

# Woodcroft Primary School

## SEND Information Report 2026

### SENCo - Miss Rachel Maynard

Date of publication: April 2026 Review Date: April 2027

### Introduction

This SEND Information Report is part of the Local Offer for learners with Special Educational Needs and Disability (SEND). All governing bodies of maintained schools have a legal duty to publish information on their website, and updated annually or sooner if required, about the implementation of the governing body's policy for pupils with SEND.

The information required is set out in the SEND Code of Practice 0-25yrs, which can be found [here](#).

### Our Approach to Teaching Learners with SEND

At Woodcroft Primary School we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings.

### Our Ethos

#### ***'Together Towards Success'***

***Together*** we aim for all pupils, parents/carers and staff, to increase their participation within our school. This is achieved through the development of inclusive cultures, policies and practices that take account of disability, race and gender to create a secure and accepting community where everyone feels valued.

***Towards*** an outstanding school with a balanced curriculum that inspires all pupils through enriching and creative learning experience. We respond to the diversity of need through our commitment to equality; overcoming potential barriers and setting appropriate learning challenges.

***Success*** is expected for every pupil. They should aspire to achieve their dreams, recognising personal strengths while celebrating the achievements of others; both within the school and its wider community.

### SEND Spaces

SEND pupils with complex needs receive a broad, balanced, multi-sensory curriculum at Woodcroft. We offer high support in SEND spaces while upholding high expectations. SEND pupils will, over time, gain the skills to integrate with their mainstream class and

peer group for parts of the school day. In the same way, teaching staff and pupils visit SEND spaces in order to build relationships and support purposeful interactions.

## Saplings



## Oak



## Sycamore



## Holly



SEND classes follow our [15 Daily Routines](#), which are mapped in line with the SEND [Space Curriculum Scope](#) and the [Stepping Stones Curriculum](#).

### **High Quality, Inclusive Teaching**

We value high quality, inclusive teaching for all our learners. Inclusive teaching is just... good teaching! Teaching at Woodcroft is explicit, responsive, scaffolded and delivered to the class as a whole; we believe this defines what inclusive teaching is. All teaching staff are monitored by the Leadership Team to ensure that teaching is inclusive and ambitious.

Our monitoring ensures that all staff:

- Have the highest aspirations for all children
- Activate prior knowledge
- Combine words with visual examples
- Build spaced opportunities for repeated practice and retrieval
- Chunk information into small steps
- Pause for processing
- Use high frequency questioning, promoting 'everybody thinking'
- Provide frequent opportunities for pupil rehearsal
- Follow an 'I Do / We Do / You Do' process of explicit, scaffolded instruction
- Ask children to examine 'expert' examples
- Check for understanding
- Provide meaningful whole class feedback

To ensure the best outcomes for children:

- the school provides training and support to enable all staff to improve the Teaching and Learning of all children, including those with SEND;
- individual teachers and support staff have the opportunity to attend training courses run by outside agencies that are relevant to the needs of specific children in their class;
- outside agencies such as Advisory Teachers and Educational Psychologists come into school and give staff advice and training;
- the NHS Speech & Language therapist visits termly to assess and plan support for targeted pupils. The SALT gives training to Teaching Assistants. These programmes are then delivered by the Teaching Assistant under supervision of the therapist and SENCo

Our school improvement plan is about developing inclusive teaching and planned continued professional development (CPD) opportunities for all staff.

### **How we identify SEND**

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

**“A child or young person has SEND 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) (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 post-16 institutions.”**

If a learner is identified as having SEND, we will provide a provision that is ‘additional to or different from [Barnet’s Ordinarily Available](#), which is intended to overcome the barrier to their learning.

The identification of children with SEND starts at the entry level of attainment at Woodcroft. We will monitor the progress and development of all children. All children will have access to High Quality Teaching and scaffolded learning opportunities in class. Our aim is to identify children who may have SEND by referring to:

- concerns raised by parents/carers and class teachers
- outcomes from assessments; observations, pupil progress reviews, attainment and behaviour
- if pupils are performing significantly slower than their peers and are not achieving expected rates of progress
- liaisons with outside agencies
- assessments received from specialists
- information from previous placements or LA.

At Woodcroft Primary School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. However, this does not mean that all vulnerable learners have SEND. Only those with an additional need that requires special educational provision will be identified as having SEND.

