



Woodloes Primary School

Special Educational Needs and Disability (SEND) Information Report 2025 -26

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Woodloes Primary School is a fully inclusive mainstream school that is committed to providing an appropriate and high-quality education for all children living in our local area. The Headteacher, staff and governors will do their upmost to support and provide suitable provision for any pupil who has an identified special educational need or a disability (SEND).

We support children who have barriers to learning within the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and /or Physical

Our ethos is aimed at enabling children with any SEND to achieve their full potential, be fully included in our school community and make a successful transition to Secondary School and beyond. Our whole school has a shared responsibility to monitor the progress of all pupils, identifying need as and when it arises therefore allowing us to provide the appropriate targeted support to meet each child's needs. We believe that all children, including those identified as having SEND, have a common entitlement to a broad and balanced academic and social curriculum and to be fully involved in all aspects of school life.

All schools in Warwickshire have the same special educational needs and disability duties, and are expected to provide support for children and young people who have additional needs. These duties come from the SEND code of practice: 0 to 25. You can find out more information about the Code of Practice at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Warwickshire's SEND local offer brings together information about education, health and care services for children with special education needs and disabilities. It can be accessed here: <https://www.warwickshire.gov.uk/send>

Below are the answers to frequently asked questions about Woodloes Primary School and its SEND provision.

How does the school identify that my child needs extra help?

Children may be identified as having SEND prior to joining Woodloes Primary School this information could be:

- Information and any assessments from their previous school/nursery setting.
- Informal indications from parents
- Reports and discussions with other professionals such as Children's Services, Educational Psychologists or Speech and Language Therapists.

Once your child starts school:

- All children are assessed on a termly basis to identify their skills, level of attainment and progress against national and school expectations. Data analysis identifies children who are performing below age related expectations or are making little progress. This may indicate Special Educational Needs or Disability.
- If concerns are raised about: the rate of progress, level of attainment, the health and well-being or the social and emotional health of a pupil, then the class teacher will initially have an informal discussion with the parents or carers.

The class teacher will inform the Special Educational Needs Co-ordinator (SENDCo) who will provide additional advice.

- The SENDCo, class teacher, parents and child will discuss next steps and support will be put in place.
- The decision to place a child on the SEN register and therefore at SEN Support level, is taken jointly between key stakeholders: parents, the class teacher and SENDCo.
- Advice from external agencies may be requested to support the identification of need and strategies of support e.g. Educational Psychologist, Speech and Language Therapist and Specialist Teaching Service.

How does the school consult and involve children and parents?

Pupils and parents are consulted and involved throughout all aspects of SEND provision.

Pupil views are sought in the following ways:

- Children evaluate individual lessons against the learning objective (LO)
- Children are part of parent meetings to discuss and share targets
- Children attend Parent Consultation evenings and join in the conversation about how their learning is going
- Pupil voice, including children with SEND, form part of regular school monitoring across the curriculum
- The School Parliament acts as the pupil voice for all classes
- Throughout this document the many ways that the school works together with parents are identified. A positive parent partnership is developed to successfully meet the needs of the child. In particular, parents are involved in: the identification of need, the shaping of support, the engagement of external agencies and the ongoing review of progress.

Who should I contact if I have concerns about my child linked to SEND?

- A positive parent partnership is developed through all SEND processes, with regular contact, sharing of information and listening to parental views. However, concerns may still emerge.
- Your child's class teacher will be your first point of contact if you have any concerns.
- The SENDCo, Tina Lambert, may become involved to offer support and advice for the best provision for your child.
- Please contact the SENDCo via the school office if you need to discuss any concerns related to your child's Special Educational Needs.

- After speaking to the class teacher and / or the SENDCo, if you still have concerns about the SEND provision for your child, you can arrange to meet with a member of the Senior Leadership Team via the school office.
- If your concerns have not been resolved, the Complaints Policy can be found on the school website.
- Warwickshire local authority also provides helpful support and advice for parents at: <https://www.warwickshire.gov.uk/send>

How is the decision made about what type and how much support my child will receive?

- Class teachers have responsibility for the progress and development of every child in their class. Therefore, they are responsible for planning and delivering strategies to ensure progress for children with SEND across the curriculum.
- Class teachers will seek advice from the SENDCo for additional strategies or resources to support the child.
- Decisions about support take into consideration the views of parents and the child. Input from you and your child is vital to enable effective support at Woodloes Primary.
- The decision to place children on the SEN register and therefore at SEN Support Level, is taken jointly between key stakeholders: parents, the class teacher and SENDCo.
- Each child is assessed individually by their class teacher and will be supported through clear targets dependent on the individual need.

