Inspire Partnership Academy Trust

Special Educational Needs Information Report 2026 - 2027

Woodhill Primary School

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Contact details

If your child has special educational needs and/or a disability and you would like to know more about what we offer at Woodhill Primary School please contact us using the details below. Inclusion Leader/SENCO: Jodie Waterton

Contact: Tel:02088545055

email: senco@inspirewoodhill.co.uk

Dedicated SEN time: full-time

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1. Aims

The aim of the Special Educational Needs Information Report is to set out how Woodhill Primary School will support and make provision for pupils with special educational needs and disabilities (SEND). This is a legal requirement as outlined in The Special Educational Needs and Disability Regulations 2014, which sets out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report. This information report also complies with our funding agreement and articles of association.

At Woodhill Primary School we strive to support all pupils to enable them to achieve at school.

In order to do this, many steps are taken to support them through their learning journey.

Quality inclusive teaching is vital; however, for some pupils there are occasions when further additional support may be needed to help them achieve their targets.

High quality inclusive teaching and additional interventions are defined through dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer every pupil in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first inclusive teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with all our learners.

2. The kinds of SEND that are provided for

All staff at Woodhill Primary School strive and work hard to ensure our school is an inclusive school. We share a mutual ethos of every child matters therefore we aim to address each pupil's needs and support their development in the most appropriate way possible to ensure we celebrate effort as much as achievement. Our school's SEND Policy is available on the school website https://www.inspirewoodhill.co.uk/or via the School Office, detailing our philosophy in relation to SEND.

We refer to the term "Special Educational Needs" if a pupil:

- Has significantly greater difficulty in learning than the majority of pupil of their age in one or more areas of learning. Academic criteria are adhered to when making a decision. The threshold for each year group varies.
- Has a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for pupils of similar age.

The difficulty or disability may relate to:

- **Communication and interaction** - Autistic Spectrum Disorder, Asperger's Syndrome, Selective mutism, Speech and or Language difficulties.
- **Cognition and learning** – Moderate Learning Difficulties, Specific Learning Difficulties [Dyslexia, Dyspraxia].
- **Social, Emotional and Mental Health** – Attention Deficit/ Hyperactivity Disorder, Oppositional Defiance Disorder.
- **Sensory or Physical conditions** – Hearing/Visual impairment, Sensory Processing Disorder/difficulties.

Special Educational Provision is additional to or different from which is made generally for most pupils in school.

<u>Children with medical needs</u>

- If a child has a specific medical need then a detailed Care Plan is compiled with health professionals, usually the School Nurse, in consultation with parents/carers, SENCo, appropriate teachers, teaching assistants and appropriate administrative staff. These are discussed with all staff involved with the child, if necessary, on a need-to-know basis.
- All staff receive annual EpiPen training delivered by the school nurse.
- Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a signed Medi-Care plan is in place to ensure the safety of both child and staff member.

3. Identifying pupils with SEND and assessing their needs

Woodhill Primary School's Assessment Policy (available via the School Office) outlines the range of assessments regularly used throughout the school.

Assessment is an ongoing core process throughout the school. It is a check that each pupil is making adequate progress against the National Expectations set for each year group from Foundation Stage through to Year 6.

Adequate progress is defined as that which:

- Closes the attainment gap between the pupil and pupils of a similar age
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers
- Matches or is better than the previous rate of progress
- Ensures that a pupil has full access to the curriculum in line with their peers
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvement in a pupil's behaviour allowing them to be receptive to learning.

If a pupil is not making the expected progress, then additional and different assessments tools may be required to determine the reasons why.

To help us ascertain a better understanding of a pupil's learning difficulty, we may use:

Complex Needs Assessment through STEPS

Literacy and numeracy assessment through STEPS

Language Link or Speech Link assessments

Sometimes, more specialist assessments are needed to gain a deeper understanding of a possible difficulty. When this is the case, the school may reach out to Autism Outreach, Educational Psychologists, Speech and Language Therapists or other outreach workers for advice.

These assessments may also be used to plan targeted intervention programmes for the child and also contribute towards creating a benchmark for measuring the impact of subsequent interventions.

4. Consulting and involving pupils and parents

At Woodhill Primary School, we value and accept the positive role and contribution parents/carers can make. We make every effort to work in full cooperation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure their child's needs are identified properly and met as

early as possible. In order for parents to play an active part in their child's development, the school endeavours to provide relevant information so they can reinforce learning in the home.

