

# Wirksworth Junior School

## SEND Report – November 2025



SENDCo – Tom Brooks

We have a comprehensive and detailed Wirksworth Junior School SEND policy, November 2025, which is in-line with the following report.

### **Access facilities for children with SEND**

At Wirksworth Junior School We are committed to providing an inclusive and accessible environment for all pupils, staff and visitors. Our site has been designed and maintained to ensure that physical access does not present a barrier to participation or learning.

#### **Site Access**

- The premises are fully accessible, with flat entry points throughout the building to accommodate individuals with mobility needs. However, additional ramp access would be preferable in some areas of the school.
- A designated disabled parking space is available on-site for ease of access.

#### **Facilities**

- One room has been comprehensively adapted as a changing and toileting facility for pupils with physical disabilities. This space is equipped to meet individual care needs and ensure dignity and comfort.

#### **Ongoing Commitment**

- We conduct annual evaluations of our site's accessibility to identify and address any potential barriers to learning. These reviews ensure compliance with statutory requirements and reflect our commitment to continuous improvement.
- Adjustments and enhancements are made promptly where necessary to maintain an environment that supports equal access for all.

#### **Admission Arrangements**

We are committed to welcoming all pupils, including those with Special Educational Needs and Disabilities (SEND) and ensuring they receive the highest quality education and support. Our approach reflects our duty to meet the needs of children within our catchment area and to provide an inclusive learning environment for every pupil.

#### **Policy Framework**

- Our admissions policy follows the guidelines and procedures set by the Local Authority. We work in close partnership with them to ensure fair and transparent admissions for all.

#### **Preparation for Admission**

- When we are informed that a pupil with SEND will be joining our school, we take immediate steps to gain a comprehensive understanding of their individual needs. This includes:
  - Learning needs – to ensure appropriate curriculum access and support.
  - Physical needs – to provide necessary adaptations and resources.
  - Social and emotional needs – to promote wellbeing and positive integration.

#### **Collaborative Planning**

- Prior to the child's start date, we arrange meetings with all relevant parties, including parents/carers, external professionals, and school staff. These discussions

enable us to plan effectively and ensure a smooth transition from Infants to Juniors and then from ourselves to Anthony Gell.

### **Graduated Induction**

- In some cases, we offer a tailored induction programme at the start of the child's entry into school. This graduated approach is designed to meet the needs of the child, their family, and school personnel, ensuring confidence and readiness for full integration. The graduated approach in primary schools is a continuous **Assess–Plan–Do–Review cycle** that ensures pupils with SEND receive tailored support through early identification, collaborative planning, targeted intervention, and regular review of progress.

### **Accessibility and Equality**

We take pride in our inclusive ethos and our commitment to meeting the needs of all pupils, including those with Special Educational Needs and Disabilities (SEND). Equality and accessibility are central to everything we do, ensuring that every child has the opportunity to thrive.

### **Planning and Evaluation**

- Each year, we review the accessibility of our entire environment through both an Equality Plan and an Accessibility Plan. These plans guide our actions to remove barriers and promote inclusion.
- We also monitor and evaluate our SEND provision annually to assess the effectiveness of our strategies and identify areas for improvement.

### **Continuous Improvement**

- If any aspect of provision is found to be less than effective, we take immediate action to address the issue. Our goal is to ensure that all pupils receive the support they need without delay.

### **Inclusive Practice**

- In all aspects of school life, such as educational visits, residential trips and access to additional activities and experiences, we consider the needs of pupils with SEND alongside those of all other pupils. This ensures that no child is excluded or treated less favourably.

### **SEND Figures 2025 – 2026**

EHCP Pupils – 6% compared to 5.3% nationally.

SEN Support – 12% compared to 14.2% nationally.

Overall SEND – 18% compared to 18.2% nationally.

### **EHCPs**

- 2 EHCPs have a primary need of communication and interaction.
- 3 EHCPs have a primary need of Specific Learning Difficulties.
- 3 EHCP = girl
- 2 EHCPs = boys

### **2025 KS2 SATS**

- 25% of pupils with SEND achieved ARE in reading.
- 25% of pupils with SEND achieved ARE in writing.
- 25% of pupils with SEND achieved ARE in maths.

- 0% of pupils with SEND achieved above ARE in reading. 0% in writing and maths.
- Overall, 0% of pupils with SEND achieved ARE in all 3 areas compared to % nationally.

