

Kiwi Primary School
Parents SEN Handbook



2025-2026

Staff/External links

SENCo: Jen Edgington-Cole

INCo: Dom Haydn-Davies

Resource Base Manager: Natalie Atkiss

SEND Leader worker: Karen Halden

Link Speech and Language Therapist: Isobel Carretta

Acronyms

SEND – Special Education Needs and Disability

LA – Local Authority

EHCP – Education Health Care Plan

EHCNa – Education Health Care Needs assessment

DaD panel – Discussion and Decision panel

AP – Alternative Provision

OPP – One page profile

SSP – SEND support plan

SMART targets – Specific, Measurable, Achievable, Realistic, Timely

EAL – English as an Additional Language

SEMH – Social, Emotional and Mental Health

BSS – Behaviour Support Service

SALT – Speech and Language Targets

OT – Occupational Therapy

EP – Educational Psychologist

ASC – Autism Spectrum Condition

ADHD – Attention Deficit Hyperactivity Disorder

PDA – Pathological Demand Avoidance

ODD – Oppositional Defiance Disorder

MLD – Moderate Learning Disability

GLD – Global Learning Delay

SpLD – Specific Learning Disability

SLD – Severe Learning Difficulties

SLCN – Speech, Language and Communication Needs

VI – Visual Impairment

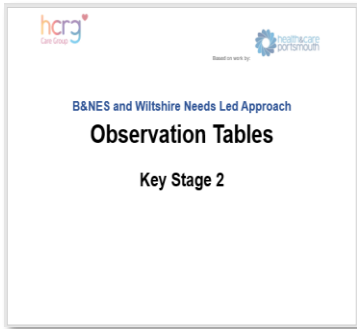
HI – Hearing Impairment

MSI – Multi-Sensory Impairment

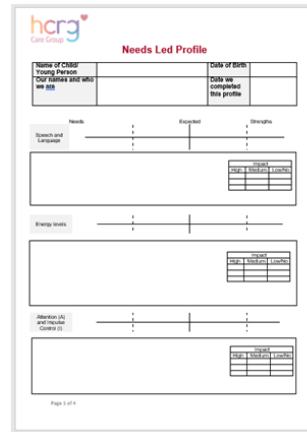
PD – Physical Disability

Referrals and Processes

ASD/ADHD – this goes through HCRG. Wiltshire now follow a Needs Led Approach which aims for a child's needs to be met without a need for diagnosis. Both school and home identify the strengths and areas for development for a child and an action plan is created from this. Following the assess, plan, do, review cycle this is completed a further two times. If the child's needs are still not being met then the SENCo will send all the relevant information to HCRG. Occasionally HCRG and ourselves may feel that a child's needs are being met through the action plan and will not seek an official diagnosis. Below are some of the documents that would be used in the Needs Led Approach. (See Appendix A for a letter for Parents from HCRG).



Observation Tables (for child's developmental level)



Profile

Speech and Language - this goes through HCRG. For this to be completed the class teacher and/or SENCo must fill in the 'request for support' form and the 'GRSS quick checker' for the right age group along with the 'Wiltshire Primary Communication tracker' – this includes the speech sounds sheet. The parents must then complete the 'background information' form. This will then be given to the SENCo who will email this to HCRG. School and parents should receive a letter to say whether they have been accepted onto the service.

EHCNa – This is completed by the SENCo through the online form on Wiltshire's Local Offer page. Evidence is gathered and at least 2 cycles of SEND support plan have been completed (this will take 6 months). Parent's views are gathered along with the child's (the class teacher/TA will be asked to complete this). Data is collected and used to support along with a costed provision map created by the SENCo. This document shows how much provision the school is providing and how much it would cost. The process is as follows:

- EHCNa is received by the LA.
- Within 6 weeks DaD1 panel decide if they will go ahead with assessment. Both parents and SENCo receive a letter to give a date to gather evidence by.
- Within 16 weeks more evidence will be gathered by professionals including an EP and it will go to DaD2 who will decide whether to issue an EHCP.
- The LA will send a draft plan and consults where it can be discussed and agreed with parents.
- By 20 weeks a School has been named and the EHCP is in place.

