

Wheelwright Lane SEND provision

“Learning for Life”

Developing every child, fostering a love of learning, belonging and flourishing in everything they do.





Our Curriculum Intent



At Wheelwright Lane Primary School, we believe that all children are entitled to receive a high-quality of education regardless of their needs or disabilities.

We believe that it is vital that our children are equipped with the tools needed to become independent learners, both inside and outside of the classroom.

All children and young people should expect to receive an education that enables them to achieve the best possible outcomes, and become confident, able to communicate their own views and ready to make a successful journey into secondary school and adulthood.

We believe that we have a central role in enabling our pupils to be resilient and to have good mental health and well being. Supporting pupils Social, Emotional and Mental Health needs (SEMH) is everyone's responsibility at Wheelwright Lane.

We strive to create an ethos and environment that promotes respect and values diversity for all pupils

At Wheelwright Lane Primary School, we are proactive at identifying if a child has Special Educational Needs.

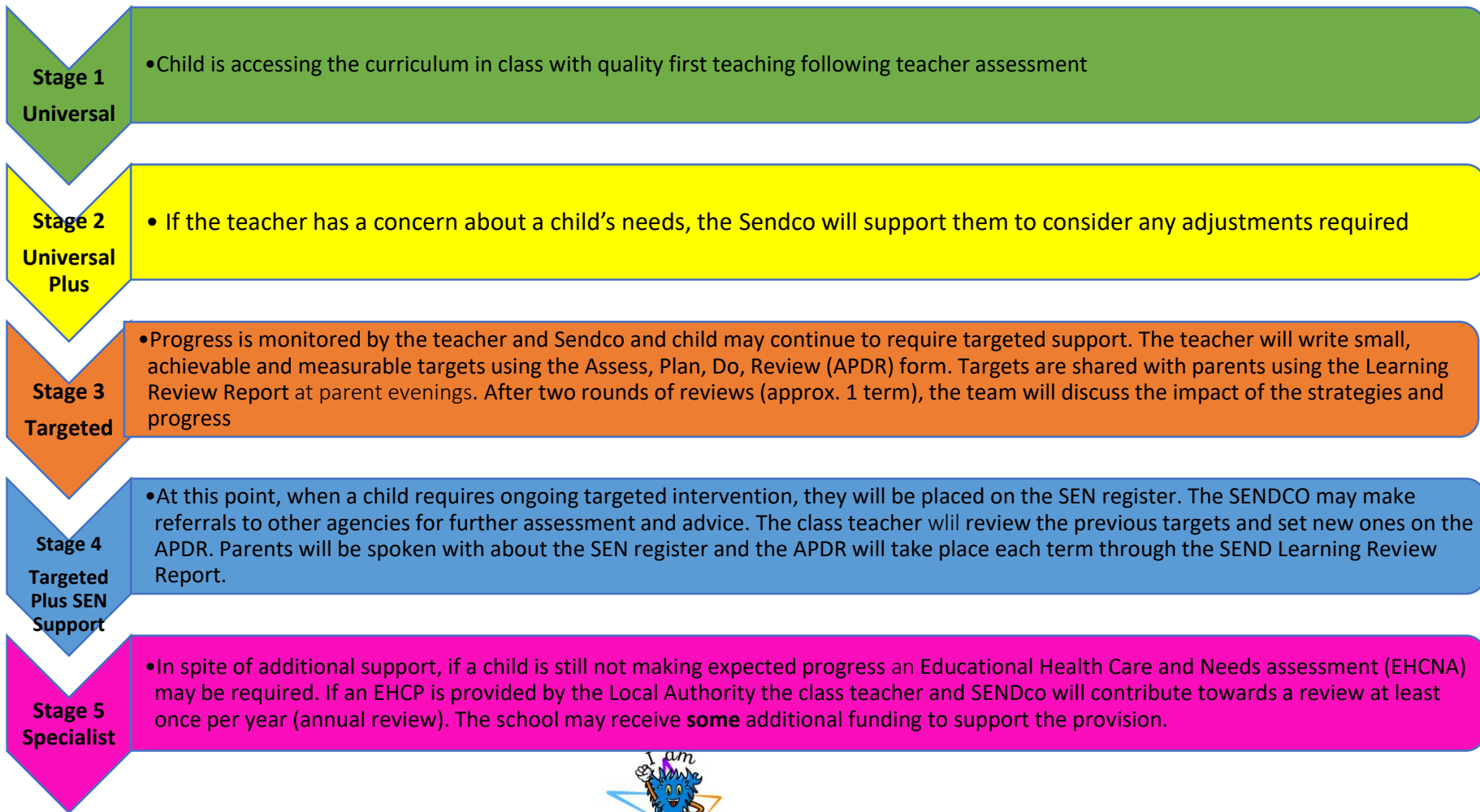
We have a rigorous approach to early identification and work closely with the SENDco and parents throughout the process.

