DSAT Trust.
- Working with other professionals.
- Two trained ELSA's (Emotional Literacy Support Assistants) working each week.
- Reactive groups available in all classes to follow up on difficulties that arose in the morning.
- We are a Thrive accredited school, with 3 qualified Thrive practitioners
- Individual learning plans for vulnerable learners



What we changed and why?

- Adaptation of wider curriculum for children with EHCPs as well as enabling all children to access the wider curriculum.
- SEND focus on Inclusive practices and adaptation
- Introduce new Individual Learning Plans being developed through DSAT Inclusion team
- Identify long term outcomes and the pathway to achieve these for most vulnerable pupils



What we plan to do in 2025/2026?

- Develop a graduated response to additional needs showing what is universally offered to all pupils, targeted support and specialist support.
- Continue to use the graduated approach to make early identification of need and to review and make necessary adaptations and referrals to support learners individual needs
- Improve and embed Individual Learning Plans
- Develop children's understanding to know how and when to use resources they are given
- Work closely with families of pupils presenting with potential EBSA to encourage improved attendance

Who helps Mrs Davis help you?

Everyone at Wilton wants to be able to make school as positive an experience for the pupils and the parents as possible from the fabulous lunchtime supervisors to our amazing administration team. Below are a few friendly people who have had extra knowledge to help us out.



Parents: Parents know more about their child than we will ever know and are the best source of information and insight we have.



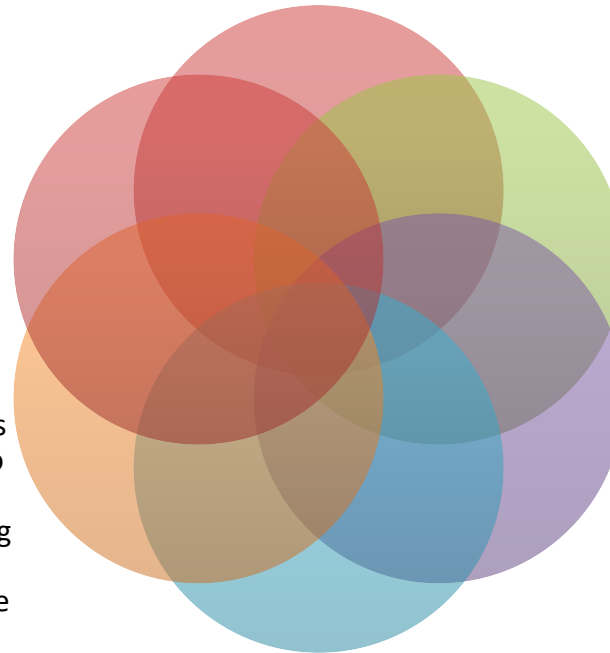
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Outside Agencies: Sometimes we need some help from people outside of school. This year we have worked with an EP (Educational Psychologist), a behaviour specialist (BSS), speech therapists and SSENS (Specialist SEN Service). We have also worked with paediatricians and some people from CAMHS (Child and Adolescent Mental Health Service) as well as some organisations to help parents at home.

Pupils: If we want to understand how to help best, we need to be talking to them, which is why they are asked to come to every review (if they can).



TA's: Mrs Dyson, Miss Sims and Miss Harding are trained as Higher Level Teaching Assistants. Mrs Targett is qualified to support children with speech and language difficulties throughout the school, as well as being a specialist Teaching Assistant in the Resource Base. Mrs Crowley has received counselling skills training. Mrs Challoner and Miss Sims are qualified as Thrive practitioners and as ELSAs.



Teachers: They are working with the pupils every day and are the people in school who know them best and can most effectively put things in to help.

