Woodford Primary School

SEND Information Report 2026-2027

At Woodford Primary School, we have high aspirations for every child regardless of their need. We strive to provide an environment where **all** children have access to a high-quality curriculum where they can develop knowledge and character so that they can be the very best version of themselves. We aim to give **all** children the best teachers, the right provision and the right curriculum to enable them to reach their full potential. We pride ourselves on building strong relationships with all children and will use our best endeavours to meet the needs of all children through adaptive teaching.

This report answers some of the most commonly asked questions linked to the provision of special education

Who are the key adults involved with SEND provision at Woodford?
All teachers are responsible for the children in their class who have SEND needs and should be the first port of call should you have a question.

SENCO – Special Educational Needs Co-ordinator Miss Danielle Ritchie dritchie@wfd.westst.org.uk	
Headteacher Mr. Steven Kimberley skimberley@wfd.westst.org.uk	
Parent Support Advisor Mrs Anita Milbourn amilbourn@wfd.westst.org.uk	

Roles and Responsibilities of the SENCO
The SENCO has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans. The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high-quality teaching. (SEND Code of Practice, 2015).

What is SEND?
'A child or young person has SEND (Special Educational Needs and Disabilities) if they have a learning difficulty or disability which calls for special educational provision to be made for them.
A child of compulsory school age or a young person has a learning difficulty or disability if they:
(a) have a significantly greater difficulty in learning than the majority of others of the same age; or
(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post16 institutions.'
(SEND Code of Practice 2015)

There are four broad areas of need outlined in the SEND Code of Practice:

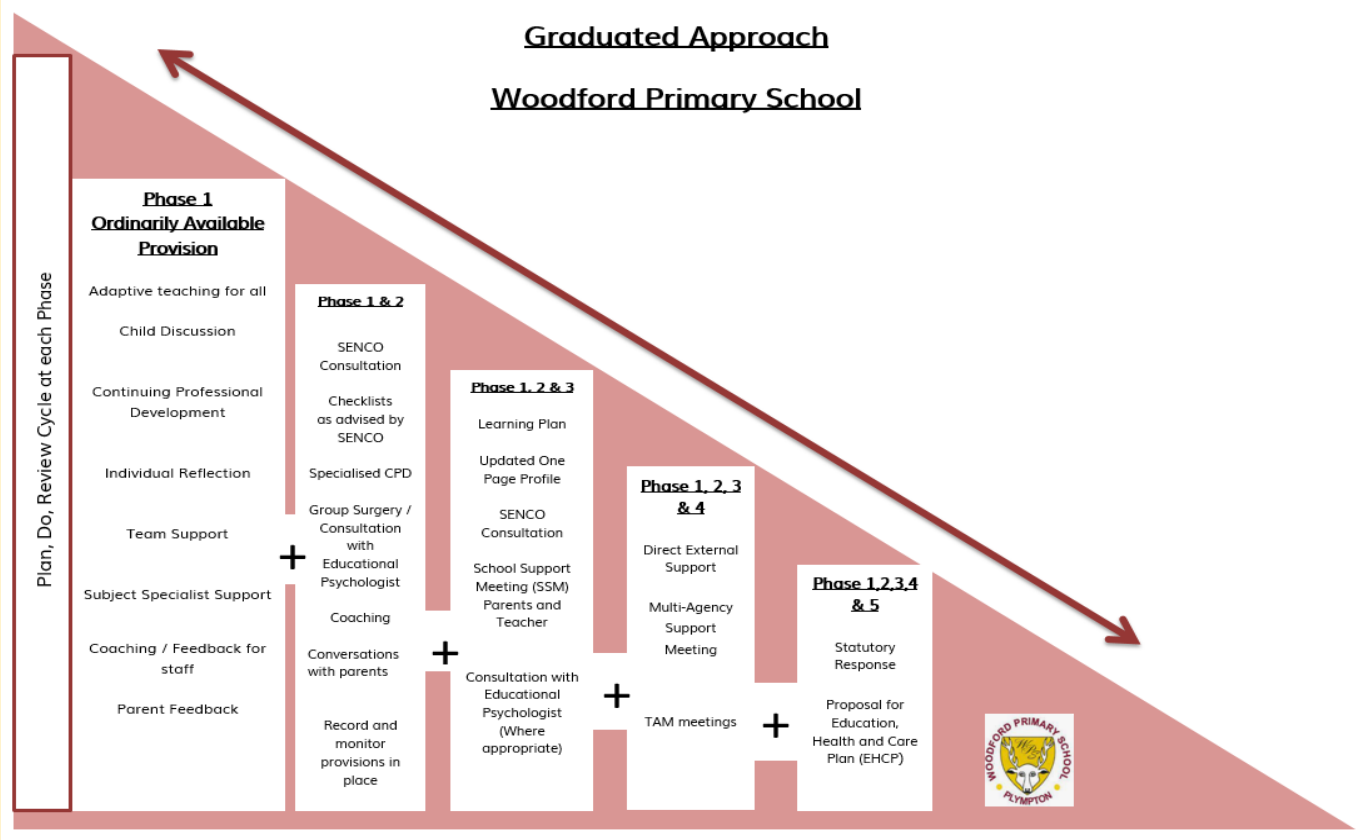
- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

How does Woodford Primary School identify if your child has special educational needs?