On the next page is a detailed flow chart of the SEND Identification Process





Our Curriculum Intent





Our Curriculum Intent

At Wheelwright Lane we recognise that our parents know their child best. Parents know their child's needs and often know what strategies work well and what doesn't. Our aim is always to work in partnership with our families to provide the right support at the right time. We believe in good communication with parents that is rooted in mutual respect and understanding.

Here are some of the ways we work in partnership with parents of pupils that have special educational needs:

Pastoral
Support
through our
learning
mentor.

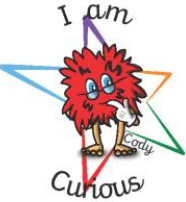
Class teacher
/ sendo face
to face
meetings

Signposting
and referrals
to external
agencies

Termly
Learning
Review
Meetings

Half termly
reviews if
required

Our Curriculum Intent

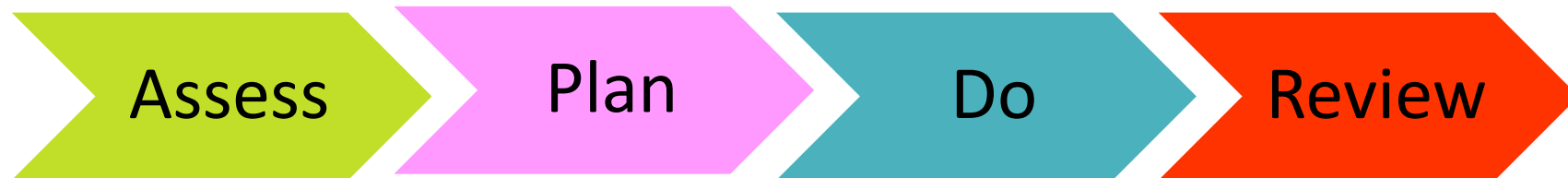


Our Curriculum Implementation

When organising additional support, it is important that we provide children with SEND a broad and balanced curriculum with regular access to all subjects and areas of learning, whilst also supporting them to develop their own independence.

We ensure that teachers and teaching assistants are prepared to meet the needs of children with SEND by providing structured training on a variety of SEND aspects. Whilst teachers are responsible for children's learning, teaching assistants may sometimes provide the necessary support for children with SEND, within the classroom in the first instance.

At Wheelwright Lane we follow the Assess, Plan, Do, Review cycle. This is part of the Graduated Response to SEND. This process is a critical part of understanding pupils needs and what support the child in making good progress.



Our Curriculum Implementation





Our Curriculum Implementation

Under the SEND code of Practice four broad areas of need are given. These are outlined below:

Communication and Interaction Needs

- Speech, language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

Cognition and Learning Needs

- Specific Learning Difficulty (SpLD)
- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD)
- Complex needs

Social, Emotional and Mental Health Difficulties

- Social, Emotional and Mental Health Difficulty (SEMH)

Sensory and/or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

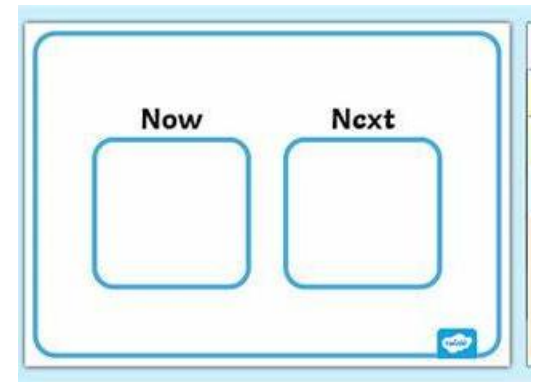


Our Curriculum Implementation

Communication and Interaction Needs

- Speech, language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

Here are some of the adaptations you will see being used at Wheelwright Lane Primary School to support pupils with Communication and Interaction Needs.



