

**Waddesdon Village Primary School**  
A Pathway to Excellence

**Special Educational Needs (Information) Regulation Annual Report**  
**September 2025**

<p><b>1. What is the name of your school setting?</b> Waddesdon Village Primary School</p>
<p><b>2. What is your school's/setting Mission Statement?</b> Our vision is centered on a commitment to excellence in learning and to high expectations. We aim to prepare every child for the challenges and changes of the future by giving them the opportunity to achieve the highest standards in their development. We will provide a learning environment where each individual is valued and encouraged to give of their best. We are an inclusive school and every child is celebrated for their uniqueness. We work hard to ensure that we educate and care for the 'whole child' and that their needs are identified and addressed through personalised learning.  We welcome visits to our school to see our values and ethos in action.</p>
<p><b>3. What is your current Ofsted rating?</b> Good</p>
<p><b>4. Where is your school/setting located and what areas does it cover</b> Waddesdon Village Primary School is an average-sized, 1 form entry primary school, with an admissions number of 218. There are currently 215 children on roll. The school serves the village of Waddesdon and surrounding villages.</p>
<p><b>5. Who does your school/setting provide for? (age/SEND type etc).</b> Waddesdon Village Primary School is a mainstream school for children aged 4-11. We are an inclusive environment and we cater for all needs and disabilities that can be met in our mainstream educational setting including cognition and learning needs, emotional, social and mental health needs, communication and interaction needs and sensory/physical needs.</p>
<p><b>6. What is your standard admissions number: 218</b></p> <ul style="list-style-type: none"><li>- <b>How many children do you have on roll: 215</b></li><li>- <b>How many children/young people have a EHC plan in your school/setting: 9</b></li></ul>
<p><b>7. What is your admission criteria and how can children and young people access any specialist provision?</b> Our admissions criteria can be found here: <a href="https://primarysite-prod-sorted.s3.amazonaws.com/waddesdon-village/UploadedDocument/aead9627-bb0d-4080-8a0a-23400c67b355/admission-policy.pdf">https://primarysite-prod-sorted.s3.amazonaws.com/waddesdon-village/UploadedDocument/aead9627-bb0d-4080-8a0a-23400c67b355/admission-policy.pdf</a></p>
<p><b>8. If you are not a Maintained school or Academy what curriculum do you offer in addition to the National Curriculum?</b> N/A</p>
<p><b>9. What is the school's/settings policy for:</b></p> <ul style="list-style-type: none"><li>- <b>Identifying and assessing pupils with SEND?</b></li><li>- <b>Evaluating the effectiveness of its provisions for pupils with SEND</b></li><li>- <b>Assessing and reviewing the progress of pupils with SEND</b></li></ul> <p>A copy of our SEND policy can be found here: <a href="https://primarysite-prod-sorted.s3.amazonaws.com/waddesdon-village/UploadedDocument/318f8201-06bd-4807-8427-480f10e44c4e/send-policy-2025-2026.pdf">https://primarysite-prod-sorted.s3.amazonaws.com/waddesdon-village/UploadedDocument/318f8201-06bd-4807-8427-480f10e44c4e/send-policy-2025-2026.pdf</a></p>
<p><b>10. What is the school's/settings approach for teaching pupils with SEND? eg:</b></p>

- **how does the school adapt the curriculum & learning environment for pupils with SEND?**
- **the additional support for learning that is available to pupils with SEND?**
- **activities that are available to pupils with SEND in addition to those available through the curriculum?**

At Waddesdon Village Primary School we provide a broad and balanced curriculum for all children. The National Curriculum and WVPS curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

Through appropriate curricular provision, we respect the fact that children:

- ✓ have different educational and behavioural needs and aspirations;
- ✓ require different strategies for learning;
- ✓ acquire, assimilate and communicate information at different rates;
- ✓ need a range of different teaching approaches and experiences.

Teachers, with the support of relevant agencies, respond to children's needs by:

- ✓ providing support for children who need help with communication, language and literacy;
- ✓ planning to develop children's understanding through the use of all their senses and of varied experiences;
- ✓ planning for children's full participation in learning, and in physical and practical activities;
- ✓ helping children to manage their behaviour and to take part in learning effectively and safely;
- ✓ helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

At Waddesdon Village Primary School a variety of interventions are used with children both inside and outside the classroom, individually or in a small group.

