

SEND Information Report – Woodland Grange Primary School

1. Aims

Our SEND information report aims to:

- Set out how Woodland Grange Primary School will support and make provision for the pupils at our school with SEND (Special Educational Needs and Disabilities).
- Clarify the roles and responsibilities of everyone involved in providing support for our SEND pupils.
- Explain how our school strives to achieve the best outcomes for our SEND pupils.

2. Legislation and Guidance

This information is based on the statutory SEND code of practice and the following legislation:

- Part 3 of the Children and Families Act 2014. This sets out the schools' responsibilities for meeting the needs of SEND pupils.
- The Special Educational Needs and Disability Regulations 2014, which explains the school's responsibilities for education, in implementing EHCPs (Education Health Care Plans), the responsibilities of SENDCos (Special Educational Needs and Disabilities Co-ordinators) and the SEND information report.

3. Definitions

A child or young person has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they need special education and/or health support and provision to made to support this.

They have a learning difficulty or disability if they have:

- A significant difficulty accessing the learning compared to their peers, or
- A disability that creates a barrier to them making use of the facilities of a kind generally provided by mainstream schools for the children of the same age.
- SEND provision is educational or training provision that is additional to, or different form, that made for the majority of children within a mainstream school setting.

4. Roles and Responsibilities

Woodland Grange has 2 SENDCos – Mrs Chadwick (Year 1 – 6) and Mrs Turner (Pre-School and Foundation Stage).

If you need to contact the SENDCo, please call our school office on: 0116 2720401 or send an email to office@woodlandgrange.leics.sch.uk who will forward any correspondence.

Our SENDCO will:

- Work with the Head Teacher and SEND governor to ensure the implementation and delivery of the SEND provision within school.
- Oversee the operation of the SEND policy within school and co-ordinate the specific provision of support for individual children with SEND on all stages of the SEND record.
- Provide professional guidance and support for staff and parents in meeting the needs of the child.
- Liaise with outside agencies involved in supporting the child, make referrals to them as necessary and be the point of contact for them.
- Advise on the graduated approach to providing SEND support within school.
- Be involved in the deployment of the schools delegated budget and other resources to best meet the needs of the children.
- Liaise with other settings leading up to and during periods of transition to ensure changes are managed successfully.
- Work with the Head Teacher and governing body to ensure that school adheres to its responsibilities under the Equality Act 2010 with regard to providing reasonable adjustment to meet needs and access arrangements.
- Ensure that SEND records are kept up to date.

4.2 The SEND governor

Our SEND governor, Mrs Bailey, will :

- Monitor the quality and effectiveness of the school's SEND provision.
- Raise awareness of any SEND issues at appropriate governing body meetings.
- Work with the Head Teacher and SENDCO to ensure the development of the SEND provision and policy within the school.

4.3 The Head Teacher

Our Head Teacher, Mrs Brown, will:

- Work alongside the SENDCo and SEND governor to ensure the development of the SEND provision and policy within school.
- Have overall responsibility for the provision and progress of pupils with SEND.

4.4 Class Teachers

Every class teacher will:

- Take responsibility for the progress and development of all the pupils in their class.
- Work closely alongside any Teaching Assistants or specialist staff to plan, deliver and assess the impact of the strategies or programmes of intervention, looking for ways to link this work with the work in the classroom, leading to the greatest possible levels of inclusion for children.
- Work with the SENCo to review the progress of any SEND children regularly and develop ways to enable further progress to be made.
- Liaise with parents about the progress made against any targets set relating to SEND.
- Ensure they follow the schools SEND policy.

5.1 The types of SEND that are provided for:

Woodland Grange currently provides additional support for children with a wide range of SEND needs. These include:

- Communication and interaction, including Autism Spectrum Disorder.
- Physical, sensory and medical needs. This includes hearing and sight difficulties.
- Speech, language and communication needs.
- Cognition and learning. This includes Dyslexia
- Social, emotional and mental health needs. This includes ADHD.

5.2 Identifying children with SEND and assessing their needs.

We will assess children's skills on entry using a baseline and build a picture based on information received from previous settings, where available. Class teachers regularly assess where children are to monitor progress. They use this information to identify those that are not making the expected progress, consistently require additional support to access the learning or are not closing the gap of attainment between themselves and their peers.

This progress does not solely relate to academic attainment. Staff will also monitor social interactions or physical development.

Low attainment does not automatically mean that a child is registered as having SEND but may be a starting point in identifying difficulties. As part of the process, parents and pupils (where appropriate) will be involved in determining if there is a barrier to learning and what that might be affecting. Additional support from outside agencies will be sought, if needed, and adjustment of the core offer being delivered in class will be made to address needs.

5.3 Consulting and involving parents and carers

Woodland Grange uses the staged process of identification of SEND in line with the SEND Code of Practice. This enables staff to assess, plan, do and review to monitor progress, adjust teaching to meet needs, consider the impact of provision and gather information to identify needs more specifically. Parents are included in this process throughout and, where appropriate, the views of the child are also sought. If concerns are raised about a child and it is thought there is a barrier to the child's learning, parents are invited in to discuss the issues. We consider this to be an integral part of the process and that the identification and support of children with SEND can only happen WITH the family.