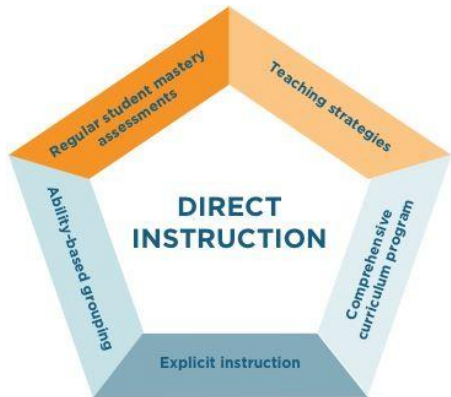


Our Curriculum Implementation

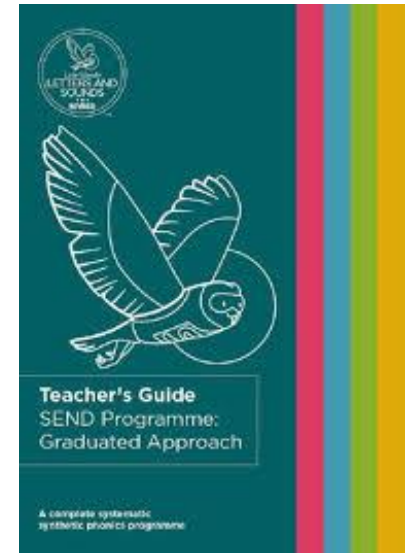


Cognition and Learning Needs

- Specific Learning Difficulty (SpLD)
- Moderate Learning Difficulty (MLD)
 - Severe Learning Difficulty (SLD)
 - Complex needs



Here are some of the adaptations you will see being used at Wheelwright Lane Primary School to support pupils with Cognition and Learning Needs.



PreTeaching





Our Curriculum Implementation

Social, Emotional and Mental Health Difficulties

- Social, Emotional and Mental Health Difficulty (SEMH)



Here are some of the adaptations you will see being used at Wheelwright Lane Primary School to support pupils with SEMH needs.



EMOTION COACHING

Attend to the emotion
acknowledge somethings wrong

01

SAY

"Whoa! I can tell something's up right now"

Name the emotion
Put the emotion your child's experiencing into words

02

SAY

"You look really mad" or "you seem disappointed"

Validate the emotion

Remember – all emotions are valid, even if the behavior accompanying them is inappropriate.

03

SAY

"It makes sense that you feel [emotion] because [reason 1], and [reason 2], and [reason 3]"

Meet the Need of the Emotion
Help your child get through the emotion until it passes

04

SADNESS needs comfort
FEAR need safety & security
ANGER needs patience & boundaries



Figure 2: Wall Posters of the Zones





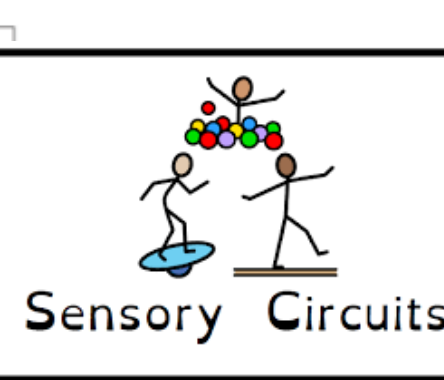
Our Curriculum Implementation

Sensory and/or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)



Here are some of the adaptations you will see being used at Wheelwright Lane Primary School to support pupils with Sensory/Physical Needs.



