



**Woodcot**  
Primary School

TOGETHER WE LEARN AND GROW

## SEND Information Report

<b>Written by:</b>	Vanessa McBryde (SENCO)
<b>Review Cycle:</b>	Annually
<b>Next Review:</b>	September 2026
<b>Statutory / Non-Statutory:</b>	Statutory
<b>Last Reviewed:</b>	September 2025

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

## Introduction

Woodcot Primary School is a one form entry, mainstream setting for children/young people between four and eleven years of age. We also have our own Nursery and take children from the age of 2 to 4. We are an inclusive school. We aim to ensure that every child/young person is happy and confident, and is encouraged and supported to achieve their full potential whatever that might be. We want all children to become independent and life-long learners.

### **Your child/young person has a special educational need or a disability. What can Woodcot Primary School offer you?**

At Woodcot having a Special Educational Need or Disability (SEND) is not a barrier to accessing high quality inclusive learning and experiencing success. We value working in partnership with you as parents/carers as we believe this is vital for your child's/young person's success.

Below are some key questions with the school's responses which will give you more information about how we can support your child/young person:

### **How does the school know if a child/young person needs extra help and what do I do if I think my child/young person has special educational needs?**

At Woodcot Primary School the wellbeing and progress of all children is a priority and is continuously, carefully monitored. The person responsible for overseeing the provision for children/young people with Special Educational Needs and Disabilities (SEND) is the Special Educational Needs Coordinator (often referred to as the SENCo).

Our SENCo is **Miss Vanessa McBryde** and she can be contacted through the school's number: **01329 234381** or [senco@woodcotschool.co.uk](mailto:senco@woodcotschool.co.uk)

Our Early Years SENCO is **Mrs Carly Bacon** and she can be contacted through the school's number: **01329 234381 extension 2** or [nurserysenco@woodcotschool.co.uk](mailto:nurserysenco@woodcotschool.co.uk)

All of our teachers receive relevant and up to date SEN training, and are supported by the SENCo to meet the needs of pupils who have SEN.

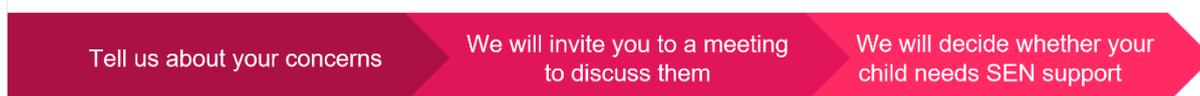
There is also a team of Assistant Teachers who have a wide variety of skills to offer in support of your child's/young person's needs.

Where a child/young person is considered to have special educational needs this will be identified by:

- Concerns raised by the class teacher (wellbeing, behaviour, learning or progress).
- Information provided by parents.
- Information passed on by pre-schools/nurseries on entry to school, including information about support already given and involvement of other professionals e.g. Paediatrician, Speech and Language Therapist.
- If a child/young person transfers from another school all relevant information will be sent to us
- Information provided by other professionals e.g. School Health, Early Years Specialists, Speech Therapist etc.

- In nursery and Year R all children’s development is assessed through observations and a baseline is created using the EYFS framework. This is a useful early indicator of potential additional needs.
- In nursery and at start of Year R each child’s language needs are assessed using WellComm which is a language screening tool.
- Children’s progress is tracked from entry through to Year 6 in a variety of ways and where they are not making expected progress, consideration will be given to the potential barriers they may have and the type of support which may be needed.

If you feel your child/young person may have special educational needs we would encourage you to contact the school to speak to the Class Teacher, the SENCo or the Head Teacher.



If you think your child might have SEN, the first person you should tell is your child’s teacher.

They will pass the message on to our SENCO, who will be in touch to discuss your concerns.

We will meet with you to discuss your concerns and try to get a better understanding of what your child’s strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what’s been discussed and add this to your child’s record.

We will decide whether your child needs SEN support

If we decide that your child needs SEN support, your child will be added to the school’s SEND register.

