



# Wolsey House Primary School

## SEND Information Report

### Introduction

Welcome to our SEND Information Report, which forms part of the *Leicester Local Offer* for learners with Special Educational Needs and Disabilities (SEND).

All governing bodies of maintained schools and nursery schools, and the proprietors of academy schools, have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND.

At Wolsey House Primary School, we are committed to working collaboratively with all members of our school community. This Local Offer has been produced in partnership with Leicester City Council and local schools.

We welcome feedback and contributions from parents, carers, and pupils to support the ongoing review of our provision.

### Key contacts:

- **SEND Governor:** Mrs Bhavini Raikundalia
- **SENDCos:**
  - Mrs Julie Cooper-Marsh
  - Miss Leanne Watts (on maternity leave from October half term)
- **Headteacher:** Mr Steven Powell

All can be contacted via the school office on **0116 266 7566**.

Mrs Cooper-Marsh can also be contacted directly on **07398 694517**.

### What kinds of SEND do we provide for?

We cater for children across the four broad areas of need:

- **Communication and Interaction** (e.g. Autism Spectrum Disorder, speech and language difficulties)
- **Cognition and Learning** (e.g. dyslexia, dyspraxia, dyscalculia, moderate learning difficulties, global developmental delay)
- **Social, Emotional and Mental Health (SEMH)** (e.g. ADHD, attachment difficulties, anxiety, emotional dysregulation)
- **Sensory and/or Physical Needs** (e.g. hearing impairment, visual impairment, mobility needs)



## The Foxes – Internal Alternative Provision

Wolsey House Primary School has a well-established **Internal Alternative Provision** known as **The Foxes**, which caters for pupils with the highest levels of need.

The provision consists of **two classes**:

- **The Foxes Class** – for children requiring a highly structured, small-group environment with clear routines and specialist teaching.
- **The Golden Room** – a **sensory-based, play-led provision** for children who benefit from a lower-arousal, semi-formal curriculum with opportunities for regulation and communication development.

The Foxes operates in the same way as a **Designated Specialist Provision (DSP)**. Children access a **personalised curriculum**, combining elements of the *semi-formal* and *formal* curriculum pathways, according to their individual EHCP outcomes and developmental needs.

Where appropriate, pupils also integrate into **mainstream classes** for parts of the day to promote inclusion, confidence, and generalisation of skills. The provision is supported by experienced SEND teachers, specialist teaching assistants, and our ELSA.

## How do we identify and assess the needs of pupils with SEND?

Children with SEND are identified through one or more of the following routes, as part of the school's *graduated approach* to monitoring progress:

1. **Early Monitoring Process (EMP):**  
The progress of every child is reviewed regularly through pupil progress meetings. Where a child is not making expected progress despite Quality First Teaching, the class teacher and SENDCo discuss next steps and agree actions. Parents are informed and involved throughout this process.
2. **Class Teacher Observations and Assessment:**  
Teachers monitor pupils' progress continuously and use both formative and summative assessment to identify emerging needs, in line with the SEND Code of Practice (2014).
3. **Indicators of Concern:**  
Progress may indicate potential SEND when it:
  - Is significantly slower than that of peers from a similar starting point
  - Fails to match or better the child's previous rate of progress
  - Fails to close the attainment gap between the child and peers
4. **Parental Requests:**  
We take all parental concerns seriously and investigate promptly. If difficulties



persist despite high-quality teaching and support, a graduated response is implemented. Following this process, the child may be added to the SEND register at *SEN Support* level.

## Assessments Used

The SENDCo and trained staff may carry out a range of diagnostic or screening assessments, including:

- Baseline assessments in Reception
- Rising Stars assessments (Years 1–6)
- Accelerated Reader (reading age and comprehension tracking)
- British Picture Vocabulary Scale (BPVS)
- Dyslexia Portfolio
- Vernon Graded Spelling Test
- Verbal Fluency and Quick Literacy Checks

In 2023, Miss Leanne Watts completed accredited training in school-based SEND assessments to strengthen the accuracy and consistency of assessment at Wolsey House.

While the school can identify and support special educational needs, we do not offer formal *medical diagnoses*. Parents are advised to consult their GP or a relevant medical professional if they suspect an underlying condition.