Bespoke Curriculum Pathways



Some pupils will make small steps of progress over a long period of time. At Wheelwright Lane we recognise the importance of delivering a curriculum that supports small steps. Some pupils may need to access alternative curriculum pathways that are specifically adapted to their individual needs. Pupils that are neurodivergent will sometimes progress along an alternative curriculum strand to their peers. We can use our curriculum pathways to map pupils small steps of progress over time and celebrate our pupils achievements. Our Inclusive Curriculum pathways sit alongside advice and specific targets from external partners such as speech and language therapists, occupational therapists and educational psychologists, enabling a holistic approach.

PSHE Pathway – Progress Mapping for
SEMH, Sensory needs and Communication
and Interaction



Resilience
Emotional regulation
Behaviour
Relationships and social interaction
Sensory processing

Cognition and Learning and Communication and
Interaction Pathway – Progression Mapping

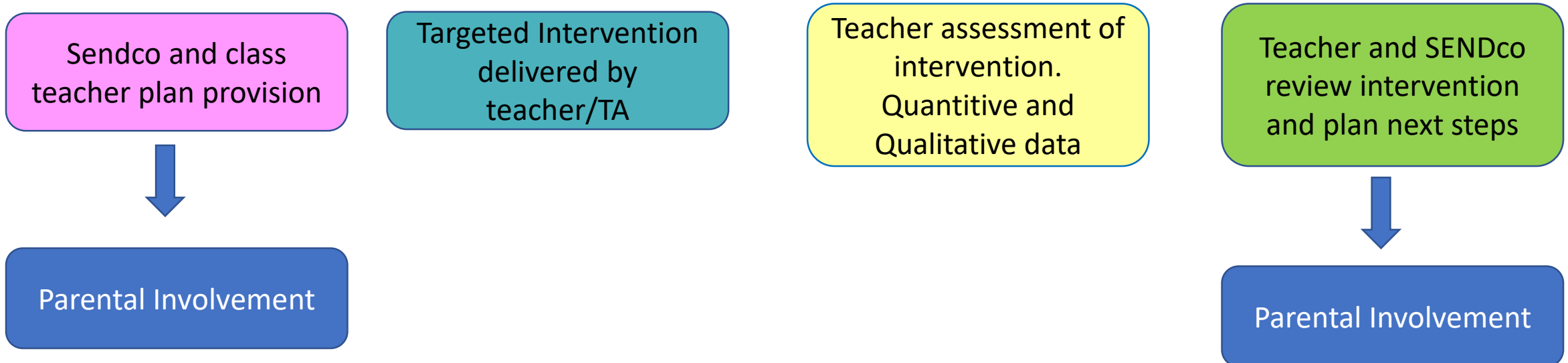


Speech language and social
interaction
Literacy and Numeracy
Memory and Thinking skills