Individual Education Plans (IEPs) are created to support children with making progress. They show short term targets and strategies of support. They are reviewed at least termly.

- For some children, additional assessments from external agencies, such as Educational Psychologists and Speech and Language Therapists, will be needed to provide information to the school about how to support the child. Parental consent is sought prior to the engagement of these agencies.
- Data analysis occurs termly to track progress for all children and decide upon further support.
- If your child's needs are more complex or require a greater level of support than the school can offer from their resources, we may request an Education, Health and Care Needs Assessment (EHCNA) via the local authority in order to ensure we can secure further support.
- This may result in an Education, Health and Care Plan (EHCP) being provided. These are for children whose learning needs are severe, complex and lifelong or need more support than the school can provide.

How will school staff teach my child?

- Teachers are responsible for the progress and development of all of the pupils in their class so your child's needs will be met by the class teacher within the classroom alongside peers wherever possible. They will be supported by Quality First Teaching which includes adapted lessons that take account of the needs of each child.
- Lessons are delivered and resourced appropriately so that all children can learn and progress.
- Children work in a variety of groupings to support effective learning, such as small supported groups, 1 to 1, mixed ability and similar ability groups.
- Learning Support Assistants (LSAs), across the school, work with children within classes, as part of small groups and 1 to 1.
- Sometimes children need additional support so class LSAs and SEND LSAs provide targeted interventions. These are small group and 1 to 1 sessions, both in and away from the classroom. These sessions include:

Communication and Interaction	Cognitive and Learning
Speech and language Barrier games Big Book – Wellcomm interventions Lego Therapy Memory Magic	Precision Teach Pre-teach / post teach Phonics – Time for Phonics Reading – EP Literacy Approach (EPATT) Maths – White Rose intervention
Social, Emotional and Mental Health	Sensory and /or Physical
Nurture The Hive – nurture group Board games Boomerang – resilience programme Eco Project – garden club	MOVES Pindora Fine motor skills Sensory boxes Dough Disco

- If your child is on the SEN register, the class teacher will develop an Individual Education Plan (IEP) for your child alongside you and the SENDCo, setting appropriate targets and strategies. This plan will be reviewed at least termly to ensure that the support in place remains appropriate.
- Where necessary, the school may seek support from a variety of external agencies e.g. Educational Psychologist, Speech and Language Therapist or Specialist Teaching Service. This will be discussed with you and a referral only made with your full permission.
- There is a designated SEND governor who works with the SENDCo to monitor the quality and effectiveness of special educational provision within school.

How will the school adapt the curriculum and learning environment for my child?

We make the following adaptations to ensure all pupils' needs are met:

- Adapting the teaching for instance by giving longer processing time, pre-teaching key vocabulary or adapting teaching styles.
- Adapting the learning environment for example with personal workstations, calm areas, sensory zones or displays to support learning.
- Providing appropriate resources and tools: visual timetables, word mats or pencils with a grip.
- Using aids recommended by external agencies such as laptops, voice to print tools, coloured overlays, larger fonts, wobble cushions or fiddle toys.
- Following advice from specialists or the content of an Education, Health and Care Plan, we may personalise the curriculum and timetable to meet individual needs.

How will the school assess and review my child's progress? How will they share the information with me?

- We will follow the graduated approach and the four-part cycle of 'assess, plan, do, review' to identify needs and review progress for children with SEND.
- The class teacher, LSAs and the SENDCo will work together to implement the graduated approach.
- Interventions (support activities) are reviewed each half term by class teachers and Learning Support Assistants. Then new targets and strategies are planned.
- All children have written reports from class teachers which identify attainment and progress.
- In addition, for children on the SEN register, Individual Education Plans (IEPs) are reviewed termly and will be sent home or discussed with parents.
- Annual parent-teacher consultations give you the opportunity to ask questions and discuss progress.
- If your child has an EHCP, there will be an additional annual review meeting with you and other professionals to discuss progress, targets and provision.
- For some children, external agencies will carry out assessments and report on progress and the impact of provision.
- If you require further advice or want to know how your child is getting on, appointments to see class teachers and / or the SENDCo can be made via the school office.

What specialist services / agencies are available at or accessed by the school?

We are committed to partnership working to meet the needs of our children and families. To achieve this, we access support from a variety of external agencies on a regular basis. Some are funded through the school's budget others are part of the Local Offer provided by Warwickshire. The agencies are accessed through a referral process from school in liaison with parents. If you feel that your child requires support from an external agency, please contact the class teacher or SENDCo to discuss this further.