Resource Base – For children to join the Resource Base, they must have an EHCP which states that a Resource Base is the correct learning provision for them. The Resource Base Manager will receive a consult from the Local Authority which would be based on either Parental preference or the closest suitable setting. The Resource Base Manager will read through the documentation provided to see if the child would be suitably placed in the Resource Base. If it is agreed, a start date is given and a place is offered. Currently the maximum number of children for the Resource base is 30.

SEN Register

A child is added to the SEN register when they are receiving any level of SEN support, starting from Wave 1 and above. This helps us to ensure that their individual needs are recognised and supported appropriately. Parents and carers will receive a letter informing them if their child has been added to the SEN register. It is a legal requirement for schools to record any SEN support a child receives, and this record helps us to plan, monitor, and review their progress effectively. It is a flexible document – children may be added or removed based on their current needs and the level of support required.

Provision

Most children within school are able to access their learning through Quality First Teaching strategies or Wiltshire's Ordinarily Available Provision for All Learners (OAPAL). <https://localoffer.wiltshire.gov.uk/article/7638/OPAL-Introduction> Some children require a higher level of support and children will be placed onto a wave and provision will be set out accordingly. The table below shows the different waves of support. (See Appendix B for documentation)

Wave	Level	Documentation	Monitoring and Review	Progress
0	Concerns List	Concerns form and a triage response from the Inclusion Team	Inclusion team to decide on appropriate wave of support or to continue to monitor. Parents and teachers can complete concerns forms.	Progress: Monitor on concerns list No progress: Move child to Wave 1 and added to the SEN register.
1	Individual Education Plan	One Page Profile Individual Education Plan	Frequent reviews of targets (minimum of 3 times a year) Targets and provision are monitored by the Inclusion team through Drop ins and Inclusion progress meetings with teachers.	Progress: Maintain at IEP level. No progress: significant barriers and not supported by OAPAL provision move to SEND Support Plan
2	SEND Support Plan	One Page Profile SEND Support Plan	Frequent reviews of targets (minimum of 3 times a year) Targets and provision are monitored by the Inclusion team through Drop ins and Inclusion progress meetings with teachers.	Progress: Maintain at SEND Support Plan No progress: significant needs and not supported through SEND Support Plan move to high needs
3	SEND Support Plan High Needs	One Page Profile SEND Support Plan	Frequent reviews of targets. (minimum of 3 times a year) Targets and provision are monitored by the Inclusion team through Drop ins and Inclusion progress meetings with teachers.	Progress: Maintain high need provision on SEND Support Plan No progress: unable/struggling to access mainstream classroom provision make EHCNa application.
4	EHCP	One Page Profile EHCP EHCP provision breakdown Individual Education Plan	Frequent reviews of targets. (minimum of 3 times a year). Annual Review held with parents. Targets and provision are monitored by the Inclusion team through Drop ins and Inclusion progress meetings with teachers.	Progress: Continue to provide EHCP No progress: consider change of provision, consider unmet needs and how to support them.

FAQs – What to do if...

I think my child may need more support – Discuss with the class teacher as to what your concerns are and they will offer you a Concerns form to complete. When this is returned the Inclusion Team will triage it and decide on the outcomes. Your child may be added to a Wave of provision or added to the Concerns/Monitor list. You will be informed of the outcome. Access Wiltshire OPAL to see what support you can give your child at home. Look on the school website in the Inclusion/SEN section for resources to support at home.

I thought my child was on the SEN register but they aren't – Speak to the class teacher to find out or email the Inclusion Team. They can confirm what Wave your child is on or if they are being monitored on the Concerns list.

I think my child may have ASC/ADHD – The class teacher will use a range of assessments and strategies to support the child while completing the Observation tables from the Needs Led Approach. A copy of the Observation Table will also be given to yourself to complete. If after the monitoring period and evidence gathering there are needs that are not being met then the SENCo will discuss the Needs Led Approach with yourself and will create an action plan.