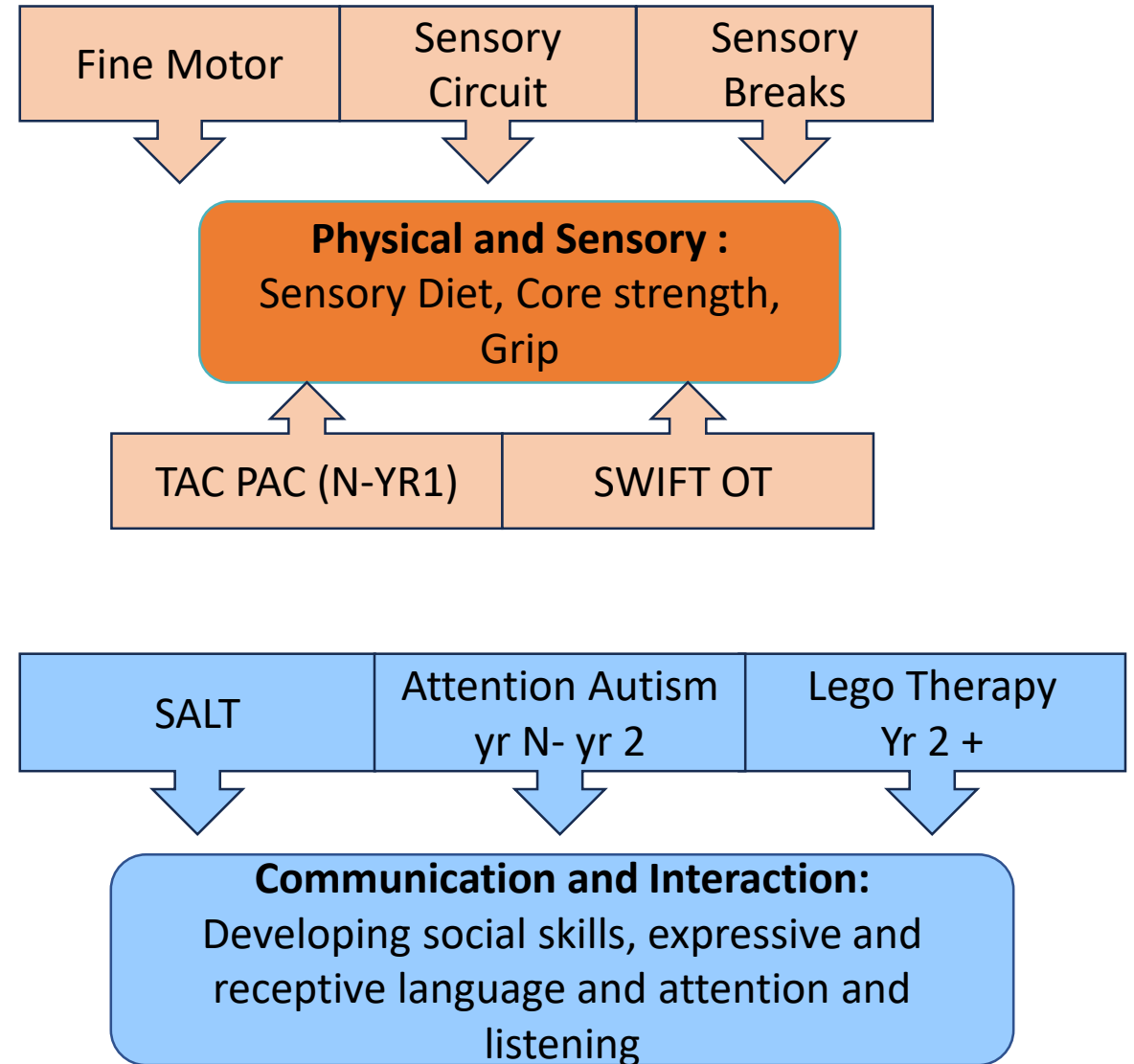
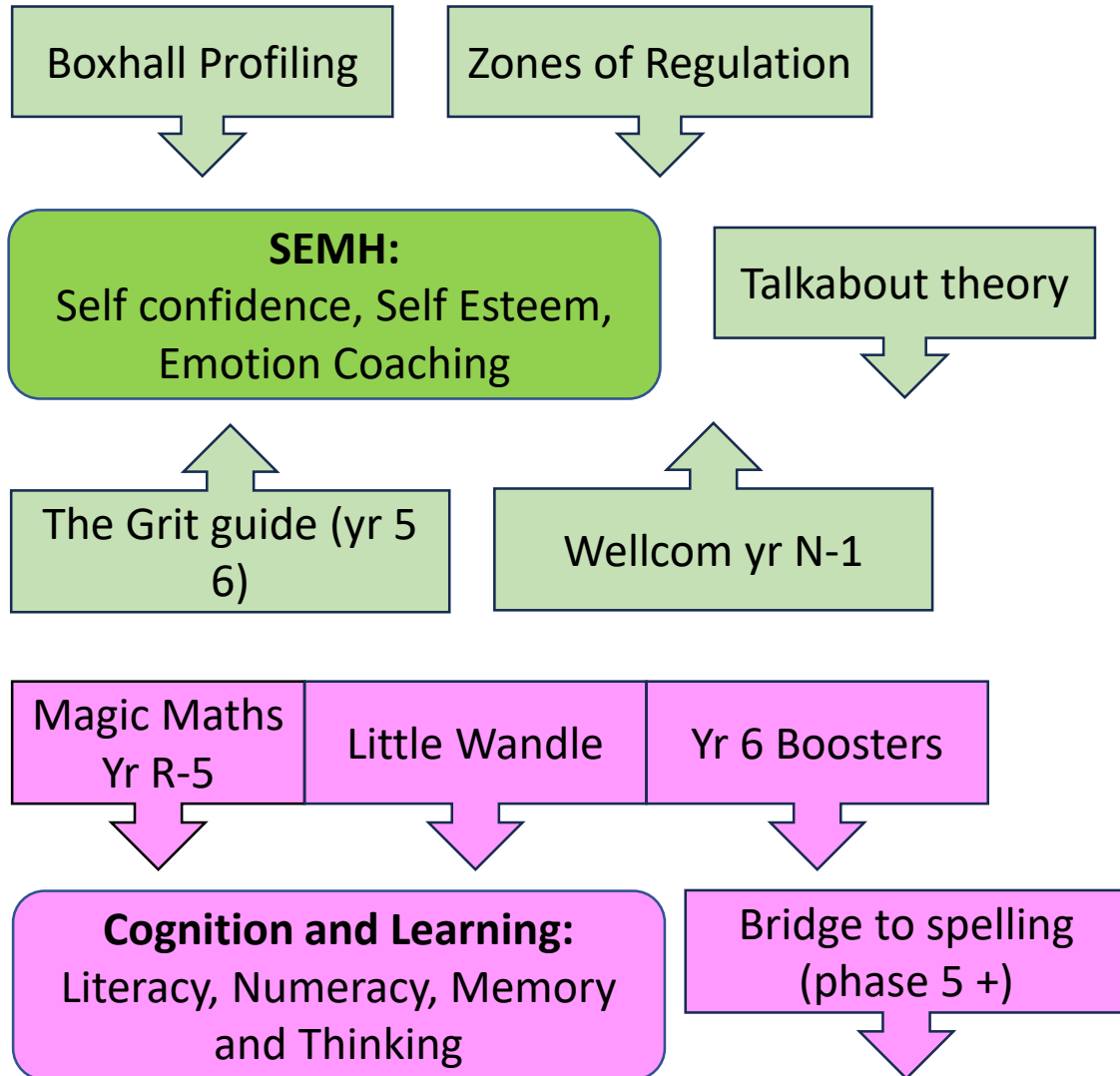
Our Curriculum Impact



