Woodstone Community Primary School

Special Educational Needs and Disabilities (SEND)

Information Report for Parents

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What are Special Educational Needs and Disabilities?

The Government defines a child as having **Special Educational Needs and/or Disabilities (SEND)** if they have a **learning difficulty or disability** that requires **special educational provision** to be made for them. This means a child may have **significantly greater difficulty in learning** than most others of the same age, or they may have a **disability** that makes it harder for them to use the facilities or take part in learning in the same way as other children. SEND can affect children in many different ways. For example, it may influence how they learn and understand new things, how they communicate or build friendships, their behaviour, emotions, or concentration, their physical development or mobility

At Woodstone Community Primary School, we support pupils across the four broad areas of need identified in the *SEND Code of Practice*.

- **Communication and Interaction** – for example, difficulties with speech, language or social communication (including Autism Spectrum Condition).
- **Cognition and Learning** – difficulties with understanding, memory, or skills such as reading, writing or maths (including dyslexia or other learning differences).
- **Social, Emotional and Mental Health** – difficulties managing emotions, behaviour, or relationships, which may include conditions such as anxiety or attachment difficulties.
- **Sensory and/or Physical Needs** – difficulties with hearing, vision, movement or health conditions that affect learning and access to the curriculum.

What are our aims for pupils with SEND?

Our aims for children with Special Educational Needs and Disabilities are the same as for all of our pupils at Woodstone; to provide a broad and balanced curriculum and the highest quality of education.

We have high ambitions for our SEND pupils and set targets that stretch them. We are a very inclusive school and we support pupils to ensure their integration and curriculum entitlement. We value personal and social development and this is central to our provision.



How do we involve parents, carers and families?



We operate an open-door policy and warmly welcome parents to make an appointment at any time to meet with either the class teacher or the SENDCo to discuss their child's progress and well-being. In addition, we hold formal parents' evenings twice a year, where parents receive detailed information about their child's progress in school. During these meetings, we can also offer advice and practical strategies to support learning at home.

We believe that education is most effective when there is a strong partnership between home and school. For this reason, we aim to maintain open and regular communication with parents, particularly when a child has additional or complex needs.



Children who are on the SEND register have a **Pupil Passport** which outlines their individual targets. This document is kept in their book bags and is reviewed and discussed formally with parents each term. The targets set are **SMART** (Specific, Measurable, Achievable, Relevant and Time-based) and are regularly monitored. Both parents and children are encouraged to be actively involved in reviewing progress and setting new goals. All information provided by external professionals is shared directly with parents. Where direct communication is not possible, this information is shared in the form of a written report. The SENDCo may also direct parents of pupils with SEND to the Local Authority for specific advice, guidance, and support.

If we believe a pupil may have additional learning needs, both the parents and the pupil are always consulted regarding future provision. Parents are invited to attend meetings with any external agencies involved with their child and are kept informed and consulted about any actions or plans developed to support their child's learning and progress.

How do pupils participate?

We actively encourage all pupils to share their views about their needs and the support they receive. This is achieved through pupil interviews and surveys. Pupils are also encouraged to stand as School Council Representatives, giving them the opportunity to contribute to whole-school decision-making.

Pupils with SEND are fully involved in setting and reviewing the targets on their Pupil Passports. They are supported to include information about their likes, dislikes, and individual needs, making these working documents a genuine reflection of their voice. Pupil Passports also provide space for pupils to record their strengths, as well as the support and resources they feel help them to learn and succeed.

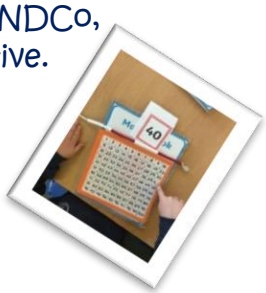
What is our approach to teaching?

At Woodstone, we celebrate every child as a unique individual. We understand that children learn and develop in different ways, each with their own strengths and areas for growth. Our teachers and teaching assistants recognise these differences and use a variety of teaching styles, resources, and levels of work to support all learners in the classroom.

We know that, at times, many children may need a little extra help. Our staff are caring, understanding, and committed to making sure every child feels valued and supported. We believe that high self-esteem is key to both emotional well-being and academic success, and we work hard to nurture this in every pupil.

Supporting children with special educational needs is the responsibility of the whole school community. Everyone plays a part, from the governing body and Headteacher to the SENDCo, teachers, and teaching assistants, to ensure that every child has the opportunity to thrive.

'Every teacher is a teacher of SEND'



What are our school procedures?

At Woodstone, we aim to make sure every child receives the right support at the right time. We follow a clear process to help identify and meet each pupil's individual needs.

Quality First Teaching

All pupils benefit from high-quality teaching in the classroom. Our teachers plan engaging lessons that meet a wide range of learning styles and needs, ensuring every child has the opportunity to succeed.

Early Identification

If a child is not making expected progress or shows signs that they may have additional needs, we act quickly. The child's progress will be closely monitored and, if appropriate, they may be added to the school's SEND record for further observation and support.