**How will both you and I know how my child/young person is doing and how will you help me to support my child’s/young person’s learning?**

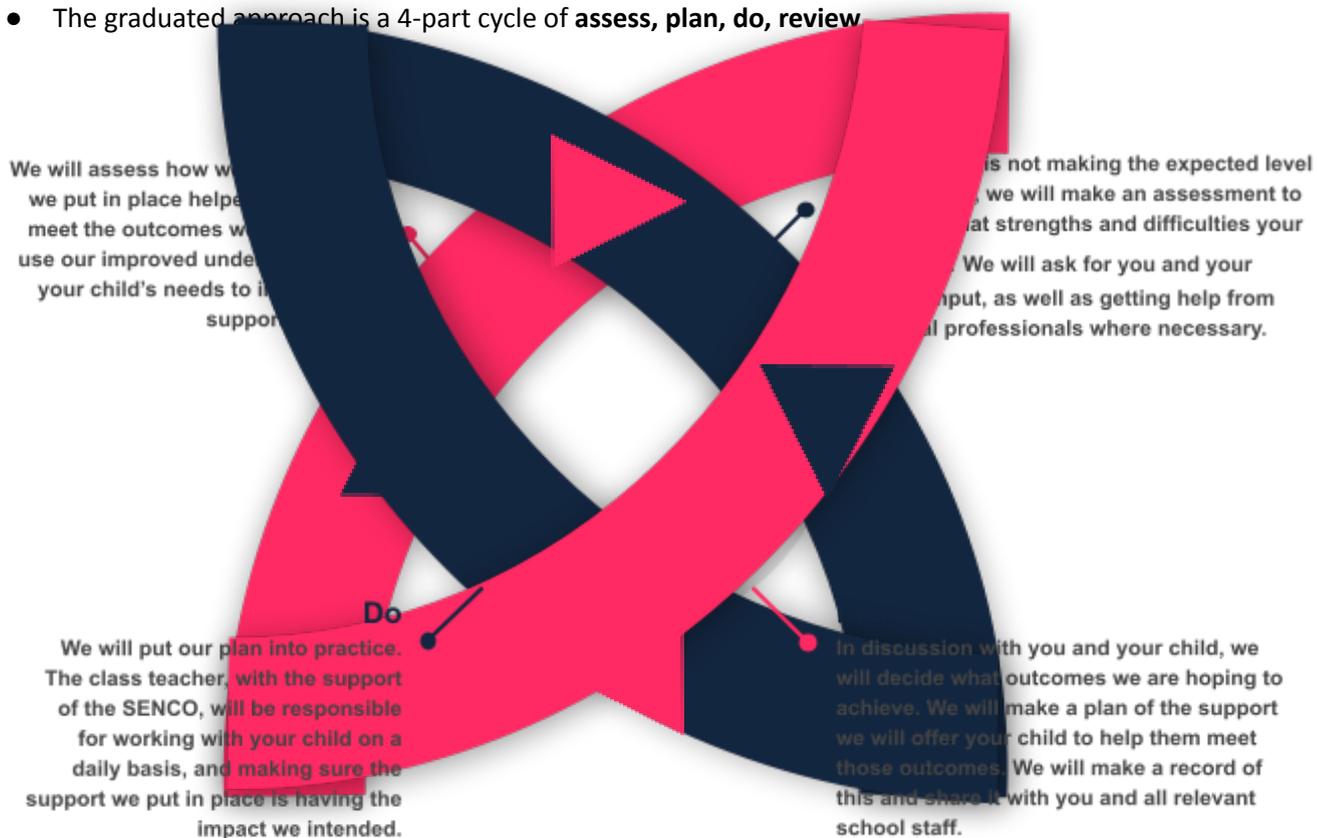
- The school operates an ‘open door’ policy and parents are actively encouraged to become involved in their child’s learning and concerns are listened to and acted upon appropriately.
- There are opportunities to speak with the teacher at the end of a school day or at regular parents’ evenings. Please just make an appointment at the office.
- All children’s progress is monitored and progress is discussed at regular pupil progress meetings. Children who are not making progress are identified and ways of providing further support will be considered.
- Any child/young person on the SEND ‘register’ will also have an Individual Education Plan (IEP) with personalised, short term targets set by the teacher in discussion with the child/young person (where appropriate). It is important that you are a part of this process and are able to give your support at home through homework tasks or additional activities to reinforce the learning. IEP targets are reviewed at least every term (3 times a year) but are generally updated as the targets are achieved, to make sure your child continues to make progress. Sometimes targets can be for as little as two weeks and some for longer but the teacher and your child will decide together how long they think each will take to achieve.
- On transition between year groups all adults involved closely with each SEND child will come together to create a Pupil Profile, which details information which can support each SEND child in their new year group. The profile is shared at the transition meetings held in the Summer term
- If your child’s/young person’s needs are such that they have an Education Health Care Plan (EHCP) then a review meeting (the Annual Review) will be held at least once a year to assess their progress and to ensure that the plan still meets their needs. You will be invited to the Annual Review. Your child’s views are also recorded and listened to at the meeting. New targets will be set for the next year. You and your child/young person play an important part in this process and you are encouraged to contribute by attending the meeting and by providing a written contribution.