- Knowing your child and understanding them as a person.
- Your child's attainment and progress is tracked throughout the year.
- Teachers can complete a 'raising concerns' form if they do not feel that a child is making the expected progress or if they have concerns around any of the 4 areas of need.
- Learning and Progress Reviews are held across the year between the class teacher, headteacher and SENCO. These are used to ensure that children are on track to make their expected progress.
- Concerns can be raised by the teacher, parent or child.

We assess the children in a range of ways throughout the year including formal assessments, observations and marking of books.



How are children with Special Educational Needs supported at Woodford?

Figure 1 – Woodford Primary School's Graduated Approach

- High-quality teaching and learning for **all** children.
- Adaptive teaching.
- Pre-teaching.
- Specialist teaching interventions.
- Emotional support through ELSA, Learning Mentor or Wellbeing Team.
- Parent Support Advisor to support families.
- Visual resources in the form of visual timetables, now and next boards or adapted resources for lessons.

- The learning environment is adapted for children with physical needs and advice for this is sought from the outreach specialists. More information can be found on our accessibility policy.
- Children who are at Phase 3 of our Graduated Approach will have a learning plan in place to support with specific targets and provisions.
- Rainbow Room lunchtime provision to support with emotional needs.
- Working partnerships with parents and carers.
- Educational Psychologist through the Multi Agency Support Team works closely with staff and leaders.
- Investment in other support through the Multi Agency Support Team such as learning mentors, family support workers, art therapists and counsellors.
- Close working relationships with external agencies.
- If a child has significant learning needs, then an Education and Health Care Plan (EHCP) might be applied for.

What provision can be put in place in the classroom to support children with SEN?

Here are some strategies that might be used to support children in the classroom. It is important to note that these may vary depending on the need of the child.

	Communication and Interaction (Including Autism Spectrum Disorder) 	Cognition and Learning 	Social, Emotional and Mental Health (Including ADHD) 	Physical and Sensory 
Universal (Phase 1 and 2)	Clear and predictable routines Clear, consistent expectations Low arousal environments Silent signals Visual timetables Clear modelling from adults Social stories Preparation for change Visuals to support understanding Non-verbal communication Guided choices Flexible seating arrangements Allow reduced eye contact Cue in with use of name Now and next boards Brain breaks Movement / Sensory breaks	Dyslexia friendly font Accessible resources and PowerPoints Font 24 Word banks Spelling lists Concrete resources and manipulatives Stem sentences Cloze procedures Clear modelling from adults Small steps / Chunked information Visuals to support learning Pre-teaching Reduced copying from the board Live marking Use a games, rhymes and songs Multi-sensory approach Brain breaks Task boards Alternative ways of recording Overlearning opportunities	Trauma informed approaches Calm, purposeful, inclusive classrooms Predictable routines Clear, consistent expectations Meet and greet Whole school behaviour policy Positive relationships Reflective conversations Guided choices Relational approach Positive reward systems Jobs and responsibilities Lunchtime provisions Emotionally Available Adults Social stories PSHE curriculum Check ins Safe spaces Social support e.g. buddy systems	Clutter free, tidy classrooms Alternative ways of recording Pencil grips Flexible seating in classrooms Subtitles used on videos Check positioning of teaching Visuals to support understanding Movement breaks Alternative ways of recording

	Communication and Interaction (Including Autism Spectrum Disorder) 	Cognition and Learning 	Social, Emotional and Mental Health (Including ADHD) 	Physical and Sensory 
Targeted (Phase 3)	Social support e.g. buddy systems Wait buttons Busy box Individual work stations Attention Autism Intensive Interactions Makaton	Fresh Start Phonics RWI Catch up Precision Teaching Colourful semantics Access arrangements for assessments Writing slopes Coloured overlays	Personalised meet and greet Positive journals ELSA Learning Mentor Family Support Worker Concentration aids Busy box Weighted items	Sensory diet Wobble cushions Therabands Concentration aids Fine and gross motor skills programme Busy box Weighted items Sensory circuits

	Communication and Interaction (Including Autism Spectrum Disorder) 	Cognition and Learning 	Social, Emotional and Mental Health (Including ADHD) 	Physical and Sensory 
Specialist (Phase 3, 4, 5)	Speech and Language Therapy Communication and Interaction Team Higher than typical ratio of adult support Team Around Me meetings Communication devices	Higher than typical ratio of adult support Bespoke Curriculum Team Around Me meetings	Art therapy Nurturing Nature Higher than typical ratio of adult support Individual behaviour plans Enhanced transitions CAMHs Team Around Me meetings Outreach support	Occupational Therapy Outreach teachers from visual impairment and hearing impairment team Higher than typical ratio of adult support Specialist equipment Team Around Me meetings

What external support can be accessed at Woodford Primary School?

