SEND Information Report 2026 - 2027

At Woods Loke Primary School, we believe that all children can Learn, Aspire and achieve. We aim to provide a broad and balanced mainstream curriculum for every pupil, which meets individual needs through our adaptive teaching approach. We make sure every child is happy and settled so that they can achieve their best and enjoy a wide range of educational experiences we have to offer. Woods Loke Primary School is an inclusive school and offers a range of provision to support children with Special Educational Needs and Disabilities (SEND). We ensure we make reasonable adjustments within our mainstream curriculum to support children in accessing learning alongside their peers. We comply with The SEN information specified in Schedule 1 of the **Special Educational Needs and Disability Regulations 2014**

Please view our admissions policy online - https://www.woodsloke.org/Parents/Admissions

How does Woods Loke know if children need extra help and what should I do if I think my child may have special educational needs?

There may be existing needs identified such as an Education Health Care Needs Assessment (EHCNA), support plans or reports from outside agencies with recommendations and this helps inform staff about the needs of children. Teachers regularly assess all of their children's progress. This is discussed with the senior management team at Pupil Progress Meetings to identify needs.

Existing EHCNA's or Support plans can be discussed with the staff and SENDCO to ensure provision is in place. If your child is identified as not making expected progress, or the teachers have concerns about your child's development, the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- Place your child on a monitor list.
- plan with you any additional support that your child may need
- discuss any referrals to outside professionals that may be needed.
- with your agreement and if despite interventions there has been no progress we can place your child on the SEN register. A support plan will be produced to identify small measurable targets, resources and identify support that your child needs.

For more details please see our SEND offer on our website.

Your child's class teacher is always the first point of contact for any concerns. If you are worried that your child may have special educational needs and/or a disability (SEND), you may also want to speak to the Special Educational Needs and Disabilities Co-coordinator (SENDCo).

Who is responsible for Special Educational Needs? Who should I contact for help or more information?

Your first contact for any concerns will be the class teacher who then may decide to refer you to the Special Educational Needs Coordinator (SENDCo).

The school's special educational needs coordinator is Mrs Norman

The SENCO is responsible for:

- coordinating the support for children with SEND and developing the school's SEND Policy to

make sure all children get a consistent, high quality response to meeting their needs in our mainstream school
- ensuring that you, as parents/ carers, are involved in supporting your child's learning and kept informed about the support your child is getting
- liaising with external agencies who may come into school to help your child's learning (e.g. Speech and Language Therapist, Educational Psychology, occupational therapist) and other reasonable adjustments are made to support learning alongside peers.
- updating the school's SEND register and making sure that there are records of your child's needs and support in place.
- maintaining Support Plans which lists all types of support every child on the SEN register has.
- providing support for teachers and support staff in the school so they can help children with SEND in the school achieve the best possible progress.
- reporting progress of children with SEND to Senior Leadership Team and governors.

What support is offered for children with SEND? How is the decision made about what type and how much support my child will receive?

Class teachers review the progress of all their children with the SENDCo and Head Teacher. At these meetings any children who are not making expected progress will be discussed and any adaptations or reasonable adjustments that are necessary can be planned alongside parents and pupils. These Support plans are reviewed regularly and targets amended accordingly.

We know that excellent teaching by the class teacher is the most important factor to ensure that children are achieving at school. For children with SEND this means

- the teacher has a strong knowledge of your child's need and learning style
- all teaching is based on building on what your child already knows, can do and can understand
- different ways of teaching are in place so that your child is fully involved in learning in class.
- the teachers and TAs support children to add support and scaffold learning where it is needed most
- specific strategies/ resources (which may be suggested by the SENCO or outside agency staff) are in place to support your child to learn
- progress of your child is checked and reviewed regularly

Although it is desirable that most learning for pupils with SEND takes place in the social context of the mainstream classroom, if specific needs or gaps in learning need to be addressed your child might need to attend interventions embedded across the school. These might be for a fixed period. Before starting any intervention, it will be discussed with you by your child's teacher and / or SENDCo. Interventions can be and not limited to:

- Catch up reading, maths and phonics program
- Speech and language therapy programs
- Social skills groups
- Motor skills programs
- Nurture group
- Interventions suggested by outside agencies.

How are the school's resources allocated and matched to children's special educational needs?

The school receives a budget for SEND provision which is used to fund support staff, buy resources, run intervention programs and access training. The allocation of funding is reviewed each year as the needs of the current SEND children are assessed. The allocation of this budget and the support that has been provided is reviewed and evaluated yearly by the Head teacher and the Governors.

How are parents involved in the school? How can I be involved?
At Woods Loke we value the contribution that Parents and Carers make to the school and offer many opportunities to be involved. We hold regular parent--teacher meetings to discuss progress and attainment of children. We have an open door policy and we encourage our Parents/Carers to come into school to discuss any concerns and thoughts with us. We ensure that parents can contact us by phone or email and through informal discussions. We hold drop in sessions as well as booking mutually convenient time for deeper discussions around your child's needs. We also provide regular updates, information and resources through emails.

How will school communicate about children's progress? How will school help me to support my child's learning?
We have parent --teacher meetings each term to discuss progress and set targets and also provide a written report at the end of the year. The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. If you have been liaising with the SENDCo, the SENDCo will be available to meet with you to discuss your child's progress or any concerns/worries you may have. She is contactable through drop in's, phone and email. She will meet you to discuss your child's progress and ensure their needs are being met through reasonable adjustments and adaptations made within our mainstream setting. All information from outside professionals will be discussed with you and the external agency involved directly and you will be provided with a written report or discussion held with you about interventions that take place and next steps. If a written report is made it will suggest strategies that we can use at school and at home to support your child.

