



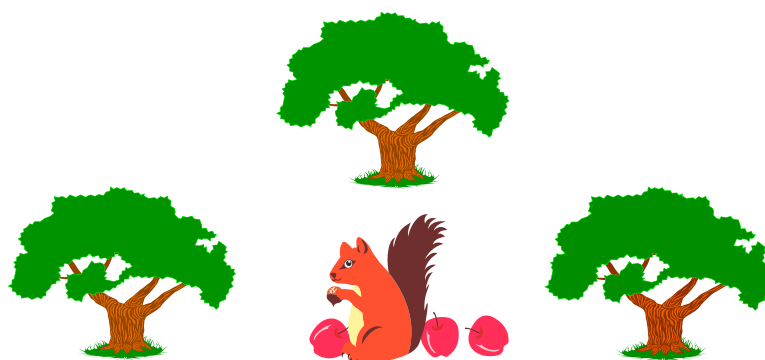
Ainslie Wood Primary School

Chingford

E4 9DD

SEND Information Report

2025-2026



**Ainslie Wood
Primary School**

Part of our Special Education Needs and Disability Provision
The 0-25 Special Educational Needs and Disability Reforms 2014
To be read in conjunction with the Special Educational Needs and Disability Policy



Ainslie Wood Primary School

How we support children/young people with special educational needs or disabilities:

Our vision	Our SEND vision is: To be a school where every child — regardless of their starting point, background, or need — belongs, thrives, and is empowered to achieve their personal best
Type of school-	Ainslie Wood Primary School is a mainstream two-form entry primary school with a nursery. Our school includes pupils 3 – 11 years of age.
Our Ofsted rating	Our Ofsted rating (July 2023) was Outstanding in Personal Development and Good in all other areas.
What kind of Special Educational Needs are provided for at Ainslie Wood School	Ainslie Wood School currently provides support for children with the following areas of need; • communication and interaction, • cognition and learning, • social, emotional and mental health needs, • physical and/or sensory. All support is offered within our mainstream setting. We do not have a resourced provision for any area of need.
How we know if a child has special educational needs What should a parent do if they think their child may have special educational needs?	The progress of all pupils is monitored regularly by class teachers, the leadership team, and the senior leadership team. When a pupil is not making expected progress in a particular area of learning, or with their social and emotional development, the school can quickly identify the need for additional support. Needs are identified through assessment, whole school tracking and/ or observation. This is discussed with parents/carers and the pupil to agree on next steps. For pupils joining Ainslie Wood from other schools in England who already have identified special educational needs, relevant information and records are requested from their previous school to ensure continuity of support. If parents or carers have concerns that their child may have special educational needs, they should initially make an appointment with the class teacher to discuss their concerns. This may then result in a referral to the school's SENDCo, Miss Hutchinson, as appropriate, to determine the most effective support.
What we do to help children	At Ainslie Wood, the class teacher has the highest possible expectations for every pupil in their class. Special educational needs are most often identified

**with special
educational
needs**

either by the class teacher or by parents/carers who raise concerns about their child's progress, development, or well-being.

If a parent or carer is concerned about their child, they should first speak to the class teacher. Parents may also contact the school's SENDCo, **Miss Ella Hutchinson**, by booking an online appointment, calling, or emailing the school office.

All teaching at Ainslie Wood builds on what each child already knows, can do, and understands. If a pupil is experiencing difficulties with learning, the class teacher will plan differentiated teaching approaches and put in place targeted strategies to ensure that the pupil remains fully included in class learning alongside their peers.

Where additional intervention is required to enable a child to make expected progress, this will be discussed with parents so that an appropriate support plan can be agreed. If a pupil is identified as having a Special Educational Need that requires additional support, this will also be discussed with parents, and the pupil will be added to the school SEND Register.

A **Pupil Profile** will be created, outlining the child's individual needs, strategies, and interventions in place to support them. Pupil Profiles are reviewed, updated, and shared with parents each term as part of the **Assess–Plan–Do–Review** cycle.

The school's Provision Map details the range of interventions available and identifies the specific support a pupil will receive and who will deliver it. The impact of this support is monitored continuously, and adjustments are made as needed. The progress of all pupils receiving additional support is reviewed termly to ensure that the provision in place is effective.