Parents will be involved in the planning for the child's education as all parents are. This may be through:

- Discussions with the class teacher as the first point of contact
- Parents' evenings
- Discussions with Jodie Waterton (SENCo) or other professionals
- Parents are encouraged to comment on their child's IEP with possible suggestions which could be incorporated

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty

- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to parents upon request.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Parents will know how their child is doing because:

- Parents will be able to discuss the child's progress at Parents' Consultation Evenings.
- Parents may have brief discussions with the class teachers at the end of the school day, if they are available. However, appointments can be made to speak in more detail to the class teacher, in the first instance, to discuss concerns by visiting the School Office. They may arrange a follow up appointment with Jodie Waterton (SENCo), if necessary.
- IEPs (Individual Education Plans) are written three times per year. The IEPs will be given to parents during Parents' evening or sent home. Parents may wish to make an appointment to review the targets and discuss the new targets set. Parents/carers are encouraged to contribute input to be included on the IEP.

Woodhill Primary School will help parents to support their child's learning by:

- The class teacher may suggest ways of supporting my child's learning through messages, parents' evenings or additional meetings arranged when necessary.
- Jodie Waterton (SENCo) may meet with parents to discuss how to support their child. They may, alongside the class teacher, discuss strategies to use if there are problems with a child's behaviour/emotional needs.
- Having liaised with, and informing parents of, the outside agencies or the Educational Psychologist, suggestions and programmes of study can then be used at home.

5. Assessing and reviewing pupils progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

- **Assess**: The class teachers and if necessary the SENCO or professionals from external agencies, assess the needs of the individuals.

- **Plan**: We identify the barriers to learning, intended outcomes and plan appropriate support and intervention to meet those outcomes.
- **Do**: We provide appropriate support either within the classroom or as part of a targeted intervention programme. This could involve the provision of a resource, a change in an approach to learning, access to technology or working with an adult.
- **Review**: We evaluate the impact of the support provided and consider whether changes to the support need to be made.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

6. Our approached to teaching pupils with SEND

The SEN Code of Practice 2014 recognises 'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (p14). At Woodhill Primary School, our priority is to ensure all children, including children with SEN, have access to outstanding lessons which are appropriately differentiated and personalised to meet the needs of children. Our teachers acknowledge they are responsible and accountable for the progress and development of all the pupils in their class.

We also recognise some children will require educational provision which is '*additional to'* or '*different from'* this. To achieve this:

The teacher has the highest possible expectations for your child and all pupils in their class

All teaching builds 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; this may involve things like active learning, or using concrete objects/visuals to support

Specific strategies (which may be suggested by the SENDCO or external professionals) are in place to support your child to learn

Your child's teacher will have carefully checked on your child's progress and will have decided whether your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

7. Adaptations to the curriculum and learning environment

The curriculum and learning environment will be adapted to the child's needs when:

- A child has been identified with special needs or disability, their work will be differentiated by the class teacher to enable them to access the curriculum more appropriately.
- Teaching Assistants (TAs) may be allocated to work with the child for some 1-1 or small focus group, to target more specific needs.
- Appropriate specialist equipment may be given to the child e.g. writing slopes, pen/pencils grips or easy-to-use scissors.
- Reasonable adjustments are put in place to not put a child at a substantial disadvantage as soon as is reasonably possible.

The school environment is accessible as: adapt as necessary

- Ramps into school make the ground floor of each building accessible to all.
- Five toilets adapted for access suitable to those with additional physical needs, including wheelchair users.
- Doors which can allow all access to the main entrance of the building with internal doors which also facilitate access.
- We have an up-to-date Accessibility Plan, which is available via the School Office.

8. Additional support for learning

We have a number of teaching assistants who are trained to deliver interventions such as: [names of additional interventions].

Teaching assistants will support pupils on a 1:1 basis or in a small group when [add details here].

We work with the following agencies to provide support for pupils with SEN, their families and school staff. The agencies used by the school include:

- List the agencies used by the school.

9. Expertise and training of staff

At Woodhill Primary School, we believe having knowledge develops understanding which ultimately improves teaching practice and provision for children. All staff receive training regarding different areas of SEN, these have included sessions on:

Adaptive teaching in the classroom

Use of visual supports to support communication

De-escalation and co-regulation

Trauma and attachment

Strategies to support independent learning.

Additionally, we have Teaching Assistants who are able to support children with SEMH needs, including using Boxall Profiles and Nurture Groups to support and develop children's social, interaction, regulation and engagement.

In the LARP, staff have received additional more specialist training from on communication aids and interventions, supporting positive engagement throughout the day and ensuring regular sensory support for our more complex needs learners.

10. Securing equipment and facilities

The school budget, received from Royal borough of Greenwich LA, includes money for supporting children with SEND. The Headteacher, Deputy Headteacher for Inclusion and SENDCO work together to decide on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors, on the basis of needs in the school. If a child's needs exceed £6000 then the school may apply to the Local Authority for additional funding (Top-up funding) to further support their needs.

The school identifies the needs of SEN pupils on a provision map, this identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met and resources are deployed as effectively as possible. Additional provision is allocated after discussion with the class teacher at Pupil Progress Meetings, if a concern has been raised by them at another time during the year, or if concerns are raised on completion of assessments used, indicating further support or resources need to be allocated to the child.

