

# Special educational needs (SEN) information report

Woodgate Primary and Nursery



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Dear parents and carers,

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.

You can find it on our website

<https://www.woodgateprimary.school/policies/> or ask on the main school office for a copy.

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

## 1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

| AREA OF NEED                        | CONDITION                                                                  |
|-------------------------------------|----------------------------------------------------------------------------|
| Communication and interaction       | Autism spectrum disorder                                                   |
|                                     | Speech and language difficulties                                           |
| Cognition and learning              | Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia |
|                                     | Moderate learning difficulties                                             |
| Social, emotional and mental health | Attention deficit hyperactive disorder (ADHD)                              |
|                                     | Attention deficit disorder (ADD)                                           |
| Sensory and/or physical             | Hearing impairments                                                        |
|                                     | Visual impairment                                                          |
|                                     | Physical impairment                                                        |

## 2. Which staff will support my child, and what training have they had?

### Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Jenny Bird

They have 88 years experience in this role and have worked as a class teacher across all primary age ranges. They are a qualified teacher.

They achieved the National Award in Special Educational Needs Co-ordination in 2018.

Mrs Bird has completed the DAPIPA award for dyslexia and dyscalculia. They completed 3 days of training for Therapeutic Thinking and have been training staff in school.

They are allocated 4 days (Monday to Wednesday plus a day for paperwork) a week to manage SEN provision.

## **Class Teachers**

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. This includes:

- Quality First Teaching
- Therapeutic approaches to behaviour
- Maths Mastery and Number Stacks
- Understanding autism
- Phonics - Read, Write incl.
- Safeguarding KCSIE/ FGM/ Prevent/ Online safety
- Deaf awareness
- First aid training, asthma, anaphylaxis/ Epi pen training
- Positive handling training.
- Oracy and Talk for Writing.
- Support for EAL.
- Personal development and wellbeing.

## **Teaching assistants (TAs)**

All of our teaching assistants receive in-house SEN training week, and are supported by the SENCO to meet the needs of pupils who have SEN.

TAs have been trained in:

- Restrictive interventions.
- Deaf awareness.
- Specific medical needs awareness (Glucogen Storage disease type 1).
- Quality first teaching.
- OPAL play
- English as an additional language.

## **External agencies and experts**

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)

- Early Help
- Social services and other LA-provided support services
- Voluntary sector organisations
- Disability Team
- Sensory Team
- Visual impairment team
- Fair Access
- Pupil Entitlement
- SENAT
- Learning and Behaviour Team LBAT
- Autism and Social Communication Team ASCT
- Single Point of Access SPOA
- Alternative Provision College
- Intensive Planning Team
- Virtual Schools
- Your Space play Therapy
- Time for Children
- Winston's Wish
- Portage
- Early Years Advisory teachers
- Portage
- SEND Under 5s
- Child Development

### 3. What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

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

You could leave a message in the front office, phone or email the school. A member of staff will be at the classroom door or on the school gate in the morning and at the end of the day, you could let them know you would like a meeting with the class teacher.

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.

If we decide that your child needs SEN support, and may be added to the school's SEND register.

We will include the thoughts and opinions of your child at each stage. Understanding your child's point of view is key to understanding what may be going on for your child.

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

You can also contact the SENCO directly.

[jbird@woodgateprimary.school](mailto:jbird@woodgateprimary.school)

01444 461329

#### **4. How will the school know if my child needs SEN support?**

All our class teachers have training and monitoring in providing quality first teaching and adapting the curriculum for children's needs. They use advice from the West Sussex Ordinarily Available Classroom practice document to inform their practice.

Staff know the basis to a good education for all is through the good teaching of basic skills, such as; spelling, grammar and punctuation, handwriting, reading and sentence structure as well as ensuring children have good numeracy skills. Good literacy skills are underpinned through Read, Write Incl. sessions and good numeracy skills are underpinned through a maths mastery approach.

All class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include classwork such as reading, writing, maths and other subjects. It could include playtimes and how they manage in group work.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN and put a plan in place.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you and the class teacher to create a SEN support plan for them.

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

We will follow a 'graduated approach' to meeting your child's SEN needs.

The graduated approach follows a 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.

## 6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress.

You will have the opportunity to meet with your child's class teacher at least 3 times per year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

If you have concerns that arise between these meetings, please contact your child's class teacher. This can be done either by asking a member of staff at school drop off or pick up or by phoning or emailing the school office. They will pass the information on to the class teacher or SENDCO.

## **7. How will my child be involved in decisions made about their education?**

The level of involvement will depend on your child's age, and appropriateness. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend 'child friendly' meetings to discuss their progress and outcomes
- Prepare (at their level and with help) a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete an appropriate survey/ questionnaire

## **8. How will the school adapt its teaching for my child?**

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality 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.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adaptations to our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils according to their needs, this may include some 1:1 sessions
- Teaching assistants will support pupils in small groups when required