How will school staff support my child?
The class teachers are responsible for planning and delivering high quality teaching for all the children in their classes. The SENDCo is responsible for overseeing the provision for all the children with SEND in the school and will support the class teachers to teach the children in their classes who have additional/different needs. This is through making reasonable adjustments and adaptations within the mainstream setting.
If your child has a high level of SEND, he/she will have a support plan which shows how your child will be supported to meet their needs and access the curriculum. This will be agreed by you, the class teacher and SENDCo. This encompasses any recommendations in reports such as EHCNA's, assessments or diagnosis. This is reviewed regularly to ensure targets on it are relevant and achievable. There are many wider school opportunities provided for children with SEND such as leadership, character diploma and engaging in sporting events.
Please view our accessibility plan on our website

How will the curriculum be matched to my child's needs?
All class teachers adapt the lessons so that all children receive the appropriate level of support and challenge to help them to make progress. This may be done through giving children adaptive teaching methods, giving them appropriate resources to help them complete the task or giving them support through adults dipping in with them for example.
Some children will need to work at a different level and/or pace to other children. The class teacher and the SENDCo will support children with reasonable adjustments so they can access learning alongside peers within the mainstream curriculum.

What specialist services and expertise are available at or accessed by the school?
In addition to the school SENCDo, who holds the SENDCo qualification, we also have

- TAs trained in delivering speech and language groups and other interventions
- Trained Nurture practitioner with an excellent pastoral support team.
- Outstanding teachers who deliver quality first lessons.

Our school works with a number of external agencies to seek advice and support when needed to ensure that the needs of all children are fully met. We refer children for assessment and advice from a wide range of other professionals, including and not limited to:

- - Hearing/ Visual Impairment team
- Specialist Education Services (SES).
- IAA Early years team
- Pet Therapy
- Occupational Therapy
- Physiotherapy
- CYPMHS -- Child and Young People Mental Health Service
- Children's Social Care
- Educational Psychologist
- SENDIASS

If your child's class teacher thinks that a referral to one of these professionals is needed the SENDCo will meet with you. If you feel your child needs extra support from one of these agencies please see the class teacher or the SENDCo.

What training have the staff supporting children and young people with SEND had?

Staff are supported on how to identify children with special educational needs through training or liaising with the SENDCo there are also regular SEND updates as refreshers. Teachers and TA's can access comprehensive training through National College, SES, Educational psychologists, IAA , Therapeutic Thinking to name a few. These are updated and adapted to meet the needs of the current cohort of children. For example for children that need a different way of communicating a training session on Makaton with an EP took place.

The school has a comprehensive program of Professional Development which includes training from outside experts on many areas of SEND and as needs arise training is given to support specific needs. Needs are supported within the mainstream setting through reasonable adjustments and our adaptive teaching methods to support children in accessing the mainstream framework.

The SEND support staff have regular staff meetings in which SEND updates are discussed. SEND staff are continually being supported to increase their awareness and knowledge of SEND. Support staff who work with children with SEND will access outside training specific to the children's needs (such as hearing impairment, speech and language and therapeutic thinking to name a few).

How will my child/young person be included in activities outside the classroom including school trips?

We always aim to include everyone on trips and activities and will work with parents to make sure children with SEND can be included by making reasonable adjustments to travel and support arrangements as needed on and off site. If parents have any concerns they can contact the class teacher in the first instance. Risk assessments and site checks are made to ensure there is fair access for all children. We support children with SEND ensuring they are treated fairly and accommodate their needs to facilitate full access. Please view our accessibility plan online for more information.

How accessible is the school environment?

As part of our school accessibility policy we ensure that the school is assessable to all. Where necessary we ensure that arrangements are made to cater for ongoing needs for our children, staff and visitors. This may include working alongside outside agencies such as SES, the hearing or visual impairment team for example.

When needed we can access interpreters/ advocates for meetings to support families for whom English is not their first language. Please refer to our accessibility policy for more details.

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

Children who join our school mid-year will be assessed to find out about their strengths and additional needs, if any. There will be transition discussions and information is shared between schools as part of the transition arrangements. For children who have already been identified as having SEND or an EHCNA the SENDCo will liaise with the previous school or / and the local authority to see what support was in place and gather all the necessary information as well as meeting with you to discuss your child's needs and gain your child's own views.

Transition between classes and key stages will be supported for all children. Children with SEND, who may find the change more difficult, may be supported with social stories, transition pictures, tours, extra visits or other planned activities.

The SENDCo is responsible for sharing SEND information when the children move on to another school and for some children a transition meeting will be organised with the family and the previous schools' SENDCo.

Useful links:

The SEN information specified in Schedule 1 of the Special Educational Needs and Disability Regulations 2014

The SEN code of Practice can be found here:
https://www.gov.uk/government/consultations/special-educational-needs-sen-code-of-practice-and-regulations

Woods Loke Team – Pastoral support.
https://www.woodsloke.org/education-pastoral-support

Please call us on 01502 561234 or email alinorman@woodsloke.org to ask questions or find out more and we will be happy to discuss further or you can book an appointment in person we would be happy to show you around.