When the child joins the school, support is allocated on the information provided by the feeder school. Usually, in consultation with year groups, teaching assistants may be allocated to small groups, to support in class or in other focus groups tailored to the child's needs. During their school life, if further concerns are identified due to the child's limited progress or well-being, then other interventions will be arranged.

11. Evaluating the effectiveness of the SEND provision

Provision for children with additional needs is evaluated in a variety of ways:

- Use of a provision map to measure progress and achievement
- Evaluation of Individual Education Plans 3 times a year
- Holding annual reviews for pupils with EHC plans
- Use of assessment information/progress rates etc. pre- and post- interventions
- Use of attainment and progress data for children with SEN across the school as part of whole school tracking of children's progress
- Use of pupil/parents interviews/questionnaires
- Monitoring by SENCo

12. Enabling SEND pupils to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

If a child applies to attend Woodhill with a physical disability or mobility needs:

- The SENCo meets with parents to discuss the child's needs, school accessibility and measures we can put in place to overcome any barriers.

- We review how children with physical disabilities and mobility needs are able to access wider curriculum, activities and events in an adapted way If necessary
- Risk assessments can be created to enable access to learning, activities and buildings.
- How to access our Accessibility Plan

- **Support for improving emotional and social development**

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and struggling to communicate effectively. However, for those children who find aspects of this difficult we offer:

- Lego Therapy, for children to learn how to cooperate with one another in a small group
- Social skills groups to develop emotional language and literacy and the skills needed to initiate friendships and interact socially with their peers
- Play therapy sessions
- Draw and talk sessions
- A range of extra-curricular groups which all children are invited to join
- Lunchtime and playtime support through designated areas and Nurture Lunch
- Small group lunchtime and playtime support for children to develop skills in play and social interaction
- A whole school approach using Zones of Regulation which can be individualised and adapted if needed
- Comic Strip Conversations to break down social situations that may have been confusing or upsetting

13. Supporting pupils moving between phases and joining or leaving the school

Woodhill Primary School understands what a stressful time moving schools/classes can be, therefore many strategies are in place to enable the child's transition to be as smooth as possible.

These include: School to add their approach here

-
- Ensuring all adults involved with a child can be part of the handover to new staff at the end of each academic year.
- Robust systems and paperwork for when children move between classes to ensure strategies, interventions and targets are handed over to welcoming teaching staff.
- Transition books and social stories for all children who may need this. For children transitioning into Woodhill:
- The SENDCO will visit preschools with the class teacher or Foundation Stage Leader when appropriate and attend annual reviews and/or transition meetings for pre-school children
- If your child would be helped by a social story to support them in understanding the transition, one will be made for them with information about their current placement and their new school
- Your child will be able to visit our school and stay for a 'play and stay'
- Parents may be invited to attend an information evening

- You may be given an opportunity for additional visits where appropriate to help to prepare your child for their move to the school If your child is transitioning to another school:
- We will contact the school's SENDCO and ensure he/she knows about any special arrangements or support that needs to be made for your child. Where possible, a planning meeting will take place with the SENDCO from the new school
- We will make sure that all records about your child are passed on as soon as possible
- If your child would be helped by a transition book to support them in understanding moving on, one will be made for them

14. Complaints about SEND provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

15. Contact details for further information

At Woodhill Primary School, we are committed to working in partnership with parents and carers to meet the needs of the children in our school.

If you have any questions or concerns, we ask parents to contact the following:

Class teacher - If you were to have a question or concern about the provision for your child with SEN, in the first instance, we would encourage you to contact your child's class teacher.

Inclusion Leader/SENCO - Should you wish to discuss your concerns further; you could contact the Inclusion Leader (Jodie Waterton) by making an appointment at the School Office.

Headteacher - If you still have concerns regarding the provision for your child, then please contact our Headteacher who will investigate your concern.

Chair of Local Community Council - In the unlikely event your concern is not resolved, then please make contact with our Chair of LCC in line with our 'Parental Complaints' policy and procedure, available via the School Office or website.

16. Services to support parents of pupils with SEND

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 that similar strategies can be used. The SENcO is also available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with you alongside the person involved directly, or where this is not possible, in a report. The Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) is available to give further impartial advice and support should you need it.

We will also hold parent engagement sessions for parents with children who have additional needs. This will provide a space where parents can share strategies, advice, tips and tricks.

Externally, these agencies are able to support families:

- Young Greenwich School Nursing Team
- Greenlights Parent Meeting Up (virtual)
- IPSEA, the leading charity in the field of SEND law
- Eric, the national charity for bowel and bladder health
- The Sleep Charity, independent experts on sleep issues

17. The local authority Local Offer

Our local authority's local offer is published here: https://www.royalgreenwich.gov.uk/send