If you have any concerns regarding your child’s progress, please speak to your child’s class teacher or contact Miss Maynard (SENCo) via the school phone number (020 8959 3244) or email ([rmaynard@woodcroft.barnet.sch.uk](mailto:rmaynard@woodcroft.barnet.sch.uk))

### **Assessing SEND at Woodcroft Primary School**

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Woodcroft Primary School we ensure that assessment of educational needs, directly involves the learner, their parents/carer and of course their teacher. The Special Educational Needs Co-ordinator (SENCO) will support the identification of barriers to learning.

At Woodcroft we use assessment tools which include:

- Classroom Observation (by SENCO)
- SALT The Primary School Age Questionnaire
- The Talamo Dyslexia Screening test
- Barnet SEND Identification Checklists
- Sensory Screening Toolkit
- NHS Speech Sound Screener

For some learners we may want to seek advice from specialist teams. In our school we have access to various specialist services. We have access to services universally provided by Barnet Council, which are described on the Local Offer website available [here](#).

At Woodcroft Primary School have also commissioned support from:

- Our link Educational Psychologist
- Counsellor (Provided by Rephael House) – 1 morning per week
- Family Support Worker – 1 day per week

We also utilise other outside agencies when specific support is required. Outside agencies include:

- Early Help Team
- BICS
- The Autism Hub
- Educational Welfare officer
- Multi-Agency Safeguarding Hub (MASH)
- Child Paediatrics services
- Social services
- Virtual school: offer for LAC

### **What we do to Support Learners with SEND at Woodcroft Primary School**

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations of all teachers, and we at Woodcroft Primary are proud of our Teachers and their development. [The Teacher standards are available here](#).

Our Teachers will use various strategies to adapt access to the curriculum. These are outlined here as [Normally Available Classroom Strategies](#)

Each learner identified as having SEND, is entitled to support that is 'additional to or different from' the normal curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on our [Intervention Offer](#), which support learners with SEND across the year groups. We modify the Intervention Menu regularly as our learners and their needs change.

In addition to targeted interventions on our intervention menu, other provisions given can be dependent on the 4 areas of need: **Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Physical and Sensory needs.**

### **How do we Find Out if this Support is Effective?**

Monitoring progress is an integral part of teaching and leadership within Woodcroft Primary school. Parents/carers, pupils and staff are involved in reviewing the impact of interventions and additional support for learners with SEND.

At Woodcroft, we use the graduated approach described by the SEN Code of Practice as a 'cycle through which decisions and actions are revisited, refined and revised with the growing understanding of the pupils' needs. The graduated approach cycle involves **assess, plan, do and review** stages.

How Woodcroft approaches each stage is explained below:

#### **1. Assess:**

We use assessments to give a clear understanding of the pupil's strengths and needs. Various assessments are used to give information to enable the identity of specific areas of needs and gaps in the pupil's learning and development. In addition, these assessments clarify what the barriers to learning may be. Views of the parent/carer and pupil and where applicable, advice from outside agencies are taken into consideration at this stage.

#### **2. Plan:**

When the specific areas of need and gaps in learning have been identified, additional or different provisions targeted at these areas are planned for. Parents/carers are notified that a pupil needs SEND support. Through co-production - Individual Learning Support plans are drawn up.

The Learning Support Plan will contain the following information:

- pupil's areas of concern/strength;
- pupil's needs;
- Strategies used to support
- Parent/carers views
- short-term targets and desired outcomes set;
- details of targeted provision;
- and outcomes review date set.

Learning support plans are discussed, finalised and are shared with parents/carers. The plan for targeted provision is discussed with the pupil so they are aware of what the expected outcomes are. A date to check progress and evaluate support in school is set.

### **3. Do**

The class teachers provide high quality teaching appropriately adapting for individual pupils. SENCo will support staff giving advice for additional adaptations or scaffolds in the class.

Targeted provision includes:

- support with scaffolded or individualised work in the classroom;
- small group work focusing on targeted areas of need;
- specific individual support from the school or external experts;
- and support delivered by trained and skilled staff.

Specific intervention/support programmes will be timetabled and implemented with highly skilled staff. These programmes are monitored by the class teacher and SENCo. Staff working with a pupil with SEND will be made aware of any teaching strategies or approaches that are required. The class teacher is responsible for all pupils on a daily basis. The class teacher works closely with support staff and assesses the impact of the support in the classroom

### **4. Review**

Children, Parents/carers and teachers and support staff will be directly involved in reviewing progress. A child's progress is continually monitored by the class teacher. The class teacher and teaching assistant who work together closely and will liaise regularly to discuss how children are progressing within class and/or when working in a small group. The Individual Learning Support Plans are working documents and are reviewed up to three times a year. Intervention support is assessed before starting a programme, monitored for the duration of the intervention and a closing assessment is completed at the end. Outcomes of targeted intervention/provision is discussed with the parent/carer at the planned review meeting – or before if needed. The Learning Support Plan review gives information for the next step with supporting the child. If a pupil continues to make less than the expected progress, despite the evidence-based support, the school may need to involve outside agencies.