We recognise that pupils with Special Educational Needs will often have a 'spikey' profile. This means that they will have strengths and challenges in different areas of the curriculum. Pupils that are in receipt of Stage 3 / 4 Targeted support will be receiving intervention sessions. Interventions are ordinarily assessed at the end of a block of teaching by the class teacher. This may be 6 -8 weeks depending on the intervention. The SENDco will have an overview of targeted support for children with special educational needs and parents will be involved at various check points.



Our Curriculum Interventions



Our Curriculum Impact



At Wheelwright Lane we recognise that some children will need adaptations to the curriculum in order to achieve their full potential. We pride ourselves on our knowledgeable and skilled staff with pedagogy and research at the heart of our teaching and learning. We know that children learn at different rates and may be at a different stage in their learning to their peers. We engage with external agencies such as specialist teacher service (STS), CAHMS and the Educational Psychology Service (EPS) to guide us with our inclusive practice. In addition to this we are a trauma informed school, understanding the Adverse Childhood Experiences (ACE) that can impact children's learning. We recognise that some children may need short term interventions and booster to support their learning, whilst other children may require a more bespoke curriculum. Take a look at how we assess children with additional or special education needs (SEN)

SEND Learning Review Report

Some children will require a Personalised Education Plan which outlines small steps towards a goal. This will outline what support we will provide, how we will adapt the curriculum and any strategies suggested by external professionals. This document captures a holistic view of a child.

