Inspire Partnership Academy Trust

Special Educational Needs Information Report 2026 - 2027

Woodside 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 Woodside Primary School please contact us using the details below.

Inclusion Leader/SENCO: Jade Oretga

Contact: **Tel**: 0208 654 5333 **email**: sen@inspirewoodside.co.uk

Dedicated SEN time:

Family Support Worker: Nikki Georgiades

Contact: **Tel**: 0208 654 5333 **email**: admin@inspirewoodside.co.uk

1. Aims

The aim of the Special Educational Needs Information Report is to set out how Woodside 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 Woodside 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 Woodside 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 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

Woodside'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:

- PiXL assessments
- Staturoty assessments
- Basic number screener
- Single word spelling test & Little Wandle Phonics

Sometimes, more specialist assessments are needed to gain a deeper understanding of a possible difficulty. When this is the case, the following assessments may be used:

- Boxall Profiles
- Strengths and Difficulties questionnaires
- Dyslexia screen

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.

If there is a concern regarding a child's progress, the class teacher may implement a passport (Individual Education Plan) to support a child to make progress in specific areas of need. This is something that is reviewed termly.

4. Consulting and involving pupils and parents

At Woodside, 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 our SENCO or other professionals
- Parents are encouraged to comment on their child's Passport (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 the SENCO, if necessary.
- Our Passports (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.

Woodside 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.
- Our 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. From this an Individual Education Plan (IEP) may be created. 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 Woodside, 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, we:

- That the teacher has a clear understanding of your child and their needs through the use of the personalised Learning Passports
- That the teacher maintains the highest possible expectations for your child and all pupils in their class
- That all teaching builds on what your child already knows, can do and can understand

- That adaptive teaching is implemented, so that your child is fully involved in learning in class; this may involve reframing tasks; active learning; and using concrete objects or visuals to support learning
- That specific strategies (which may be suggested by the SENCo) are in place to support your child's learning
- Your child's teacher will have carefully checked on your child's progress and will have decided that 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 children to support the development of more specific or complex 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 building accessible to all.
- Two 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:

Precision Teaching

Bucket Time (SALT)

Nurture groups

Little Wandle (rapid catch up and SEND programmes)

Teaching assistants will support pupils on when a child may have specific needs which are different or more complex to that of other children in their class.

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:

- Croydon Educational Psychology Service
- Speech and Language therapy service
- Mental health in Schools Team
- School Nursing Team

- Croydon Child and Adolescent Mental Health Service
- Visual and Hearing Impairment Teams
- Croydon Sensory Support Service
- Community Paediatricians
- Occupational Therapy Service

9. Expertise and training of staff

At Woodside, 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
- Specific Learning Difficulties
- Making and using symbolised resources, systems to encourage independent learning
- De-escalation techniques for challenging behaviour
- Using the Trauma Informed Practice, including RULER and Zones of Regulation, to support children with managing emotions
- All staff have received Trauma-Informed Practice and Attachment training

The school endeavors to provide specialised training for children who have more complex needs however this is done on needs basis with the support of the local authority through the implementation of an EHCP. Our Teaching Assistants are able to support children with different needs, which may include children with:

Specific learning difficulties

Autism Spectrum Disorder

Speech and Language Needs

Being part of the Inspire Partnership, Woodside is able to draw upon expertise within the academy to help support the progress of children and develop staff training.

10. Securing equipment and facilities

Woodside Primary School is part of the Croydon SEND Local Offer. We work closely with other SENCOs and colleagues to address needs. We liaise with the Early Intervention and Improvement Team for children requiring a high-level of support where all in-school offering has been exhausted..

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 and school educational visits.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. Pupils are supported through:

- Risk assessments are carried out and procedures put in place to enable all children to participate in activities. Individual risk assessments are provided if a child has severe/complex needs, including health.
- When deemed necessary, if an intensive level of 1:1 support is required, school staff will accompany the child during the activity. This will be negotiated between school and parents to support the highest level of learning independence. There may be occasions when the risk assessment deems it in the best interest of the child's well-being/safety that a parent is asked to support the child on a trip.
- Upon entry to the school, the admission officer and SENDCo will meet with parents to gather information on how to best support a child with additional needs. Information is also sought from a previous school if applicable.
- Please find the school's accessibility policy on our school website.

13. Support for improving emotional and social development

Woodside Primary School values underpin our approach to ensuring all pupils have appropriate emotional support. Building positive relationships between staff and children is key to ensure pupils feel confident to share their concerns. Resources and information about bullying and cyberbullying are shared with the children through our computing and PSHE curriculum and assemblies.

Children are encouraged to talk to adults about their worries. Interventions such as Lego Therapy, draw and talk, nurture groups and play therapy are provided to support pupils with emotional regulation difficulties.

We use the a range of Trauma Informed Practices, such as RULER and Zones of Regulation, with all children in the school to support them in identifying and verbalising how they are feeling and developing a tool kit of strategies to manage their emotions.

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

Woodside 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:

- Stay and play sessions are offered for pupils joining Nest or Nursery. Children who are finding the transition difficult may be offered reduced time in the setting. Nest and Nursery staff will also complete home visits to support their transition.
- For pupils joining in Reception, the SENDCO and/or a member of the Reception team will visit SEND pupils in their previous settings and discuss their needs with other professionals.
- Social stories will be put in place for children who need them to support them in understanding the transition. A social story will be made for them with information about their current placement and their new school.
- New to Reception pupils will also be able to visit our school and stay for a 'play and stay'
- Parents will be invited to attend an information evening.
- Opportunity for additional visits may be given where appropriate to help to prepare children for their move to the school.
- Any in-year joins will be given a tour of the school by a member of the leadership team and any follow up meetings with a SENCO will be organised if a child has SEND / meeting with the Family Support Worker if they are known to social care.
- There will be a thorough handover between staff for children transitioning between year groups. Social stories will be put in place for those that need it.
- For children transferring to secondary schools the SENCO will attend the Croydon year 6/year 7 transition meeting with secondary SENCOs. For children with EHCPs annual reviews will be held in the second half of the Summer Term. The SENCO of the Secondary the child is transferring to, will be invited to the review.

15. 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

16. Contact details for further information

At Woodside, 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 SENCO 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.

17. Services to support parents of pupils with SEND

At Woodside Primary we aim to work in partnership with parents to support children with SEND. To do this we meet regularly with parents to review progress and provision and identify next steps. We hold regular meetings for the parents of SEND pupils. Our family support worker can signpost parents to outside agency support.

Croydon SENDIASS - support the parents of children with SEND

They are open Monday to Friday, and have a 24 hour answerphone:

Phone: 020 8152 4558

Email: croydon@kids.org.uk

18. The local authority Local Offer

Our contribution to the local offer is:

Welcoming children with special educational needs and/or disabilities into our school

Supporting children with SEND in all aspects of school life and remove barriers to achievement

Working in close partnership with parents/carers and children

Making effective provision for all of our children with SEND

Our local authority's local offer is published here: Croydon Local Offer

The local offer sets out a wide range of information about specialist services, schools, colleges and organisations that provide support and information for families of children and young people with SEND.