## How will the school staff support my child/young person?

- The SENCo is responsible for ensuring appropriate support is in place for all children/young people identified as having additional needs. The SENCo will monitor this support as well as the progress of all the children and young people with SEND. The SENCo reports to the Governors regularly to update them on the progress of children/young people with SEND.
- The school has a Governor who is responsible for SEND. The SEND Governor is responsible for keeping all Governors informed about SEND within the school and meets regularly with the SENCo. The SEND Governor is **Mrs Rebecca Wakefield**.
- Class teachers are responsible for the progress of your child/young person and for identifying, planning and delivering any additional help your child/young person may need (this could be targeted work, additional support or simply making sure that the learning is differentiated/adapted and personalised enough).
- The SENCO will provide support and give advice, as appropriate, to the class teacher. If necessary advice will be sought from other professionals such as an Educational Psychologist, Speech and Language Therapist or Primary Behaviour Service.
- Often your child/young person will be supported for periods of time during the day by an Assistant Teacher. The amount and type of support will depend on your child's/young person's identified need and this may vary over time but may be in a small group or on a 1:1 basis.
- You will be informed by the class teacher or SENCo if your child/young person is to receive specific support. They will explain to you what the support will be and how you can be involved.

## How will the school measure my child's progress?

- We will follow the 'graduated approach' to meeting your child's SEN needs.
- The graduated approach is a 4-part cycle of **assess, plan, do, review**



- As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

- Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.
- We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.
- This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

### **How will the curriculum at Woodcot be matched to my child's/young person's needs?**

- We aim to ensure that all children participate in school life regardless of their needs and we want all children to benefit fully from educational opportunities.
- All children at this school are valued equally, regardless of ability, behaviour or circumstance and we make reasonable adjustments to meet a range of special educational needs.
- High-quality inclusive teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.
- Differentiation (adaptation) and personalised learning are at the heart of our practice which means that your child/young person will be provided with learning opportunities which match their individual needs and often includes lots of opportunity to practise skills to reach fluency.
- All children work from objectives set according to their ability or stage of learning.
- All children are continuously assessed which provides information for their next steps to learning.

### **How is the decision made about what type of and how much support my child/young person will receive?**

- At Woodcot we aim to ensure your child/young person will benefit from teaching of a high standard. This is referred to as 'High Quality Teaching' and means that the class teacher makes the learning personalised and differentiated enough for each child's/young person's individual needs whatever that might be.
- If your child/young person needs some additional support to catch up in particular areas of learning they may be given additional small group support, by an adult in class or through a specific intervention. In some instances, your child/young person may need more intensive support and will be given that through one to one support, often using specific interventions by staff with specialist training.
- Children's needs in other areas such as emotional wellbeing or speech, language and communication are also (where appropriate) supported through small group or individual work.