We have a Specialist Support Teacher in school every Tuesday afternoon and a Speech and Language Therapist allocated for 7.5 hours per term. Our Educational Psychologist has 17 sessions allocated across the year to support pupils with SEND. In addition, we have a Mental Health in Schools Team who offer termly support based upon school referrals.

The external agencies accessed by Woodloes Primary School include:

- Educational Psychology Service (EPS)
- Speech and Language Therapy (SALT)
- Specialist Teaching Service (STS)
- Mental Health in Schools Team (MHST)
- Parenting Project
- Safeline
- Connect for Health - Compass provides the Warwickshire School Health and Wellbeing Service (formerly known as the 'School Nursing Service').
- Integrated Disability Service (IDS)
- Warwickshire Attendance Service (WAS)
- Occupational Therapy (including supporting dyspraxia, fine motor, gross motor needs and those sensory issues linked to an Autistic Spectrum Disorder)
- Physiotherapy
- RISE- Rise is a family of NHS-led services providing emotional wellbeing and mental health services for children and young people in Coventry and Warwickshire (formerly known as CAMHS -Child and Adolescent Mental Health Service)
- Ethnic Minority and Traveller Achievement Service (EMTAS)
- Warwickshire Virtual School for Children in Care or Previously Children in Care
- Children and Families Front Door - Children's Social Care and Early Help
- Family Information Service (FIS) <https://www.warwickshire.gov.uk/children-families>

What expertise and training do staff have, or are undertaking, to support children with special needs?

- All staff have regular Continuing Professional Development (CPD).
- The SENDCo and Headteacher hold the National Award in Special Educational Needs Co-ordination (NASENCo).
- We have a team of Learning Support Assistants who work collaboratively with class teachers and the SENDCo to support children with SEND.
- We promote partnership working to share good practice within and between schools. The SENDCo attends network meetings within the Warwick and Southam Consortium and as part of the Community Academies Trust (CAT) Network Group. There are regular Learning Support Staff meetings led by the Senior Management Team.
- We have a Specialist Support Teacher in school every Tuesday afternoon and a Speech and Language Therapist allocated for 7.5 hours per term. Our Educational Psychologist has 17 sessions allocated across the year to support pupils with SEND.

We currently have teachers and Learning Support Assistants who have had specific training in the following areas:

- Effective communication in the classroom
- Phonics, through Supersonic Phonics
- Epilepsy training
- Asthma training
- Anaphylaxis training, including auto-injectors for children with allergies e.g. Epi-pens.
- Speech and language – coaching and support from the SALT
- Autistic Spectrum Disorder Training tier 1 and tier 2 from AET
- Demand avoidance, sometimes known as PDA
- Nurture
- Mental Health First Aid
- Paediatric First Aid
- Positive Handling
- Emotion Coaching
- Lego Therapy
- Attachment Training
- Behaviour Strategies – De-escalation Training
- Restorative Practice
- Understanding Developmental Trauma
- Protective Behaviours
- SEN and Behaviour
- SEND learning environment
- Sensory workshop
- Mood training
- Boomerang – resilience training
- Dyslexia – specific Literacy needs

What support will there be for my child's social and emotional development and mental health (SEMH)?

Social and emotional development will be supported through delivery of the school's Personal, Social, Health Education (PSHE) curriculum and implementation of related policies e.g. the Behaviour Policy. Our school uses the myHappymind programme as part of our PSHE curriculum, helping to nurture positive mental health and emotional wellbeing across the whole community. Through its structured, science-based approach, myHappymind supports children in developing self-awareness, resilience, and emotional regulation—key building blocks for strong SEMH outcomes. The programme empowers pupils to understand how their brains work, build healthy habits, and develop a growth mindset, all of which contribute to improved confidence, better coping strategies, and more positive relationships both in and out of the classroom. We also deliver the Protective Behaviours programme, a scheme to improve the safety and well-being of children.

We have a designated team to provide SEMH support. We have a Senior Mental Health Leader, a PSHE lead, a Learning Support Assistant who is responsible for Family Liaison and Mental Health first aid and the SENDCo. In addition, we have support from the Mental Health in Schools Team who offer termly support based upon school referrals.

Targeted support may include:

- Check-ins – informal opportunities to check how your child is feeling
- Social skills and friendship groups
- Nurture groups
- Lego therapy
- Social, emotional A & E at break and lunch times
- Maple – access to the school's nurture base which provides targeted support for small groups
- Encouraging 'pupil voice' – listening and responding to what your child says about provision and support they may require
- Medicines can be administered in school with signed parental permission. There are nominated first aiders in school. We have annual, refresher updates and training on the use of auto-injectors for children with allergies e.g. Epi-pens.
- Some children may require a Care Plan which would be written in conjunction with a member of the School Health Team (Connect for Health) and parents. This may be linked to medical or toileting needs.
- Some children may benefit from a Pastoral Support Plan which identifies targets and strategies linked to social, emotional and mental health as well as behaviour. Again, these are created in consultation with parents.
- Referrals to appropriate external agencies for advice and support e.g. the Mental Health in Schools Team or RISE

How will my child be able to engage in all activities provided by the school, including school trips?