My child is not making much academic progress/seems significantly behind their peers – Discuss your concerns with the class teacher where you can complete a Concerns form. Children's progress is closely monitored and addressed by staff when necessary.

My child with an EHCP isn't coping and they need a change of provision – Speak to the SENCo or Inclusion Team and it may be decided to bring the annual review forward (it has to be at least 3 months since the previous annual review). Continue to build evidence to support the change in provision and the SENCo will seek Professional advice.

Important contact details/links:

SENCo/Inclusion team email: sen@kiwi.wilts.sch.uk

Wiltshire Contacts

Wiltshire Local Offer: <https://www.wiltshire.gov.uk/local-offer>

Wiltshire Single Point of Access: 01225 712620

Wiltshire EHCNa support: EHCAssessmentteam@wiltshire.gov.uk

Wiltshire EHCP support: EHCPEastteam@wiltshire.gov.uk

HCRG Single point of Access:

vcl.wiltshirespa@nhs.net

<tel:03002470090>

<https://wiltschildandfamily.co.uk/>

Appendix A – Information on Needs Led Approach



Bath & North East
Somerset Council



Needs Led Approach- Information for Families



We have provided this information because you are wondering whether you or your child is showing signs of neurodevelopmental differences. You might have had a conversation with a health professional or teacher about using a Needs Led Approach to support any needs you or your child has.

We would like to tell you more about the approach and where to find out more information and access support.

The Needs Led Approach has been developed with families, children/ young people and education settings to:

- help understand more about a person's strengths and needs
- help understand how to help

Who Completes the Approach?

A Needs Led Approach will usually be completed with home and school together. All education settings/ schools are able to access free training and resources to use this approach. If your child is not in an education setting, the Parent Carer forums will be able to support you to use a Needs Led Approach. Please see below for details. GPs do not make direct referrals into HCRG Care Group for suspected neurodevelopmental conditions.

What if my Child Needs a Referral for a Diagnostic Assessment?

We hope that a Needs Led Approach will help to support you/ your child. It will help everyone to understand whether an assessment will meet the needs that have been identified.

How do I find out more?

Support for understanding more about how the profile works is available here:

- Wiltshire: <https://wiltshirechildrensservices.co.uk/services/neurodevelopmental-pathway/>
- B&NES: <https://bathneshealthandcare.nhs.uk/services/neurodevelopmental-pathway/>









For Wiltshire families who would like to find out more, please email ndi@wiltspcc.co.uk. You can also call Wiltshire Parent Carer Council on 01225 764647 and choose the ND pathway option. This telephone option runs on Wednesdays and Fridays.



For B&NES families who would like to find out more, please contact the B&NES Parent Carer Forum ND Support Line. The line operates a callback system. Parent carers can call 01761 502515 and leave a message. The email address is ndsupport@banespcf.co.uk.

care.think.do.
WE CHANGE LIVES BY TRANSFORMING HEALTH AND CARE.


Appendix B – Wave Documentation One Page Profile

		<p><i>replace with image of their favourite character</i></p>
<p>Class/Year group</p>	<p>Name</p>	<p>Last updated</p>
<p>I have a One Page Profile because...</p> 	<p>I have a One Page Profile because:</p> <ol style="list-style-type: none"> 1. 2. 3. 	
<p>I am good at:</p> <ol style="list-style-type: none"> 1. 2. 3. 	<p>What I am good at</p> 	
<p>What makes me happy</p> 	<p>These things make me happy:</p> <ol style="list-style-type: none"> 1. 2. 3. 	
<p>This is how best to help me:</p> <ol style="list-style-type: none"> 1. 2. 3. 	<p>How to support me</p> 	