If a child has an Education, Health Care plan, the progress towards long term outcomes and steps towards, is formally reviewed at an Annual Review with all adults involved with the child's education.

Pupil progress meetings/discussions are held between class teachers and a member of SLT to monitor and review children's progress throughout the year.

The SENCO collates and reviews the impact data of interventions, to ensure that we are only using interventions that work.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. We also moderate our data with local schools to ensure that our judgements stand up to scrutiny. Our school data is also monitored by the Local Authority and Ofsted.

### **Other Opportunities for Learning**

All learners should have the same opportunity to access extra curricular activities. At Woodcroft Primary school we are offering a range of additional clubs and activities. These can be found on our website.

We are committed to making reasonable adjustments to ensure participation for all, so please contact the Headteacher to discuss specific requirements.

All staff at Woodcroft Primary school have regular training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

**“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.”**

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please review our school Equality Policy.

### **Preparing for the next step**

Transition is a part of life for all learners. This can be transitioning to a new class in school, having a new teacher, or moving on to another school. Woodcroft Primary School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEND. Moving classes will be discussed with you and your child at their summer term review meeting. Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation.

Woodcroft recognises that transitions can be difficult for a child with SEND. We take steps to ensure that the transition is as smooth as possible.

### **Joining us in Nursery/Reception**

- All Nursery/reception parents and children have an opportunity to meet our Early Years Staff at a specified meeting.
- Any concerns and/or information about SEND will be discussed and passed on to the SENCo.
- Any outside agencies should contact the school and arrange a meeting to discuss the child with the parent/carer, SENCo and Early Years staff at the school.

- An appropriate programme of settling the child is discussed and implemented.
- Any resources required to support the needs of the child are organised.
- If the child is joining us from another setting, information from the previous setting will be sought.

### **Joining us from another school**

- The SENCo will liaise with the child's previous school.
- The child's school will send any records of information to Woodcroft.
- If appropriate members of the SEND team will visit the child at his/her school
- Visits can be planned according to need to ease the transition. If the child has an EHC plan, Barnet needs to be informed and they will liaise with us about having the provision to meet the needs of the child. The Head Teacher and SENCo will meet the parent/carer and child to discuss the EHC plan. The transition will be according to need.

### **Moving on to the next class**

- Meetings are held in the Summer term with present staff and the following staff to discuss all children. Information on children with SEND is passed on.
- A 'Meet your new teacher' morning session is planned in the summer term. Additional visits to the new class/teacher can be arranged.
- If needed, a transition booklet with visual aids is given to the parent/carer and child to discuss at home and prepare the child for his/her new class and possible new routines.

### **Moving on to another School**

- The SENCo or Learning Mentor will liaise with the next school
- Woodcroft will send any records of information on to the next school.
- If the child has an EHC plan, the SENCo will inform Barnet.
- In Year 6, for a child with an EHC plan, the SENCo of the secondary school is invited to the Annual Review – to meet the pupil, parents/carers and discuss the needs and a transition plan.

### **Have your say**

Woodcroft Primary School is your community school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEND information report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess, plan, do and review' provision for SEND.

This local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer.

The best people to contact are:

Robert Kulawik - Chair Of Governors  
Carol Price - SEND Governor  
Rachel Maynard - Assistant Head/ SENCO  
Craig Tallon - Headteacher  
Jill Smith – Family Support Coordinator for Woodcroft

The above people can be contacted via the Woodcroft Office:  
Email: [office@woodcroft.barnetmail.net](mailto:office@woodcroft.barnetmail.net)  
Tel: 02089593244  
Letter: please indicate the intended recipient

If you have specific questions about the [Barnet Local Offer](#)  
Contact:  
SEN Assessment & Placement Team  
**Barnet Education and Learning Service**  
2 Bristol Avenue, Colindale, London NW9 4EW  
Tel: 020 8359 4944/7007

Alternatively, if you think your child may have SEND please speak to your child's Class Teacher or contact the SENCo on 02089593244.

### **Complaints**

<https://cdn.realsmart.co.uk/25c98ca8121dcecef8a222e01ee12a53/uploads/2025/04/15121647/Woodcroft-complaints-procedures-policy-2025.pdf>

### **Useful links**

Barnet Local Authority  
<https://www.barnet.gov.uk/citizen-home>

Department for Education  
<https://www.gov.uk/government/organisations/department-for-education>