Our Inclusion Team provides targeted support and interventions, including:

- Specific interventions for Maths and English
- Small-group and/or 1:1 support focused on:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional, and mental health needs
 - Physical and/or sensory needs

Our **Leader of Wellbeing and Pastoral Support** and **Designated Safeguarding Lead, Philippa Ioannou**, provides support for pupils and families with social, emotional, and mental health needs. Where appropriate, she may liaise with or refer to external services, such as Early Help.

	The Deputy Headteacher Mr Poulton also acts as the Designated Teacher for Looked After and Previously Looked After Children (LAC/PLAC) to ensure that their individual needs are met and that they receive coordinated support across school and external agencies. Our Medical Lead, will provide support for pupils with medical needs. The school nurse will also provide support to pupils, families and staff through drop in sessions on a monthly basis. All pupils on the SEND register have a Pupil Profile detailing their areas of strength, need and progress towards identified outcomes. In addition, pupils working from an existing Education Health and Care Plan (EHCP) have individualised, person centred plans, which are created in partnership with the parent, the SENDCo, the class teacher and the pupil. We strive to ensure that all children with special educational needs are included in the Breakfast Club, After School Club, and other after-school activities, with reasonable adjustments made where needed. Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with Special Educational Needs and Disabilities, they receive a progress report from the SENDCo annually. The school's SEND governor is Ed Chilton. He can be contacted through the school office.
How we adapt our teaching for children/young people with special educational needs	Class teachers use Quality First Teaching as a primary tool to support all pupils and ensure that children with SEND are not withdrawn from the richness of the curriculum but are supported to access it alongside their peers. Class teachers plan lessons according to the specific needs of the children in their class and ensure that learning tasks are personalised to enable all pupils to access the curriculum as independently as possible. Pupils with special educational needs are taught alongside their peers in inclusive classroom settings. Lessons are designed so that all children can participate, learn, and make progress together. Adaptations are carefully planned for within the curriculum and/or the learning environment according to individual need. This may include: Visual supports, including visual timetables, now-and-next boards, symbols, picture prompts, and task checklists to aid understanding and independence.

	Additional adult support, through targeted guidance from teachers or teaching assistants during whole-class teaching, group work, or individual activities. Adapted classroom environments, such as reduced distractions, flexible seating, access to sensory resources, and quiet workspaces to support attention and emotional regulation. Assistive technology and specialist resources, including laptops, tablets, coloured overlays, writing slopes, pencil grips, enlarged print, or alternative recording methods where appropriate. For pupils with more complex needs, we use a tailored educational programme called SEND Inspire, which personalises learning to support progress for pupils who are working at pre-key stage standards.
How we include children/young people in activities and school trips	We are committed to involve all of our pupils in all aspects of the curriculum including activities outside the classroom. Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate, parents/carers are consulted and involved in planning. Risk assessments are carried out by the Leader of Learning and the SENDCo.
How we support our pupils to improve their emotional and social development	At Ainslie Wood, we recognise that emotional well-being and positive relationships are fundamental to pupils' learning and overall development. The school employs a range of strategies to support pupils in improving their emotional and social skills, including: • The Zones of Regulation programme • Social skills and play skills groups • Emotional literacy and nurture groups • Individual behaviour support plans • Playtime buddies to promote positive peer relationships • Access to a nurture room at lunchtimes as a calm, structured alternative to the playground • Opportunities to take on positions of responsibility with younger children • Access to a safe space equipped with sensory resources to support self-regulation • Referrals to external agencies, such as the Child and Adolescent Mental Health Service (CAMHS) or The Behaviour, Attendance and Children Missing Education (BACME) Service The school also employs a Lead of Wellbeing and Pastoral Support who works with pupils with behavioural, emotional, and social communication needs through: • Individual support sessions