Targets may be set for the child in agreement with the parents and everyone will be clear about next steps through regular conversations and meetings.

If any additional support is considered appropriate from other professionals, parents are met with to go through any paperwork and to obtain their consent.

5.4 Assessing and reviewing the progress of SEND children

Children who are identified as having an SEND will be placed on the SEND record held by school. They will receive an IEP (Individual Education Plan) and/ or an SEND support plan. To ensure that they continue to reflect the children's needs they will be regularly reviewed and shared with parents.

The class teacher will monitor progress towards targets set using range of strategies to do so. These will include:

- Teacher assessments and experience of the pupil.
- Information about previous attainment, progress and behaviour.
- Progress compared to national expectations and that of peers.
- Information from discussions with parents.
- Pupil voice input.
- Advice and input from external agencies, if involved.

All staff working with the pupil should be aware of the needs and how to best support them in school. They will have best practice strategies shared with them to enable the child to access the learning as effectively as possible. The support provided is regularly reviewed to ensure it is reducing barriers to learning and meeting the needs of the child.

5.5 Supporting pupils moving between phases and preparing for adulthood.

When it is time for our SEND pupils to move between settings, we liaise closely with the next school. As soon as the new school is identified, contact is made to ensure that sharing of

information can occur to make the transition as smooth as possible. Parents consent is sought to do this.

The SENDCo will invite the SENDCo from the next school to any annual review meetings prior to transfer and will meet with them in the term before moving. Parents are also involved in this, where appropriate, and our SEND children have extra visits to settings, transition booklets and meetings with new staff to reduce anxiety about the move. Class teachers will also liaise with the next schools SENDCo and teaching staff.

If a child is transitioning from a Pre-School setting to Woodland Grange, teaching staff and SENDCo will attend a transition meeting to gather information about the child's needs. Extra visits to school are arranged where needed, including visits on days when no other children are in. Parents are invited into school as part of the transition process for children starting in our Foundation Stage. A meeting is set up at the start of the school term to provide reassurance for parents, as well as to prepare the children for starting school.

5.6 Our approach to teaching children with SEND.

Every teacher is responsible and accountable for the progress of all children in their class. Quality first teaching is the first step to addressing any SEND needs within the class. Differentiated work and adjustment will be made to remove barriers to learning for individual children.

To address the needs of the children with SEND we also provide interventions aimed at supporting their development. These include, but are not limited to,:

Big Moves – to address gross motor skills.

Fine motor skills groups.

Phonics groups.

Social skills groups.

Language support.

Speech and language targeted work.

ELSA

Maths groups.

5.7 Adaptations to the curriculum and learning environment

Woodland Grange is a single storey school. There are ramps and stairs to access the hall and after care provision. We have access to the main building via the main entrance with no stairs and a path with no stairs that runs around the Year 6 building to enable children access around the entire school building. We have two disabled toilet facilities. One with a ceiling

hoist and changing bed installed. In accordance with the Equality Act 2010 the school has an 'Accessibility Plan' which demonstrates how the school does and plans to continue it's access progressively over time. We have a policy for 'Supporting Pupils at School with Medical Conditions' including the administration of medication. There is a designated parking space in the school car park for people with disabilities needing extra space.

To ensure that all children have their needs met within school we make the following adjustments and adaptations:

- Differentiating the curriculum to enable children to access it. This might involve pre-teaching work, work in small groups of similar ability, one to one provision, simplification of language used to deliver it, tailoring work to follow a child's area of interest.
- Adaptation of resources – such as reducing cognitive overload, breaking work into chunks, enlarging it.
- Adaptation of staffing to meet needs.
- Access to ICT to support children in using alternative methods of recording, use of coloured overlays, use of class visual timetables and individual visual timetables, social stories, choices boards.
- Use of withdrawal spaces and adapting our teaching to enable longer processing times, reduction of stimuli to enable focus, adult acting as scribe or reader to access work.
- Access to equipment e.g. chair bands, concentration aids, wobble stools.

5.8 Additional support for learning.

School has strong links with outside agencies that provide additional support for our SEND children. We include parents in any decisions to refer to external help. This includes working with:

- Specialist Teaching Services
- Autism Outreach Team
- Educational Psychology Service
- Vision Support Team
- Speech and Language Therapy Service
- Hearing Support Team
- Occupational Therapy
- Physiotherapy
- Birkett House Outreach Support Service
- CAMHS
- Community Paediatricians.

5.9 Expertise and training of staff

Woodland Grange has a staff team that are always keen to learn and improve their practise to meet the needs of the children we teach. We regularly receive training as a whole school to address the needs of our pupils with SEND, as well as individual staff attending training that is then shared with the school to ensure we maintain high quality teaching and learning for all.

