



Schools for Every Child

2025-26 SEND reports Summary

This report summarises the Special Educational Needs and Disabilities (SEND) information for the Rayleigh Primary School, Wyburns Primary School, and North Crescent Primary School. It highlights similarities and differences in their SEND provision approaches while drawing on themes of altruism, pioneering spirit, and ethical responsibility.

1. Core SEND Provision Across the Three Schools

Each school outlines its approach to supporting children with SEND through carefully adapted teaching, individualised interventions, and a commitment to inclusivity.

- **Rayleigh Primary School** emphasises "Quality First Teaching" with tailored lesson modifications, creating a learning environment that meets individual needs. The school ensures that sensory breaks, reading corners, and sensory diets are in place for students with sensory [requirements](#). Additionally, the school has developed an internal SEND hub, modelled on specialist provision, which accommodates children with complex needs- called Pearl class.
- **Wyburns Primary School** also prioritises "Quality First Teaching," using programs such as WellComm and TalkBoost for speech and language support. It focuses on using visual aids and check-ins to support autistic children. Additionally, the school has developed an internal SEND hub, modelled on specialist provision, which accommodates children with complex needs- this is called Pearl class.
- **North Crescent Primary School** echoes this approach, offering individualised plans and fostering inclusion through targeted interventions like Write from the Start and Zones of Regulation. Additionally, the school has developed an internal SEND hub, modelled on specialist provision, which accommodates children with complex needs- called Wayfinders

2. Key Similarities

- **Inclusivity and Accessibility:** All three schools are committed to adapting their environments to support children with sensory needs, such as the use of sensory breaks, assistive technology, and specialised resources
- **Parental Involvement:** Each school recognizes the importance of working in partnership with parents through regular review meetings and ensuring that parents are informed and involved in planning their child's SEND provision.
- **Focus on Emotional Well-being:** All schools utilize structured behavioral support plans and emphasize emotional well-being through initiatives like Zones of Regulation and therapeutic interventions like play therapy and Smart Thinking.



01268 775712



info@schoolsforeverychild.org



Schools for Every Child, Rayleigh Primary School,
Love Lane, Rayleigh, Essex, SS6 7DD



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3. Key things to note

- **Specialist Programs and Facilities:** While both **Rayleigh Primary** and **Wyburns Primary** offer sensory diets and breakout areas.
- **Programs for Speech and Language Needs:** Although all schools offer speech and language interventions, **Wyburns Primary** includes TalkBoost and additional fine motor skills programs, such as Write from the Start, which is not mentioned in the other two schools' reports
- **Bespoke Support for Autism:** **Wyburns Primary** and **North Crescent** emphasise autism support through specific interventions like visual timetables and social stories. While **Rayleigh Primary** focuses more broadly on using technology and structured plans

4. Themes of Altruism, Pioneering Spirit, and Ethical Responsibility

- **Altruism:** Each school demonstrates a strong sense of altruism through their commitment to inclusivity, ensuring that no child is left behind regardless of their abilities. This is evident in their collaborative efforts with parents and specialist services, such as speech and language therapists, to ensure each child's unique needs are met.
- **Pioneering Spirit:** **North Crescent Primary** stands out for its pioneering approach to developing the internal SEND hub, which reflects an innovative step toward providing specialist care within a mainstream school. This initiative showcases the school's forward-thinking approach to meeting complex needs within its own facilities.
- **Ethical Responsibility:** All three schools highlight their ethical responsibility to provide equal access to education for SEND children. They adhere closely to the SEND Code of Practice, ensuring that adaptations are made in the curriculum, assessments, and the physical learning environment to support children with SEND.

5. National Outcomes 2024