How we prevent bullying	• Small group work and social communication groups • Opportunities to explore feelings through drawing and art • Individual behavioural agreements Our school also engages with a range of external services to enhance emotional and mental health provision. This includes access to interventions such as family functional therapy and partnership work with external therapists from agencies such as CAMHS and SOLACE. Ainslie Wood's Wellbeing, Relationships and Choice Policy underpins our approach to behaviour and relationships. It emphasises the importance of building and maintaining respectful, trusting connections between staff and pupils, and teaching children how to manage their emotions and relationships positively. All staff are trained in trauma-informed practice, ensuring that our responses to behaviour and emotional needs are compassionate, reflective, and rooted in an understanding of each child's individual experiences. The school has a very strong anti-racism ethos and anti-bullying policy and which is reviewed regularly. There are regular whole school anti-bullying initiatives including an anti-bullying week. The onsite learning mentor is available to support students in partnership with class teachers. There is also an Incident Response Team who investigate all concerns around racism and disproportionality and take steps to deal with any incidents.
How we check that a child is making progress and evaluate the effectiveness of our SEN provision	All data is rigorously monitored half termly. This is done through: • Regular assessments, • Informal chats with the class teacher and the child, • The recording and monitoring of attainment on Sonar, • CPOMS data • Half termly pupil progress meetings which include all members of staff who work with the child/ren, • Teaching and Learning Responsibility post holders reviewing subject data on individual pupils and classes, • Support Leaders and the SENDCo monitoring progress towards targets set for pupils related to their support interventions using the plan-do-assess-review cycle.
How we keep parents informed	At Ainslie Wood Primary School, communication with parents and carers is both formal and informal, ensuring that strong partnerships are built between home and school. Class teachers maintain ongoing, informal contact with parents and carers to share updates about pupils' progress and well-being. We use the Class

How we involve children	Dojo app across the school to send and receive messages, share class news, and keep parents informed about their child's behaviour throughout the day. The app enables parents to see the positive points their child has earned, as well as any instances where an adult has needed to address inappropriate behaviour choices. For pupils with special educational needs, a Pupil Profile progress review is held each term. Reports from external agencies are shared with parents as soon as they are received. Annual Reviews are held once a year for children with Education, Health and Care Plans (EHCPs), and both parent and pupil views are gathered prior to the meeting to ensure their voices are central to the process. Parents' and carers' evenings take place twice a year, providing an opportunity to discuss academic, social, and emotional progress. In addition, all parents receive a written annual report summarising their child's progress and attainment. Where appropriate, parents and carers may be contacted at any time during the school year to discuss support being provided in school and strategies that can be used at home. This may take place via a phone call or an in-person meeting. The SENDCo, offers an online appointment system so that parents can book meetings directly to discuss any concerns or queries. Appointments are available twice weekly for both in-person and telephone meetings. Pupil voice is an important part of our approach. Pupils are given regular feedback on their progress during lessons, and their views are actively sought to inform planning, provision, and review. Pupils are encouraged to attend all or part of review meetings where appropriate. In addition, children have opportunities to share their views and contribute to school improvement through the School Council and other pupil leadership roles.
Support we offer for children/parents general health and general well-being	The well-being of all pupils is our primary concern at Ainslie Wood Primary School. Our Wellbeing, Relationship and Choice Policy details the specific things we do to support our children, staff and parents in ensuring that we offer a well-rounded provision which supports all. Parent & Carer Support: We support families by offering parent workshops, by signposting parents/carers to support groups and with childcare through our extended day provisions. Our Lead of Wellbeing and Pastoral Support and SENDCo also provide parental support. A SEND parent support group is held termly, in school, to provide a network of support to parents of SEN pupils.

	We have an Administering Medication Policy. Key members of staff are trained to support medical needs. All pupils with known medical needs have a medical health care plan, which is updated at least annually or as and when required.
Specialist external services involved for additional support	On occasion it is necessary to obtain additional support from an outside agency, for example for additional assessments of need or for strategies and advice regarding support for an individual. A meeting will be held with parents to discuss the referral and to complete a referral form, this will include details of the difficulties experienced, the support provided by the school and the consent of the parents for the referral to be made. Outside agencies that we work with include but are not limited to: • Waltham Forest Social Inclusion Team • Child and Adult Mental Health Service (CAMHS) • Early Help Team • Educational Psychology Service • Educational Welfare Officer • Hearing Impaired support Team • NHS School Nurse • Occupational Therapy • Parent forums • Physiotherapy service • SENDIASS • Social and communication Team • Social Inclusion Team • Speech and Language Therapy • Social Services • Flourish Outreach Service – specialist teacher support and training • MASH (Multi-Agency Safeguarding Hub)
Staff Training	All members of SLT, including the SENDCo identifies the training needs of all staff regarding the teaching and learning of children, including those with special educational needs and disability; appropriate training is then provided. This involves whole school training on special educational needs and disability issues as well as targeted training for individuals on specific areas of SEND, for example Autism, Dyslexia and Speech and Language training. All staff are trained to operate the school's Wellbeing, Relationship and Choice policy.