In the last 3 academic years, we have participated in a project with the Speech and Language Therapy Service called the Language for Living Project. As part of this, staff have received universal training in how to support the development of language for all children, and training in the Word Aware programme. We have also received input in the specific interventions, Colourful Semantics and Language for Thinking which are being used across the school.

Last academic year, we engaged with the PINS project (Project for Inclusion of Neurodiversity in Schools). The project offers a training programme, which each school involved chooses from, to meet their needs. We have begun this process, focusing on input that supports the recognition of needs, appropriate support, sensory aware environments and how to support the mental health and well being of staff supporting these pupils. The involvement with this has continued this academic year, with meetings attended linked to creating a community of practice within the local area. We have also engaged with the Parent Carer Forum as part of the project. This involved holding a meeting in Autumn term 2024 with parents and one at the end of the first half of the Spring term 2025. We held another meeting in the Summer term 2025 and are now exploring ways of making this more accessible for parents who work and have so far been unable to attend.

At the start of the current academic year, we had whole staff training from Autism Outreach. This was delivered through the Making Sense of Autism course, which provided support in identifying the needs of children with ASD and strategies to support them. We have also received Zones of Regulation training, developing our understanding of how to help children regulate themselves and providing a whole school approach to meeting this need. The implementation of this across the school is an ongoing project this year.

Some staff have received training in using Comic Strip Conversations, SOCCS and Emotion Coaching all of which focus on developing staff ability to support children in reflecting on their emotional literacy skills and building strategies that help problem solve in social situations.

Individual members of staff have attended training on ADHD and Anxiety Management this year and where appropriate, class teachers have accessed support for individual children through the Communication and Interaction surgeries run by Autism Outreach.

The training for staff is adapted in response to the needs of the children we are supporting. Plans for next year include a focus on ADHD and supporting children with dyslexic traits.

5.10 Securing equipment and facilities

Where advised by external agencies, we have access to specialist equipment that can support our children. The services involved in these decisions are:

- Vision Support

- Hearing Support
- Assistive Technology for Education Team
- Autism Outreach Team
- Occupational Therapy
- Physiotherapy

5.11 Evaluating the effectiveness of SEND provision

We evaluate our SEND provision in the following ways:

- IEP target monitoring and meetings to reflect on progress towards them.
- Regularly reviewing the impact of interventions
- Meetings with parents
- Discussions with pupils
- Monitoring by SENDCo
- Annual Review meetings to review EHCPs.
- Reflecting on data collected through our tracking system DCPRO.
- Reflecting on data from interventions carried out.
- Observations carried out by Curriculum Subject Leads, Oak Trust 'Growing Together' Days, Learning Walks.

5.12 Enabling pupils with SEND to engage in activities across the curriculum and school year.

- All pupils are encouraged to participate in our extra-curricular clubs and we provide support for children to enable this to happen where possible.
- All pupils have access to our Pre and After Care provision.
- All pupils are encouraged to attend residential trips, with adjustments being made to enable this to happen.
- All pupils, where possible, participate in sports days, Christmas performances, parent sessions. Adjustments and adaptations are made to ensure inclusivity.
- No child is ever excluded from activities because of their SEND.

5.13 Support for improving emotional and social development.

Children's mental health and well-being is of utmost importance to staff at Woodland Grange. The personal attributes of resilience and being a risk taker are an embedded part of our school values.

If a pupil is struggling with emotional difficulties, we are able to refer them to our ELSA (Emotional Literacy Support Assistant) for group or individual sessions to address their needs.

We have a zero tolerance approach to bullying. Please see our Anti Bullying Policy.

5.14 Working together with other agencies

Woodland Grange has contact with and works alongside a range of outside agencies. Contact is made with services as appropriate including access to Social Services, Educational Welfare Services and Early Help. School may also seek support from the following services.

- Educational Psychology
- Autism Outreach
- Special School Outreach Support
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Vision Support
- Hearing Support
- CAMHS
- Community Paediatrics
- Assistive Technology for Education Team

This is not an exhaustive list of agencies that Woodland Grange work with to support the needs of the children.

5.15 Complaints about SEND

Parents are encouraged to discuss any problems or concerns with the school, contacting the class teacher in the first place. Most problems are resolved with this way but, if needed, the next step would be to involve the SENDCo or Head Teacher. Should the problem still remain unsolved then parents are able to complain to the governors. Finally, if parents are not satisfied with the outcomes, they can access the LA's statutory SEND disagreement resolution process.

5.16 The Local Authority Offer

Our local authority's (Leicestershire County Council) local offer can be found on this link. [Special educational needs and disability | Leicestershire County Council](#)

6. Monitoring Arrangements

This SEND information report will be updated annually and amended when appropriate throughout the school year.

It will be approved by the governing board.

7.Links with other policies and documents

This report links to:

SEND policy

Accessibility plan

Behaviour policy

Supporting pupils with medical conditions.

Equality and Procedure policy

Data will always be processed in line with the requirements and protections set out in the UK General Data Protection Regulation.