We may also provide the following interventions:

| AREA OF NEED                               | CONDITION                                                                     | HOW WE SUPPORT THESE PUPILS                                                                                                |
|--------------------------------------------|-------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>Communication and interaction</b>       | Autism spectrum disorder                                                      | Visual timetables<br>Social stories<br>Sensory time<br>Social skills groups<br>Quiet /safe space                           |
|                                            | Speech and language difficulties                                              | Speech and language sessions<br>A variety of visuals<br>Developing key vocabulary for lessons<br>Stem sentences            |
| <b>Cognition and learning</b>              | Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia | Writing slope<br>Word mats/banks<br>Coloured paper<br>Desktop copies<br>Assistive technology                               |
|                                            | Moderate learning difficulties                                                | Scribing<br>Short clear/ chunked instructions<br>Modelling and scaffolding tasks<br>Skills practice – pre-learn/ overlearn |
| <b>Social, emotional and mental health</b> | ADHD, ADD                                                                     | Quiet workstation<br>Wobble stool<br>Fiddle to focus item<br>Movement breaks<br>Therabands                                 |
|                                            | Adverse childhood experiences and/or mental health issues                     | ELSA time<br>Forest schools<br>Emotions check- ins<br>Zones of Regulation<br>Social stories                                |

|                                |                     |                                                                                                                                                    |
|--------------------------------|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Sensory and/or physical</b> | Hearing impairment  | Sit at front of classroom<br>Ensure teachers face can be seen<br>Check- ins - understanding<br>Visuals                                             |
|                                | Visual impairment   | Limiting classroom displays<br>Sitting near to the board/ adult<br>Check-ins - understanding                                                       |
|                                | Physical impairment | Adapting accessibility to the school building and movement within it<br>Support with using adaptive aids<br>Physio/ occupational therapy exercises |

These interventions are part of our contribution to West Sussex's local offer.

<https://westsussex.local-offer.org/>

## 9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

## 10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure where possible:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that is the case, we will try our best to allocate resources and time in the best way possible for the needs of all of our pupils. We will consult with external agencies to get recommendations on what will best help your child access their learning.

If additional funding is required we may consider applying for an Educational Health Care Needs Assessment (EHCNA). This may lead to an Educational Health Care Plan which may allow for additional funding and

further high needs funding.

## **11. How will the school make sure my child is included in activities alongside pupils who don't 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 go on our school trips, including our residential trips.

All pupils are encouraged to take part in all other school activities including: school play, sports day, enrichments days.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

## **12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?**

We will always try to accommodate the needs of all pupils with SEND.

Any child with a disability or SEN would be encouraged to visit the school with their parent/ carer. Transition photo books of key areas of the school and classroom would be shared. Along with staff profiles and appropriate social stories about the school day where possible.

A meeting would be arranged with The SENDCO, class teacher and parent/carers. The previous setting would be contacted for their input. Pupil views would also be collected. A plan would be put in place to meet the needs of your child and would be shared with all those who would be working with your child.

All Educational Health Care Plans would be fully considered and plans made to meet the needs of that child through consultation with parents/carers, pupil, staff and other professionals. Funding and resources would be allocated where possible and with best endeavours.

## **13. How does the school support pupils with disabilities?**

We have an inclusive approach and culture at our school. The steps we have taken to prevent disabled pupils from being treated less favourably include: Assemblies, circle time and PSHE lessons about diversity. Class and 1:1 discussions to help pupils to understand. All pupils know we have an inclusive approach and we include all pupils in all activities. Pupils understand we all have different needs and there are different ways to support them.

The facilities we provide for disabled pupils varies and is done on a 1:1 basis. We will invite other professionals to advise us what is required and work with parents/ carers, pupils and staff. The school is all on one level and wheel chair accessible. We are always looking for ways to improve our environment.

The school's accessibility plan can be found here: <https://www.woodgateprimary.school/policies/>

Or you can ask for a copy from the school office.

## **14. How will the school support my child's mental health and emotional and social development?**

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council and other school committees
- Pupils with SEN are also encouraged to be part school clubs to promote teamwork/building friendships

- We provide extra pastoral support for listening to the views of pupils with SEN by having time with out our ELSA
- We run additional Forest School sessions for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by promoting prosocial behaviour and dealing effectively with any negative or antisocial behaviour. All adults and children have high expectations for behaviour. Any bullying incidents are dealt with promptly and thoroughly. We include pupils and parent/ carers in this process. Also see the school behaviour policy.

## **15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?**

### **Children joining reception or nursery**

The class teacher will contact nursery schools and will meet with parents to discuss needs and put plans in place.

Visit days to school/ nursery are arranged.

There is an information sharing meeting for parents.

Children will start with shorter days in reception whilst they settle in for the first 2 weeks.

Children will be given a transition booklet.

### **Between years**

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Transition photo books of key areas of the school and classroom are shared. Along with staff profiles and appropriate social stories about the school day where possible
- Additional visits to new classes for those who may need it
- Visit on the INSET day for pupils when school is quieter to meet with their new teacher again and see the classroom

### **Between schools**

When your child is moving on from our school, we will share information with the new setting.

### **Between phases**

The SENCO of the secondary school will contact our SENCO. They will share information about the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Transition sessions in school where they can discuss concerns
- Plugging any gaps in knowledge
- They may be offered additional visits
- They will be given a transition pack
- Opportunities to discuss secondary school

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

The head teacher will work with Mrs Bird our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

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.

## 17. What should I do if I have a complaint about my child's SEN support?

Complaints should first be addressed to school, either the; Special Educational Needs Coordinator, head teacher or class teacher. We will do our best to address any issues. If you do not feel a satisfactory conclusion has been reached, please contact the governing body, details are on our website in 'about us – meet the governors'. The school's complaints policy can be found: <https://www.woodgateprimary.school/policies/>

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Suspension
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

<https://westsussexsendias.org/mediation-disagreement-resolution/?amp>

## 18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at <https://westsussex.local-offer.org/> this is West Sussex's local offer.

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://www.local-offer.org/services/7-sendias-special-educational-needs-and-or-disabilities-information-advice-and-support-service>

Local charities that offer information and support to families of children with SEND are shown on the SEND part of the school website and in the school newsletter.

<https://www.woodgateprimary.school/>

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

## 19. 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