Concerns Form

Concern Profile	Child	Class	Severity of Impact of Concerns
Cognition and Learning Needs	Communication and Interaction Needs	Social and Emotional Needs	Physical or Sensory Needs
Learning skills	Attention and focus	Social skills	Physical Impairment
Difficulties with early cognitive skills including: <ul style="list-style-type: none"> • Matching • Sorting • Sequencing • Ordering • Basic pattern making • Discriminating between sounds. 	Easily distracted. Struggles to switch attention between sources – single channelled attention. Limited ability to sustain attention or focus on a task, topic or person. Poor listening skills.	Difficulties forming or maintaining relationships with peers. Struggles with basic social skills such as turn taking, waiting or working in a group.	Concerns about physical impairment which affects mobility or functionality in daily life.
Reading and writing	Receptive language	Emotional literacy	Sensory Impairment
Concerns about slow or no progress in phonics, reading or writing. Specific difficulties relating to reading, spelling or writing.	Concerns about understanding of spoken words and instructions (taking into account English as an Additional Language).	Concerns about difficulties: <ul style="list-style-type: none"> • Recognising or understanding emotions • Expressing emotions in an appropriate way 	Concerns about a hearing impairment, a visual impairment or other sensory impairment.
Number and maths	Expressive language	Emotional regulation	Physical co-ordination
Concerns about slow or no progress in maths. Difficulties with understanding basic number concepts.	Concerns about spoken language: <ul style="list-style-type: none"> • Being unclear • Limited vocabulary • Below age-related expectations 	Concerns about: <ul style="list-style-type: none"> • Reactions being bigger than needed • Reactions being socially or situationally unacceptable • Inappropriate behaviours • Withdrawn, aggressive, challenging, disruptive or disturbing behaviours 	Concerns about difficulties with: <ul style="list-style-type: none"> • Basic movement skills • Balance • Co-ordination • Fine motor skills
Information processing	Social communication	Mental health	Sensory processing
Concerns about: <ul style="list-style-type: none"> • Memory • Ability to follow instructions • Making links to prior learning • Organisational skills 	Concerns about: <ul style="list-style-type: none"> • Understanding of social situations • Ability to communicate when anxious or worried • Interpretations of rules • Understanding of social expectations 	Concerns about levels of anxiety, depression or self-harm.	Concerns about regulating or processing sensory information. Over-or-under sensitive to sensory input.

Individual Education Plan

	<h3 style="margin: 0;">Individual Education Plan 'Being ambitious'</h3>			
Area of Need	I need help to	Name Class	Support wave	Start date
		Success Criteria	I can	Ambitious Target
			I can	
			I can	
Target	Provision	Week 1	Week 2	Week 3
I can				Week 4
I can				Week 5
I can				Week 6
General provision				
Notes	For monitoring purposes record the relevant code below in the week to indicate the provision was in place (eg 3 x per week, 3 x numbers of engagement level). A = child absent R = refused to engage P = participated E = engaged S = secure			
Target	Review	Next Step		

SEND Support Plan



Assess, Plan, Do and Review Cycle 1

Date started:

Review date:

Summary of long-term outcomes:
(Based on what I find difficult)

-
-
-

<p>Assess</p> <p>Needs (Barriers to learning)</p> <p>Assessment data (attainment/levels of development)</p>	
<p>Plan</p> <p>Outcomes for this term (These should be SMART: Specific, Measurable, Achievable, Relevant and Timebound with a review date)</p>	
<p>Do</p> <p>Provision delivered</p> <p>Specific Activity (What, when with whom, group size, how often)</p>	
<p>Review</p> <p>Exit data/progress made/date</p> <p>Reflection and review</p>	

Child's Name

5



Everyone's views on what's working well or not working

What is working

What is not working

Child/young person's views

Parent views

Setting views

Professional views - including name, service, date and type of involvement (visit and report, remote individual consultation, surgery discussion)

Next steps

Feedback from child or young person at review:

Feedback from parents/carers at review:

Child's Name

6

EHCP Provision Breakdown



EHCP Provision breakdown

Pupil: Year: Primary Need: Banding:

	Provision	Deployment	Duration/ Frequency	Ratio
1	C&L -			
2	C&L -			
3	C&L -			
4	C&L -			
5	C&L -			
6	SEMH -			
7	SEMH -			
8	SEMH -			
9	P&S -			
10	P&S -			
+				

This Overview must be used in conjunction with the EHCP to see the, Needs, Outcomes and the suggested resources