	Individual teachers and support staff attend training courses run by outside agencies, including the specialist SEN training offered through Waltham Forest Outreach Service.
Our school environment	Ainslie Wood Primary School is a ground-floor building that is fully accessible to all pupils, staff, and visitors. We make reasonable adjustments both indoors and outdoors to improve accessibility and to meet individual needs, in line with the Equality Act 2010 and the SEND Code of Practice (2015). Our school environment is wheelchair and mobility-aid friendly, and our facilities include a wheelchair-accessible toilet, a shower room, and a medical room. The school's Accessibility Plan is reviewed and updated every two years. It outlines how we identify and address any physical or environmental barriers to ensure our site remains inclusive and accessible to all. We continually review and develop our classroom resources, equipment, and learning environments to meet the needs of individual pupils and to promote independence and participation.
How we prepare for children joining our school and leaving our school	Children joining our nursery are supported through home visits. To support transition between year groups pupils work with their new teacher for up to three days before the end of term. Parents are invited into the classroom to see work that the pupils have completed and to meet the teacher. This period is called Early Risers and offers staff and parents the opportunity to share key information about pupils and their needs. Transition booklets are produced as appropriate for pupils who could find this time particularly difficult. We have strong relationships with local secondary schools and the settings that most of our pupils move onto; we share information to support pupils' learning and well-being at transition. Where possible the SENDCo from the ongoing secondary school will be invited to the Year 6 Annual Review for any pupil with an Education Health Care Plan. Further support is provided as necessary for those with special educational needs and disabilities including additional visits to their secondary school/ new setting, both individually and as part of an enhanced transition programme for identified pupils. Some secondary schools offer summer schools for pupils who find transition difficult. We identify pupils who may benefit from attending these and liaise with the schools accordingly.
How parents/carers	We work in partnership with parents/carers to support each child/young person's well-being, learning needs, progress and aspirations.

are involved in school life	We operate an open-door policy to allow parents/carers to contact their child's class teacher. We also use Class Dojo across the school to allow teachers and parents to share information with ease. Parents/carers are invited to become involved in school-life through a number of means e.g. parent/carers forums, coffee mornings, class assemblies, volunteering, as well as ongoing invitations to school events throughout the year. Our Governing Body includes Parent/Carer Governors representatives.
Who to contact for more information or to discuss a concern	In the first instance, parents/carers are encouraged to talk to their child's class teacher. The SENDCo, Ms E Hutchinson, is also available, as are our office team, Ms S Donner and Ms Alderman, Ms P Ioannou (Lead of Wellbeing and Pastoral Support), Mr J Bird and Mr S Ahmed (Assistant Heads), Mr A Poulton (Deputy Head) and the Head Teacher Mrs J Crouch.
How do I make a complaint about the SEN provision made for my child in school?	Details of the complaints process are included in the Complaints Policy which can be found using the following link; https://www.ainsliewood.co.uk/attachments/download.asp?file=8&type=pdf
Where can I find further information about Special Needs Provision within Waltham Forest?	A guide to all the services for children and young people in Waltham Forest with special educational needs and/or disabilities from birth to 25 years can be found within the 'Local Offer', located at: https://www.walthamforest.gov.uk/schools-education-and-learning/local-offer-special-educational-needs-and-disability-send
How do I access further support and advice for myself and/or my child and special needs?	Independent, impartial information and advice on matters related to SEN, based on law and guidance can be obtained from SEND Information Advice and Support Services (SENDSIASS). They are based at The Citizens Advice Bureau Citizens Advice Waltham Forest 220 Hoe Street Walthamstow E17 3AY Tel: 0300 330 1175 Waltham Forest :: Home
	Our offer to children with special educational needs and disabilities will be reviewed October 2026