We work with a wide range of external agencies to meet the needs of all children, these can include:

- ✓ Local Authority – Plymouth City Council
- ✓ School Nursing Team
- ✓ Communication and Interaction Team
- ✓ Advisory Teachers
- ✓ Multi Agency Support Team
- ✓ CAMHS
- ✓ Local Secondary Schools
- ✓ Local Pre-Schools and Nurseries
- ✓ Child Development Centre

If your child has external agencies working to support them, then the school would host a Multi-Agency Support Meeting (Phase 4 of Graduated Approach) meeting to discuss the needs, provisions and next steps for your child. This can also be known as a Team Around Me (TAM).

How are parents of and pupils with SEND supported and encouraged to share their views at Woodford Primary School?



- Children complete an updated 'One-page profile' at each review of their learning plan.
- Parents will be contacted by their child's class teacher to review their learning plan and discuss the next targets.
- Learning plans will be shared through Provision Map (Edukey) and parents will be welcomed to make comments on their child's Learning Plan.
- Coffee mornings/afternoons will be held for parents of children with SEN.
- Where appropriate children will be invited to meetings that are for them so that their voice can be heard.

How are children with SEND supported as they join and leave Woodford Primary School?



- Pre-schools and nurseries make contact with the SENCO and Early Years team in Summer term if they believe that a child would benefit from an enhanced transition.
- Meetings with parents, SENCO and teacher might take place if appropriate.
- The SENCO and/or teacher may visit a child in an early years setting if appropriate.
- Multi-agencies may attend transition meetings if appropriate



- The SENCO will indicate to receiving secondary schools if they believe that a child will require an enhanced transition.
- Secondary schools offer packages of enhanced transitions which they discuss with SENCO to discuss which children require this.
- In some cases, the secondary school SENCO may be invited to multi-agency support meetings for children in Year 6 to support with transition
- Year 6 teachers will spend time helping all children with the transition from primary to secondary school.

What training in SEND do the staff at Woodford Primary School have?

Danielle Ritchie – SENDCO	National Award of Special Educational Needs Co-ordination Senior Mental Health Lead – Trauma Informed Schools UK
Simon Rose – Deputy Head	Trauma Informed Schools UK Diploma
Anita Milbourn	St Luke's Bereavement Emotional Literacy Support (ELSA)
Teachers and Teaching Assistants	Trauma Informed School UK Precision Teaching Understanding PACE (Playfulness, Acceptance, Curiosity, Empathy) Maximising Use of TAs EEF research

Where can I find more information?

To find more information on how Woodford Primary School support children with SEND, please visit our website https://www.woodfordprimary.co.uk/ to view our SEND Policy.

To find more information on Plymouth's Local Offer and the support they provide please visit https://www.plymouthonlinedirectory.com/article/182/SEND-Local-Offer

For advice and support for parents, please visit the PIAS website: https://www.plymouthias.org.uk/

A guide for parents and carers: https://www.gov.uk/government/publications/send-guide-for-parents-and-carers

What should I do if I would like to feedback about the provision for SEND?
We really hope that we can work together to create the best possible learning environment for your child. However, if for any reason you are unhappy about the provision in place for your child, please follow these steps

1) Speak to your child's class teacher
2) Speak to the SENCO or Headteacher
3) If you do not feel that your feedback is being listened to, then please visit our website for our complaints policy https://www.woodfordprimary.co.uk/attachments/download.asp?file=362&type=pdf

Appendix 1

ADHD	Attention Deficit and Hyperactivity Disorder	LP	Learning Plan
ASC	Autistic Spectrum Condition	MASM	Multi-Agency Support Meeting
CAMHS	Child and Adolescent Mental Health Service	MAST	Multi-Agency Support Team
COP	Code of Practice	SALT	Speech and Language Therapy
EAL	English as an Additional Language	SEND	Special Educational Needs and Disabilities
EHAT	Early Help Assessment Team	SENDCO	Special Educational Needs and Disabilities Co-ordinator
EHCP	Education, Health and Care Plan	TAM TAF	Team Around Me Team Around Family
EP	Educational Psychologist	SpLD	Specific Learning Difficulty
LA	Local Authority	VI	Visual Impairment

Thank you to the following parents for your feedback and your collaboration with this report: JR, KB, RL, SR, KS, AM, KW

If you require this report in a different format, please contact the school office.