



Woodley C of E Primary School - SEND information report 2025

Our SENCo: Mrs Candy Thomas

Qualifications: BA(Ed)Hons, MA Leadership in Education

Types of SEN at Woodley C of E Primary School:

Communication and Interaction:

- SLCN (speech, language and communication needs),
- ASD (Autistic Spectrum Disorder)

Cognition and learning (children learn at a lower pace than their peers even with appropriate differentiation)

- MLD: moderate learning difficulty
- SLD: severe learning difficulty
- SpLD: specific learning difficulties eg dyslexia, dyspraxia, dyscalculia

Social, emotional and mental health difficulties

- ADD: attention deficit disorder
- ADHD: attention deficit and hyperactivity disorder
- Attachment disorder
- Difficulties that may reflect underlying mental health conditions e.g. anxiety

Sensory and/or physical needs

- Vision impairment
- Hearing impairment
- Multi-sensory impairment
- Physical disability

How does the school identify children/young people with special educational needs and disabilities?

- Woodley C of E Primary School identifies students with SEND through a close collaboration with parents, teachers and students. Concerns can be raised by parents/carers, the class teacher, SENCo and/or the child.
- We use our experience combined with staff observations and pupil assessments. When appropriate we work with outside agencies who observe, advise and report on a child's specific needs.
- Termly assessments in reading, writing and Maths are completed across the school. This informs any necessary interventions.

- Further assessments may be undertaken to identify specific interventions, for example a LASS Dyslexia screener.
- Progress and attainment of all pupils is reviewed termly by the senior leadership team
- Students' progress is closely monitored through an assess, plan, do and review, process. Students follow different pathways according to their attainment band. These pathways direct which interventions and support they receive.

Arrangements for discussing progress with parents and young people

Class teachers, phase leaders and the SENCo monitor SEND progress termly and each term the class teacher supported by the SENDCO writes an Individual Education Plan for the children on the SEND register. The IEP is shared with parents.

Progress is also addressed in annual reviews for children with EHCPs. School seek opinions of all adults involved with the child and ask the child for their opinion too.

Parents have access to the teacher and SENCo's email and are encouraged to contact staff with questions or concerns at the time rather than waiting for meetings. Similarly, staff will contact parents if they have concerns regarding progress or targets.

Any children who fall into the lowest attainment band will follow our Red pathway provision which involves termly meetings.

There are home school diaries to provide the opportunity for daily home/school contact. The class teacher and SENCo also arrange meetings with parents as required.

Where a child struggles to communicate, a home-school book may be set up for parents and staff to communicate through.

Supporting transition

Our FS2 (Reception) teachers visit all children in their nursery setting in the summer term prior to them beginning school. New parents are invited in for a welcome meeting in the summer term and the children have the opportunity to come in for an afternoon to meet the teachers and become familiar with the environment. Before the summer break, families of new children will receive a transition booklet that can be shared with the children over the summer. Our school SENDCO attends the annual reviews of Nursery children in the year prior to them starting school. In September, the SENDCO offers a 1:1 meeting for all parents of new SEND children.

Each year, a carefully planned phase transition programme includes:

- Several visits to the new class/phase
- Transition discussions between staff to ensure relevant information around the child's needs are passed on including IEP targets as well as provision and support needed for a smooth transition.
- Our PSHE curriculum covers changes and transitions at the end of the year in all year groups.

Staff in Y6 and Y7 have transition meetings in the summer term to explain in detail the needs of all children as well as the provision that is in place for them. File transfers ensure that a child's history is passed over to the new school. All children will have transition afternoons at their new school and those with additional needs can have extra transition times as required.

Approaches to teaching and accessibility of the learning environment

Through ordinarily available provision and adaptive teaching approaches, all children (including those with additional needs) are supported to be independent learners.

We also provide specific resources and interventions for children with specific learning needs, for example coloured overlays and access to Nessy (online programme) for our children with dyslexic traits.

We think carefully about the placement of children in the classroom with proximity to the teacher, other children and quiet spaces free from distraction. A few children have individual workstations either within the classroom or just outside dependent on their needs.

Accessibility of the curriculum

We acknowledge that for all children their learning should be planned for according to their individual needs but also offering aspiration regardless of any obstacle or disability. We believe that children should be working at the 'stage' most appropriate to them which may not always match their chronological age. In English and Maths this means accessing work from the year group which they have been assessed as working at. Our wider curriculum is spiral based, and teachers plan for work on Threshold Concepts which can be pitched at the correct developmental stage for the child. Learning environments are adapted as and when needed.

Staff Training

Our SENDCO has regular training through Wokingham's school SENDCO network, and this is tailored to trends across the Wokingham borough as well as feedback from SENCOs. Our staff have access to training from the Wokingham schools hub and the Educational Psychology Service. Furthermore, training is provided by Wokingham's specialist settings as part of their outreach programmes.

Our staff have a variety of experience in working with children with SEND and training for teachers and teaching assistants is provided dependent upon current needs and the school's focus. This year, we are part of the PINS (Partnership for Inclusion of Neurodiversity in schools) project which focuses on building staff knowledge, improving skills, and creating supportive school environments.

Evaluating the effectiveness of our provision

Most children and young people who have SEND respond to quality first teaching. Where individual or different interventions are used, these will be evidence based and our progress tracking allows us to verify that the interventions are effective.

Inclusive practice

We ensure that all our pupils, and those with SEND, are fully included in the activities available. We accept that sometimes this will mean additional arrangements may need to be made to allow them to take part e.g. an allocation of additional adult support available to support the child in an after-school club, school funded places for children who also fall under the Pupil Premium category.

Nurture, emotional and social development

The school has a variety of support in place: Nurture Assistants, scaling, Peer Mediators, Playground Pals, Big Sisters/Brothers, Meet and Greet, Social Groups and 1:1 or small group work.

We use strategies as advised by our Educational Psychologist and Foundry College. These include:

- Safe spaces

- Communication cards
- My choice, your choice
- Reward time
- 20/20/20 lunchtimes
- An identified adult to talk to /intervene
- Movement breaks
- ABC tracking

Arrangements for handling complaints/queries

- The staff at reception are able to answer initial queries and concerns about the general running of the school, trips etc. Any concerns about a child's day at school, progress, special needs etc should be with the class teacher initially who will signpost to the SENDCO when needed.
- School has an annual parent questionnaire for general views and feedback. Parents are encouraged to contact the school administration staff to raise concerns or pass on compliments. Formal complaints can be made directly to the chair of governors.

Supporting SEN children who are looked after

The school has access to children's social care services as required. The school has a safeguarding policy and staff are trained to manage Child Protection (CP) incidents. The school has designated safeguarding leads and CP Officers.

Designated safeguarding leads liaise with the SENDCo when setting targets and using funding from the PEP for children who have SEN and are looked after.