### **11. What is the support available for improving the emotional and social development of pupils with SEND?**

We promote a sense of belonging and create a safe and predictable environment for our children. We use the Zones of Regulation in school and teach social-emotional skills through this and our PSHE curriculum. We have an Emotional Literacy Support Assistant in school who is also our Mental Health Lead. Outside agencies such as the educational psychology service support teachers and respond to children's needs.

### **12. What equipment and facilities do you offer to support pupils with SEND and how do you secure new equipment and facilities?**

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHC plans. The headteacher informs the governing body of how the funding allocated to support special educational needs has been deployed.

### **13. What arrangements does the school/setting have in place to consult with the following:**

- **Parents/carers of pupils with SEND about the education of their child/young person?**
- **Children/young people about their education?**

We make every attempt to work closely with parents/carers in the support of those children with Special Educational Needs. We encourage an active partnership through an ongoing dialogue with parents/carers. Parents/carers are invited to attend termly SSP (SEN Support Plan) meetings as well as yearly annual review meetings. Parents/carers have much to contribute to our support for children with Special Educational Needs.

Our policy for special educational needs can be viewed on our school website or alternatively, a hard copy can be obtained from the school office. A named governor takes a particular interest in special needs and liaises with staff.

We request, from the parents/carers, permission to involve any outside intervention that we think will be beneficial.

We share the process of decision-making by providing clear information relating to the education of children with special educational needs.

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Early Years Foundation Stage recognises the importance of children developing social as well as educational skills. Children are invited to attend their termly SSP review as well as attending the annual review.

**14. What is the schools/settings Accessibility policy?**

A copy of the school's accessibility plan can be found here:

<https://primarysite-prod-sorted.s3.amazonaws.com/waddesdon-village/UploadedDocument/ca89dedc-24bf-4733-8c3c-c43b7c9f6820/accessibility-plan.pdf>

We are committed to ensuring that children and young people with SEN are enabled to engage with activities available with children in the school who do not have SEN. The school has a range of equipment to ensure access to both the curriculum and the school site. There are disabled toilets, ramps and writing aids. In accordance with the Equality Act (2010), we will make reasonable adjustments to prevent disabled children being put at a substantial disadvantage.

**15. How do the governing body/proprietor involve other bodies (including health, social care, BCC support services, and voluntary and community groups) to meet the needs of pupils with SEND?**

The governing body has due regard to the Code of Practice when carrying out its duties towards all pupils with special educational needs. The governing body does its best to secure the necessary provision for any pupil identified as having Special Educational Needs. The governors ensure that all teachers are aware of the importance of providing for these children. The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs and meets termly with the SENDCo to discuss SEND in the school.

The SEND governor/SENDCo and headteacher ensure that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

**16. How does the school publicise the contact details for the support listed above?**

The SENDCo is named in the school's SEND policy and contact details included.

All Governors can be contacted via the school office.

**17. What is the school's arrangements for pupils with SEND transferring between education providers or preparing for adulthood and independent living?**

The class teacher arranges a meeting with the new head of year for our year 6 pupils. This provides an opportunity to discuss in depth pupils with special educational needs. The pupils SEND file is also handed over to the head of year so that the pupils tutor is informed prior to the child starting school. The pupils visit their new school for a day and meet with their new teachers and form tutor. If a child moves to a new school before transfer to secondary the SENDCo will post their SEND file and speak to their new class teacher/SENDCo on the telephone to ensure all essential information is passed on.

**18. What arrangements are there for training staff in relation to children and young people with SEND and how do you secure specialist expertise?**

The SENDCo identifies training needs in communication with teaching assistants and teaching staff and seeks appropriate courses and training from specialist outside agencies or expertise from other schools.

**19. What is the name, job title, contact details and working pattern for:**

- **Key staff with responsibility for SEND in the school/setting?**
- **The SEND co-ordinator in the school/setting?**

SEND Co-ordinator  
Miss Pauline Cross  
Waddesdon Village Primary School  
School Lane  
Baker Street  
Waddesdon  
Bucks  
HP18 0LQ  
Tel: 01296 651237

**20. Who should I contact if I have a compliment, concern or complaint?**

- **How is the schools/settings complaint procedure made available?**

A copy of the schools complaints policy and procedures can be found here:

<https://primarysite-prod-sorted.s3.amazonaws.com/waddesdon-village/UploadedDocument/d0de7eee-b1bd-494f-85d1-f0845a51a3cb/complaints-and-resolution-procedures.pdf>