- We believe it is important to provide children with SEND with a broad and balanced academic and social curriculum with regular access to all subjects and areas of learning. All children irrespective of SEND should be fully included in all aspects of school life.
- We make sure that all activities and school trips are available to all children.
- Risk assessments are carried out for each trip and adjustments are made to ensure all children can access them successfully. Additional adults are made available to accompany the pupils, with 1 to 1 support wherever necessary. Parents/carers may be invited to accompany their child on a school trip if this ensures access.
- After school clubs are available to all pupils. Pupils with SEND are welcomed and adjustments are made to support their participation.

How accessible is the school environment?

- The school site is wheelchair accessible, including access to the playgrounds.
- We have a hygiene room designed for wheelchair access which incorporates a changing bed and shower.
- We have a disability toilet that is large enough to accommodate full changing and is suitable for wheelchair users.
- We have a shower room.
- We work with external agencies e.g. physiotherapists or the Integrated Disability Service (IDS) to assess accessibility and ensure the school environment is safe and accessible for specific children before transition.
- We follow advice from other professionals to ensure appropriate adaptions to the learning environment and curriculum are made e.g. larger font materials for visually impaired children.
- We plan to continually improve access to the school curriculum, environment and information through the Accessibility Plan (on the school website).
- External agencies will supply specific specialist equipment and training if it is needed to ensure safe and successful access to school for your child e.g. a posture chair.

How will the school prepare and support my child to join the school or transfer to a new school?

Joining Woodloes Primary School:

- Induction events take place during the summer term for all children who are joining the Early Years Foundation Stage (EYFS) in September.
- There is a gradual build-up to full time school for all children who start in the EYFS.
- If your child is likely to need a more personalised transition into school in any year group, there will be a meeting with parents and relevant professionals prior to your child starting school so that a shared plan can be created.
- Previous schools are contacted for information sharing purposes.
- If your child would be helped by a photograph book/passport to support them in understanding their transition, then one will be made for them.

Internal transfers between year groups:

- Pupil Profiles are created with the child which include important information about them to share with new class teachers.
- Transition to new classes is facilitated by sessions during the summer term with the new class teachers and Learning Support Assistants.
- If your child would be helped by a photograph book/passport to support them in understanding their transition, then one will be made for them.

When children leave:

- We speak to new settings about your child's specific needs.
- We transfer all SEND information, including paper reports when children transfer to new schools.
- The Year 6 team have excellent relationships with local secondary schools and thorough handover processes are in place to support a smooth transition.
- An enhanced transition with additional transition visits and meetings are organised for children with SEND if needed.

How do you support SEN pupils who are looked after?

The designated teacher for Children in Care (CiC) liaises with the class teacher, SENDCo and Warwickshire Virtual School to ensure that there is a co-ordinated multi-agency approach to the SEND support. In addition to the processes already described for pupils with SEND, CiC have a Personal Education Plan (ePEP) to identify specific targets and areas for development. The social and emotional well-being of CiC is prioritised and forms a significant part of their provision.

Who can I contact for further information?

- Phone: 01926 497491 or email: admin5207@welearn365.com to contact the:Class teacher, SENDCo, Tina Lambert, Headteacher, Sharon Byrne
- Access the school website for more information, including the SEND Policy:
<https://www.woodloes.com>
- Warwickshire also provide parent support and advice through:
 - The Warwickshire local offer which brings together information about education, health and care services for children with special education needs and disabilities. It can be accessed here: <https://www.warwickshire.gov.uk/send>
 - Warwickshire SENDIAS (Special Education Needs Information Advice and Support Services) supports parents and carers of all Warwickshire children with special educational needs and disabilities, from 0 - 25 years of age.
<https://www.kids.org.uk/warwickshire-sendiass-front-page>

How does my child gain a place at Woodloes Primary School?

- School admission arrangements can be viewed on our website.
https://www.woodloes.com/web/school_policies/129853
- We also follow Warwickshire guidelines which can be seen at:
www.warwickshire.gov.uk/admissions

This offer is accurate now, but services are regularly reviewed and could change. All information will be updated as soon as possible to reflect any new service offer.