### **What support will there be for my child's/young person's overall wellbeing?**

At Woodcot we take a holistic approach to your child's/young person's education and so it matters to us that he/she feels safe and happy. We believe that we have a responsibility to ensure your child's/young person's education includes areas such as emotional health, communication skills, resiliency etc. All adults take an active role in ensuring that children's self-esteem and sense of well-being is considered.

- The school has a dedicated Family Support Coordinator (Mrs Tracey Wood) who works to support parents as well as children.
- We make good use of advice from other agencies such as School Health, Health Visitor, Children's Services, or Primary Behaviour Service, in order to give your child/young person the support they need.
- When necessary, adults may also receive training by appropriate professionals in order to support the medical needs of a child/young person.
- We run a Breakfast Club every day as well as a number of after school clubs throughout the year.
- We have a school council, referred to as 'Young Governors', which meets regularly and has members from every year group, including children/young people with SEND, and is led by a member of staff.
- As a whole school we follow a positive approach to behaviour management which includes a number of strategies to promote positive self-esteem.
- We have a strong team of Assistant Teachers who can support children who may need time to regulate themselves before being able to learn in the classroom. Within each classroom, children have access to a safe space to support them to regulate and be ready to learn.
- As a whole school we use the 1-Decision programme to underpin the school's PSHE curriculum.

### **What training is provided for staff supporting children and young people with SEND?**

At Woodcot Primary School the SEN Co-ordinator is **Miss Vanessa McBryde**

Miss McBryde is a qualified teacher and has been working in education for 8 years. Miss McBryde is in the process of completing the NPQ SENCO Qualification. She can be contacted through the school number (**01329 234381**) and you can ask to make an appointment to speak to her throughout the school week.

The Nursery SENCO is **Mrs Carly Bacon**

Mrs Bacon is Level 5 qualified in Early Years and has been working in the nursery for 10 years. Mrs Bacon also has a Level 3 Early Years SENCO Award as well as Early Years ELSA qualification. She can be contacted through the school number (**01329 234381 extension 2**) and you can ask to make an appointment to speak to her throughout the school week.

The school regularly invests money in training for staff in order to improve provision, and develop skills and knowledge. These courses include areas such social communication difficulties and behaviour management. The school also provides its own training and support, which can involve using appropriate professionals such as our link Educational Psychologist, to enable all staff to improve the teaching and learning of our children, including those with SEND.

### **How accessible is your school (indoors and outdoors)?**

The school site is wheelchair accessible at ground level, with a large disabled toilet and chair lift giving access to the upper floor. See separate accessibility plan on the school website.

### **How are parents, carers and young people currently involved in the school? How can I get involved and who can I contact for further information?**

As an inclusive school we whole-heartedly believe in working in partnership with you as parents to support your child's/young person's learning, needs and aspirations. Your views are important to us and we believe that your active involvement makes all the difference. Our Governing Body includes Parent Governors.

We operate an open-door policy and encourage all parents to speak to school staff with any concerns. The school invites you to be a partner in your child's/young person's learning experience in a variety of ways including:

- ❖ Routine parent evenings
- ❖ New parent visits
- ❖ Parent learning workshops
- ❖ Parent coffee mornings
- ❖ Support for activities in class e.g. reading
- ❖ 'Stay and Play'
- ❖ Accompanying school trips
- ❖ The PTA 'Friends of Woodcot'

In addition to this, if your child/young person has SEND then you will be encouraged to attend meetings to discuss support for your child/young person and to be involved in any decisions made.

- The class teacher is regularly available to discuss your child's/young person'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 available to meet with you (through an appointment made via the office) to discuss your child's/young person's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you, with the person involved by phone call or in person, or where this is not possible, in a report.
- Individual Education Plans (IEP's) will be reviewed and shared with you as appropriate.
- A home-school book may be used to support communication with you when this has been agreed to be useful for you and your child/young person.