## How do we involve families?

We aim to maintain open, positive partnerships with parents.

- Children on the SEND register have **SEND Support Plans** with individualised targets, reviewed termly with parents (usually during Parents' Evenings).
- Parents receive an **annual written report** in the summer term.
- Additional meetings are arranged where needed, and parents are encouraged to contact the SENDCo to discuss concerns at any time.

## How are pupils involved in their learning?

Pupil voice is central to our SEND practice. Children are encouraged to reflect on their learning, share their views on what helps them, and contribute to setting their own targets.

Their strengths, difficulties, and aspirations are discussed during reviews and recorded in SEND Support Plans or Annual Reviews (for those with EHCPs).



## How do we assess and review progress towards outcomes?

Once a child receives SEND Support, they will have specific outcomes that sit alongside their class targets. Monitoring may include:

- Intervention targets
- Element 3 funding documentation
- Individual Behaviour or Positive Handling Plans
- Health and safety documentation (SPOC or medical plans)
- Referrals to outside agencies such as:
  - Speech and Language Therapy (SALT)
  - Educational Psychology (EP)
  - Learning, Communication and Interaction Support Team (LCIST)
  - Primary SEMH Team (PSEMHT)
  - Vision and Hearing Teams (VIT/HIT)
  - School Nursing Team
  - Mental Health Support Team (MHST)

## Moving to an Education, Health and Care Plan (EHCP)

An EHC Needs Assessment may be requested if:

- A child has not made expected progress despite targeted intervention and specialist involvement, or
- The child has lifelong, complex needs that require multi-agency input.

If agreed, an Integrated Assessment Meeting (IAM) is held, leading to a statutory plan which is reviewed annually.

## Transitions

We provide enhanced transition support both *within* school and *to secondary education*.

This may include:

- Additional visits to new classrooms
- Photo booklets and social stories
- Staff handover meetings
- Transition planning meetings with receiving schools



## Teaching Approach and Effectiveness of Provision

Our priority is inclusive, high-quality teaching within the classroom. All teachers are responsible for meeting the needs of pupils with SEND through adaptive teaching, scaffolding, and differentiation.

Interventions are:

- Carefully selected and time-limited
- Reviewed at the end of each block
- Monitored by class teachers and SENDCos for impact

Children are supported to become as independent as possible, with targeted TA support that promotes autonomy rather than dependence.

## Curriculum and Environment Adaptations

Wolsey House is an inclusive school committed to ensuring that all children can access a broad and balanced curriculum. Adaptations may include:

- Visual and tactile learning aids
- Concrete resources and visual timetables
- Access to sensory or quiet spaces
- Specialist seating or equipment

The school maintains an up-to-date **Accessibility Plan** to support ongoing development of physical access.

## Staff Expertise and Training

All teaching and support staff receive regular training on SEND and inclusive strategies. Specialist CPD opportunities include:

- Autism awareness and communication strategies
- Colourful Semantics and Cued Articulation
- Zones of Regulation
- Emotional Literacy Support (ELSA) training
- FunTime
- Restorative Practice



## Access to External Agencies

We work closely with Leicester City Council's specialist teams, including:

- Educational Psychology Service
- Learning, Communication and Interaction Support Team (LCIST)
- Primary Social, Emotional and Mental Health Team (PSEMHT)
- Speech and Language Therapy
- Vision and Hearing Teams
- Early Years Support Team

## Equality of Access

All children are encouraged to participate in enrichment opportunities such as breakfast club, after-school clubs, and educational visits. Reasonable adjustments are made to ensure all pupils, regardless of SEND, disability, or medical needs, can take part.

## Social and Emotional Wellbeing

The school provides a nurturing environment with structured emotional support:

- **ELSA support** (Mr Jim Baker) for 1:1 and small-group sessions
- Daily check-ins and wellbeing interventions led by SENDCo or pastoral staff
- Strong anti-bullying culture and restorative practice approach

The school promotes self-respect, inclusion, and kindness, with reasonable adjustments made to support regulation and positive behaviour.

## Complaints Procedure

We are committed to working collaboratively with parents to resolve any concerns quickly and effectively.

If an issue arises, parents should follow the **school's Complaints Policy**, available on our website.