### **SEND by Year Group**

#### **Year 3**

SEN Support – 2  
EHCP – 0

#### **Year 4**

SEN Support – 0  
EHCP – 2

#### **Year 5**

SEN Support – 3  
EHCP – 2

#### **Year 6**

SEN Support – 4  
EHCP – 1

### **SEND Key Priorities: Areas to develop**

- Last year we had 17 suspensions, 14 of these were from children with SEND needs. (2 EHCPs)
- Parents voice that they don't feel pupils with SEND are supported in school well.
- Policy creation needs more involvement from parents and pupils to shape these.
- The school environment is not always meeting the pupils' sensory needs, especially at lunch and break times.

### **Staff Training Since September 2022**

- Whole school phonics training on Little Wandle.
- Zones of Regulation staff meeting
- 3 staff members trained on Lego therapy
- Restorative Justice training.
- PDA training from Autism Outreach.
- Behaviour Management training from Behaviour Support.
- Two TAs on maths hub training for TAs.

### **Staff training since Sept 2023**

- Autism Advocate Training for SENCo and TA.
- All staff Autism training.
- Nurture Leader Training for two staff members
- Two TAs on maths hub training.
- Metacognition staff meeting
- Training on the DCC sensory toolkit and the graduated approach.

### **Staff training since Sept 2024**

- Training on language use from the ISAT.
- Trauma-informed training via DCC virtual schools.
- TAs had a refresher of Little Wandle phonics program.

### **Staff training since Sept 2025**

- 3 TAs trained on the Outdoor learning from DCC Inclusion team.
- Updated the behaviour policy with parents.
- Midday Supervisors have had three training sessions with ISAT in regard to dealing with behaviours and restorative practise.

We have a higher-than-average number of pupils with SEND.

SEND Figures 25/26	% of pupils at Wis Sept 2025	National figures for primary schools Sept 2024-2025
EHCP Pupils	6%	45.3%
SEN Support	12%	14.2%
Overall % of SEND	18%	17.3%

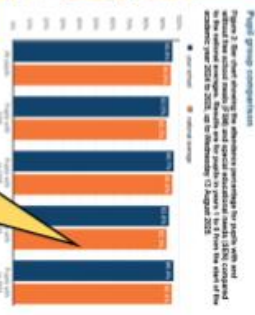
**2025 KS2 SATS**

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We currently have 3 pupils receipt of Inclusion funding, 5 EHCPs. 1 EHCP application in progress.

We apply for funding for 2 more pupils in Y3.



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- 3 EHCPs have a primary need of Specific Learning Difficulties.
- 3 EHCP = girl
- 2 EHCPs = boys

**Number of children with SEND by Year group**

	Y3	Y4	Y5	Y6	Total
SEN Support (K)	2	0	3	4	11
EHCP (E)	0	2	2	1	5

**SEND Key Priorities:**  
Areas to develop

- Last year we had 17 suspensions, 14 of these were from children with SEND needs. (2 EHCPs)
- Parents voice that they don't feel pupils with SEND are supported in school well.
- Policy creation needs more involvement from parents and pupils to shape these.
- Teachers and teaching assistants are not using formative/summative assessment procedures well to ensure that they are matching SEND interventions to the needs of the pupils, and these are positively impacting on the attendance, behaviour and attitudes of the pupils.
- The school environment is not always meeting the pupils' sensory needs, especially at lunch and break times.

SEND attendance is above national SEND attendance.

SEND Pupils: 50% boys 50% girls

50% SEN + PP

**Our SEND Provisions:**

- 6 Teaching assistants
- Attendance Officers
- Restorative Approach
- Nurture groups
- Forest School
- Outdoor Gym
- Speech & Language Therapy
- Lego-based Therapy
- Social stories
- Therapeutic stories
- Rainbow Grammar
- Movement breaks
- Handwriting- Speed up writing.

**Staff training since Sept 22**

- Whole school phonics training on Little Wandle.
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- Restorative Justice training.
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- Behaviour Management training from Behaviour Support.
- Two TAs on maths hub training for Tas.
- Autism Advocate Training for SENCO and TA.
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- Metacognition staff meeting
- Training on the DCC sensory toolkit and the graduated approach.
- Staff training since Sept 2024
  - Training on language use from the ISAT.
  - Trauma-informed training via DCC virtual schools.
  - TAs had a refresher of Little Wandle phonics program.
- Staff training since Sept 2025
  - 3 TAs trained on the Outdoor learning from DCC Inclusion team.
- Updated the behaviour policy with parents

Our largest area of need is **cognition and learning**. Our second largest area of need is **communication and interaction**.

Many of our pupils with SEND need support in more than one area of need. This graph is based on the pupil's most significant area of need.