### **What steps should I take if I have a concern about the school's SEND provision?**

If you have any concerns relating to provision, you should, in the first instance discuss your concerns with the class teacher, the SENCo or the Head teacher. If your concern cannot be resolved to your satisfaction the school will then follow the Hampshire Complaints Procedures as set out in the 'Complaints Policy Guidance Document' which you can access at:

<https://www.woodcotschool.co.uk/page/?title=Policies&pid=28>

### Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)

SENDIASS will provide a single point of contact for children and young people with special educational needs and/or disability and their parents and carers. The service provides impartial advice, information and support.

You can contact Hampshire SENDIASS in different ways:

Phone: 0808 164 5504 (Monday-Thursday, 9am-5pm, and on Fridays 9am-4pm)

Email: [info@hampshiresendiass.co.uk](mailto:info@hampshiresendiass.co.uk)

Website: <https://www.hampshiresendiass.co.uk>



### **What specialist services and expertise are available at or accessed by the school?**

All our teachers have qualified teacher status (QTS). All members of staff receive regular training and some members of staff are trained in specialist areas to support SEND. We support all staff to continually update their skills and knowledge.

We have Assistant Teachers who have been trained to deliver a variety of interventions.

We work collaboratively with professionals in Health, Social Care and the Education Service such as those listed below:

- ❖ Therapy Services – Occupational Therapy, Physiotherapy, Speech & Language Therapy
- ❖ Hampshire Educational Psychology Service
- ❖ Specialist Teacher Advisory Service (visual impairment, physical impairment)
- ❖ Outreach Support e.g. Heathfield Special School, Primary Behaviour Service, Waterloo School
- ❖ Children's Services
- ❖ Child and Adolescent Mental Health Service (CAMHS)
- ❖ Mental Health Support Team (MHST)
- ❖ Health Care Professionals – e.g. School Nurse, Diabetes Nurse etc.

### **How will the school prepare and support my child/young person to join the school, transition to a new year, transfer to a new school, or transition to the next stage of life?**

To help pupils with SEND be prepared for a new school year we would ensure the current teacher and the next year's teacher both attend final meeting of the year when the pupil's SEN is discussed. A transition booklet including photos and information about their new class will also be created and handed to your child to share with you at home.

We aim to make all our children and families feel welcome. We work collaboratively with partner schools to share information that will help children settle quickly into Woodcot. For a child/young person with SEND this may involve an extended transition programme being put in place. It will sometimes involve having a written plan such as a 'Transition Plan Agreement' agreed by key staff from your child's/young person's previous setting, key staff at Woodcot, any appropriate professional involved with your child/young person and you. In this way we can be fully confident that we have the necessary information about your child's/young person's needs and what we need to put in place to be confident of good continuity for them.

We have a robust induction programme in place for new children to the Reception Class which includes arrangements for extended transition into school if appropriate.

We also have good relationships with our feeder secondary schools and a child/young person with SEND may have an additional transition programme put in place to ensure they feel supported. They may also have an Inclusion Partnership Agreement (IPA) or an Education and Health Care Plan (EHCP) which details their needs and ensures that this will be maintained at the next setting. Key adults will also discuss your child's/young person's needs at transition meetings during the Summer Term prior to their own transition visits.

### **What support is in place for looked-after and previously looked-after children with SEN?**

At Woodcot School, the designated teacher for looked after children and previously looked after children is Miss Vanessa McBryde who is also the school SENCO.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

### **Where can I get further information about services for my child/young person?**

Since September 2014 every Local Authority is required to publish information about services available in their area for children/young people from birth to 25 who have special educational needs and/or disabilities (SEND). This will be known as the 'Local Offer'.

This School Information Report forms part of that Local Offer and provides you with key information about our school.

You can read Hampshire's Local Offer by clicking on the following link:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

### Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages