



Wyndham Park
Infants' School



Wyndham & St Mark's Inclusion Bases

Local SEND Provision Offer

School Designation / Primary Needs	Complex needs – Communication and Interaction
Number on Roll	Wyndham Park Number on roll: 30 St Mark's Number on roll: 29
Age Range Accommodated:	4-11yrs

Welcome to Wyndham Park and St Mark's Inclusion Bases

Wyndham Park Infant School and St Mark's CofE Junior School host specialist Inclusion Bases for pupils with complex communication and interaction needs, including Autistic Spectrum Condition (ASC), significant language delay, and barriers to accessing mainstream learning. Together, they provide a continuous, specialist pathway from Early Years through Key Stage 2, ensuring stability, consistency and high-quality SEND provision across the primary phase.

This provision is delivered through:

- **Specialist teaching** tailored to early developmental needs,
- **Communication-rich approaches** including visual supports, modelling and structured language
- **Small, structured learning environments** with high adult support
- **Sensory regulation strategies** and predictable routines
- **Therapeutic input** such as SALT and OT
- **Supported integration** into mainstream classes where appropriate

1. Environment & Accessibility

- **Sensory Environments:** soft play / regulation space for students to use designed, fitted and trained by OT, break out spaces adjoining all Inclusion base rooms, Inclusion base rooms are designed with minimal visual distractions and have specialist furniture and equipment.
- **Therapeutic Facilities:** dedicated space for SALT and interventions in Inclusion base classes, specialist cooking room, specialist equipment for regulation and sensory integration.
- **Physical Accessibility Installations:** specialist changing facilities, wide open spaces available in corridors for sensory circuits.
- **Outdoor Sensory Facilities:** Outdoor play trail with equipment for climbing to meet sensory needs – regular daily use available to all. Forest school and outdoor learning opportunities on site shared by all at least weekly.



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[e.g., Secure sensory garden plots, wheelchair-accessible adaptive play fixtures, safe perimeter-contained calming courtyards.]

2. Core Expertise and Approaches

Specialist Certifications Matrix

- **De-escalation Approach:** Thrive approach to support emotional regulation.
- **Total Communication Approach:** All learners who attend Our Inclusion Bases have a learning need in Communication and Interaction. All teams are given training in Makaton which is 'topped up' in weekly sessions. Our Total Communication environment is monitored by our team of staff. Staff are trained in Brunel handbook and our approach to visuals.

3. Health, Therapy & Clinical Services:

- **Speech and Language Therapy (SLT):** Our Speech and Language Therapy time is provided by HCRG. We have dedicated SALT spaces on site and welcome therapists throughout the year who are visiting to update outcomes, review progress or meet new learners. Our Speech and Language colleagues support us by providing visuals and tools which can be used to support individual learners. A specialist TA is trained in ELKLAN and takes responsibility for interventions. A private SALT company Ready Steady Talk have provided training and also regular liaisons with staff.
- **Occupational Therapy (OT) & Sensory Integration:** Our Occupational Therapy time is provided by HCRG. We have dedicated OT/Physiotherapy spaces on site and welcome therapists throughout the year who are visiting to update outcomes, review progress or meet new learners. Our OT colleagues supporting our learners to develop functional skills.
- **Medical & Nursing Presence:** Our nursing provision is provided by HCRG. Our nurse works with individual learners to support with specific EHCP outcomes or provide highly specialised care for learners with complex medical conditions in line with their individual health care plans.
- **Family Support:** Our families can access our Family Support Worker when the needs of the family fall outside classroom learning. Our FSW works closely with families to ensure their safety and wellbeing and sign-posts them to additional services if further support is needed

4. Communication & Curriculum Learning Pathways

The curriculum across the Wyndham Park and St Mark's Resource Bases is designed to meet the needs of pupils with complex communication and interaction difficulties, including ASC, significant language delay and barriers to accessing mainstream learning.

The intent is to provide a safe, structured and communication-rich environment where pupils can develop the skills, confidence and independence needed to thrive throughout the primary phase.

The curriculum aims to ensure that every learner:

- Develops communication through consistent use of visual supports, modelling, structured language and Total Communication approaches
- Builds independence in routines, self-care, organisation and functional life skills
- Strengthens emotional regulation through predictable structures, sensory strategies and trusted relationships
- Grows social interaction skills via supported play, group work and communication-rich activities
- Accesses meaningful academic learning adapted to developmental stage and cognitive profile
- Makes steady, personalised progress linked to EHCP outcomes and long-term goals
- Experiences supported inclusion within mainstream classes where appropriate
- Prepares for future transitions including movement between infant and junior phases and onward to secondary provision

The curriculum is:

- **Personalised** — matched to each child's developmental needs rather than age expectations
- **Structured** — using clear routines, visual timetables and low-arousal environments
- **Therapeutic** — integrating SALT, OT and sensory programmes into daily learning
- **Inclusive** — enabling pupils to participate in wider school life with appropriate support
- **Ambitious** — ensuring all learners experience success and progress

- **Total Communication Approach:** this approach uses every possible method to support our learners to understand and share messages. It combines spoken word, visual symbols, sign language, objects of reference, gestures and body language as accepted and encouraged forms of communication.
- **Non-Standard Progress Tracking:** We track our learners' progress in engagement, independence, fluency and consider their wellbeing in all our learning opportunities.

5. Admission and Transition Systems

- **Admissions:** [e.g., All spaces explicitly allocated via the Local Authority SEN Panels in Wiltshire and several surrounding county Local Authorities. All learners attending have an Education, Health and Care Plan (EHCP)].
- **Transition to KS3:** Annual reviews in Y5 will focus on transferring to secondary school. This could involve parents/carers, school staff, medical colleagues, therapists, EHCP Coordinators from the LA and social care personnel. These transitions are collaborative and focus on KS3 places which will support learners reaching their full potential.

Wyndham Park & St Mark's Inclusion Base Provision

Communication and Interaction	Resource Base Graduated Approach					Cognition and Learning	
Speech and Language Therapy Advisory Teacher for AAC AAC devices	Communication and Interaction SSENS Advisor	Tier3 Targeted Plus		Cognition and Learning SSENS Advisor		Educational Psychologist Tutoring 1:1	
	Welcom – S&L provision NELI Attention Autism - intervention	Personalised visual supports Social stories	Tier 2 Targeted		Precision Teaching		Small group intervention – maths Small group intervention – phonics Small group intervention – reading
			Thrive approach Dual Coding Total Communication Approach Attention Autism Intensive Interaction	Scaffolded learning Adaptive teaching Widget – Dual coding Specialist lesson structure Individualised 12-week support plans			
CAMHs Behaviour Support Wiltshire Play Therapy 1:1 sports coaching Music Therapy	ELSA Pastoral Support Plan Thrive intervention Forest School intervention	PSED curriculum Active teaching of social/emotional skills Supportive staff relationships Zones of regulation Social Stories		Sensory toys Accessible spaces Sensory mats / wobble cushions etc		Occupational Therapist Physiotherapist Visual Impairment Advisory teacher Hearing Impairment Advisory teacher Physical/Medical SENS Advisor	
		Family Support Worker Early Help, ESA, TAC/TAF		Fine motor skills intervention TACPAC			
		Alternative Provision - Horse Riding (RDA), Wiltshire Wildlife Trust, River Bourne Farm Community,		School nurse Individual healthcare plans			
Mental Health							