Font Paragraph

Core Subject Targets

Reading	For read with fluency, taking account of punctuation
Writing	For use conjunctions in sentences
SPaG	For use full stops and capital letters consistently
Maths	For use multiplication and division facts for the 2, 5, 10 times tables

EHCP / Wave 2 Targets

Target	Strategies	Target met
Target 1	1 will be able to sit on the carpet for 10 mins 3 times out of 5	Y/N
Target 2	1 will be able to sit on the carpet for 10 mins 3 times out of 5	Y/N
Target 3	1 will be able to sit on the carpet for 10 mins 3 times out of 5	Y/N

Positive / Core Development

Progress for SATs Nov 2024

Learning Behaviours

Being Brave	Being Resilient	Being Responsible	Being Collaborative	Being Calm

School Readiness

Personal	Attending	PE kit	Uniform

Attendance

APDR Document

We capture the Assess Plan Do Review Cycle using the APDR document. This will include Targets, Strategies and Provision put in place to support your child to progress

Assess Plan Do Review

Intervention Plan: Date: Review date:

To be used in conjunction with termly Learning Review Report.

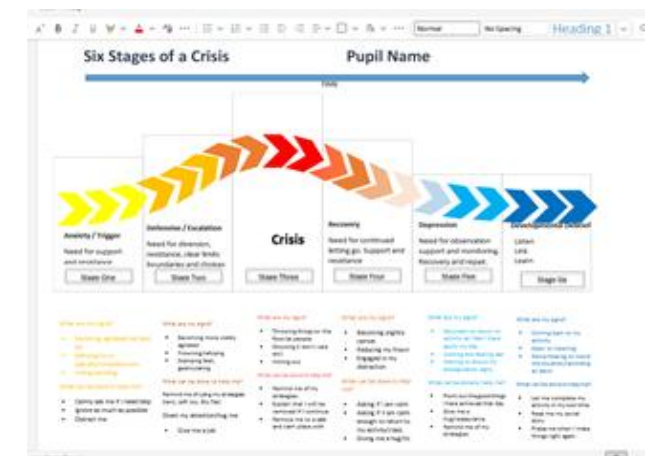
My small steps targets	Intervention Type	Frequency	How will we know when the target has been met? Success criteria	Progress and impact How my teacher thinks I got on Exit data and comment	How did I get on? Highlight	Next steps and agreed actions
					Beginning Developing Secure	
					Beginning Developing Secure	
					Beginning Developing Secure	

Review meeting Log

Date	Sendko comment

Stages of Crisis

For some children, managing big emotions can be difficult. Our Zones of regulation help identify strategies for coping with different feelings. Some children may require a Positive Intervention Plan (PIP) that clearly outlines the stages before a crisis arises and how adults and the environment can support de-escalation.



Links and Appendices



SEND Learning Review Report

Some children will require a Personalised Education Plan which outlines small steps towards a goal. This will outline what support we will provide, how we will adapt the curriculum and any strategies suggested by external professionals. This document captures a holistic view of a child.

[SEND End of year report template 2025.docx](#)

APDR Document

We capture the Assess Plan Do Review Cycle using the APDR document. This will include Targets, Strategies and Provision put in place to support your child to progress

[Assess Plan Do Review Intervention.docx](#)

Stages Of Crisis

For some children, managing big emotions can be difficult. Our Zones of regulation help identify strategies for coping with different feelings. Some children may require a Stages of Crisis plan that clearly outlines the stages before a crisis arises and how adults and the environment can support de-escalation.

[Stages of crisis.docx](#)

Pupil Voice

We firmly believe in capturing our children's voice. This gives children a sense of ownership of their learning and empowers them to make choices about how we can support their learning. We like to celebrate successes and build targets in collaboration with our children!

[Child's Reflection of the Year.docx](#)

Intervention Log Document

Adults that work with children during interventions will log information related to a child's learning. This is then used to support the APDR document

[Weekly Intervention Assessment Log.docx](#)

Stage on a Page

We use the 'stage on a page' to capture the progress journey of children following either the Green or Pink pathways. Here we record their 'stage' of development from 1 - 12

[Stage on a Page - Individual Child .docx](#)