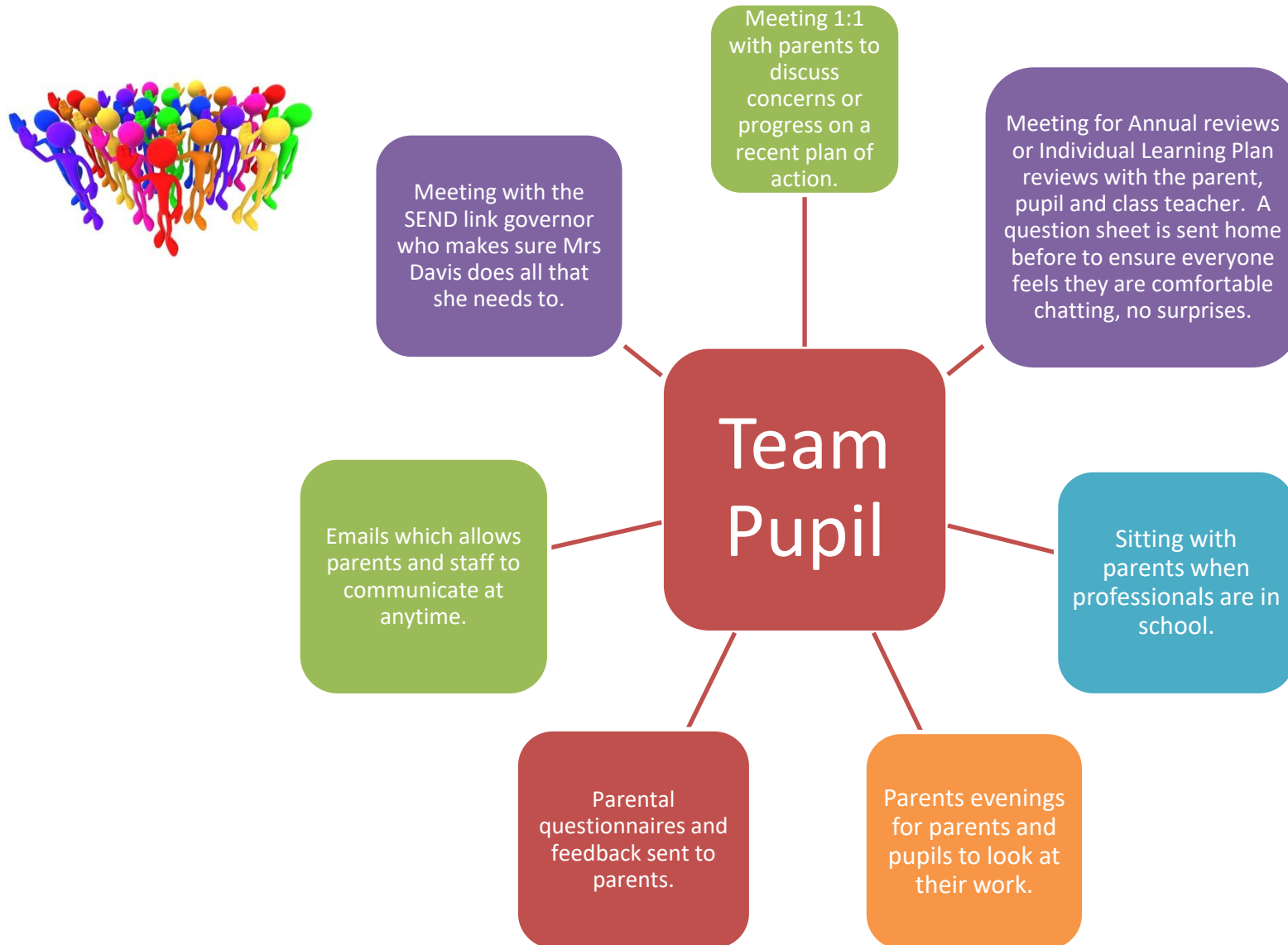


ELSA's: Mrs Dyson, Mrs Challoner, Miss Sims and Miss Wiltshire have been on special ELSA training and go to regular updates to help pupils know how to best handle any problems they have about their feelings.



How do we work as a team?

Mrs Davis cannot do the job of SENDCo without being part of a team. To work as a team we have to do lots of talking. Here are just a few times talking has happened this year.



What else does Mrs Davis do to help SEND at Wilton?



Transition: Working with pre-schools and secondary schools to ensure that all our pupils, particularly those with SEND transition as well as possible. Arranging to see them in their own settings first and organising extra visits for the pupils and for staff to ensure that all relevant information is passed on. Where possible, the SENDco from the secondary school comes to all year 6 annual reviews to support this. This also applies on a smaller scale when pupils transition between bases at school.



Helping teachers: Where possible as a school the class teacher leads the SEND process for a pupil in their class as they are the people working with the parents and pupils everyday. It is Mrs Davis's role to support them in this and to provide help signposting staff to ideas, resources and professionals who might help this further.



Complaints: If someone has a complaint regarding the SEND process, Mrs Davis would like to talk to them about it first, however if they cannot come to an agreement then she would work through the official complaints process with them outlined on our website. It is also part of her role to make complaints to outside agencies if she feels that the other professionals are not providing the best support for the Wilton pupils.



Wilton School has a Communication and Interaction Resource Base for nominated children who have Speech, Language and Communication needs. This is divided into 2 classes – one with an Explorer Pathway (Elmer) and one with a Discovery pathway (Paddington). Children are taught in the Resource Base for predominantly English and Maths in the mornings, and individual /group interventions in the afternoon. Our aim is for children to be included into a mainstream class, appropriate to their development level every afternoon. As and when children are able, they are included into mainstream classes for PE, or for specific lessons. They have equal opportunities to join clubs within school, to go on day trips and residential trips with their chronological year group.

The children are taught by two specialist teachers, supported by Mrs Davis as the Resource Base Manager, in collaboration with Mrs Mackay-Smith – our Speech and Language Therapist who works in the Resource Base fortnightly. The children are supported by four specialist class Teaching Assistants.

What's next?

As a small school, we do not always have need to talk to all the possible professionals and support services out there but we hope that the report highlights that because of our small size, we are able to put our pupils first and we will investigate every possible avenue to help provide them with the support that they need.

Mrs Davis would always be happy to talk to you about any concerns or questions you have about the information in this report or about a child you have. Her contact details are on the front of this document.