SEND Support

Some children may need extra help to make good progress. In these cases, we provide additional support such as small group work, targeted interventions, or one-to-one sessions. We may also work with external professionals (for example, Speech and Language Therapists) to provide specialist advice and strategies.

Temporary Funding

Sometimes, we may need to apply to the Local Authority for additional, short-term funding to help provide the extra support a child needs. This allows us to put the right help in place so that any learning gaps can be addressed, with the aim of gradually reducing the level of support as the child makes progress.

Education, Health and Care Plan (EHCP)

For a small number of children with more complex or long-term needs, an Education, Health and Care Plan may be put in place. This plan outlines the child's specific needs and the additional support required beyond what the school can normally provide from its SEND resources.

How do we assess and review progress?

At our school, we follow the **graduated approach** from the *SEND Code of Practice (2015)*. This means we use a cycle of **Assess, Plan, Do, Review** to make sure every child gets the right support.

Assess

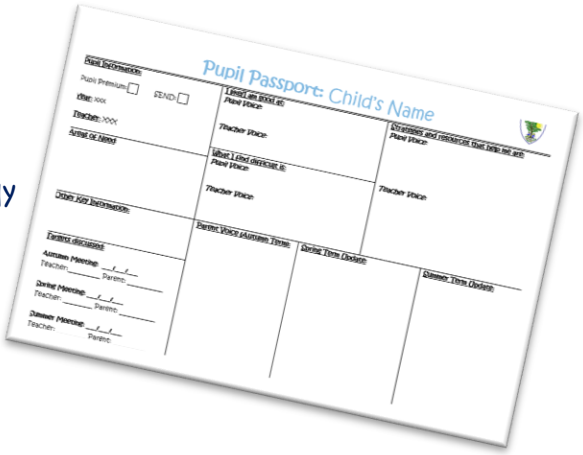
We aim to identify any special educational needs or disabilities as early as possible, starting from the first day a child joins our school. If a child is not making the progress we would expect, but we don't believe they have SEND, we put in place extra help and record this on our school provision map with clear goals.

If we think a child may have SEND, we begin by talking to the child and their parents or carers. Together, we discuss the child's strengths, difficulties, and goals for the future. We also look at:

- Teacher assessments and observations
- The child's previous progress and attainment
- Comparisons with their peers and national expectations
- Advice from any outside professionals (if involved)

After this, if needed, we create a Pupil Passport. This sets out two SMART targets (Specific, Measurable, Achievable, Relevant and Time-based) and explains what support will be given and any adjustments that will help the child in school. With parents' permission, we may also ask for advice from specialist professionals such as health workers, specialist teachers, or educational psychologists. They may:

- Carry out extra assessments
- Give us advice on how best to support the child
- Suggest helpful strategies or resources



Review

Teachers continuously monitor each child's progress and formally review it every term. Progress is checked against age-related expectations in Reading, Writing, Maths and Science.

We track progress through:

- Daily assessments and observations
- Termly assessments
- Regular meetings between the class teacher, SENDCo and senior staff

For children with an Education, Health and Care Plan (EHCP), there is a formal **Annual Review** meeting each year. Everyone involved in the child's education is invited, and wherever possible, the child and their parents take part too. Together, we agree on new targets and the next steps to help the child continue to make progress.

What are our School policies?

Our Special Educational Needs and Disabilities policy outlines our procedures and provisions.
We also have:

- Inclusion policy
- Accessibility Plan
- Equality Policy
- Medical Conditions Policy

All of our policies can be accessed at www.woodstoneprimary.co.uk

How do we support transitions?

We understand that moving on to a new class or school can be especially challenging for children with special educational needs or disabilities (SEND). We work closely with families, other schools, and external agencies to make each transition as smooth and positive as possible.

Moving Between Schools

When a child transfers to or from another primary school, we always aim to speak directly with the relevant staff to share important information and make sure that all support is in place before the move.

We have strong links with our local nurseries and secondary schools, and we often visit children in their nursery settings to get to know them and understand their individual needs before they start with us.

Transition to Secondary School

When it's time for children to move on to secondary school, we take extra care to support them through the change. If needed, children take part in focused transition activities to help them prepare for what's ahead.

A member of staff from the secondary school usually visits to meet the pupils who will be joining them. Wherever possible, children also have the opportunity to visit their new school several times to help them feel more confident and familiar with the environment. Many schools also hold open evenings for parents to visit and ask questions. For children who have already been identified as having SEND, our SENDCo meets with the secondary school SENDCo in the summer term of Year 6. During this meeting, we share detailed information about the child's needs, the support they have received, and any involvement from outside professionals. All relevant SEND paperwork (such as Pupil Passports and agency reports) is passed on to the new school, ensuring that support can continue smoothly from the start of Year 7.

For children with an Education, Health and Care Plan (EHCP), a transfer review meeting is held to plan and prepare for their move to the next stage of education, whether that's nursery, primary, or secondary school.

What is an Enrichment Classroom?

Enrichment Class Provision – Ash Class

In January 2025, Woodstone Community Primary School opened an enrichment class, known as Ash Class. This classroom, currently based in the cabin on the school field, provides an inclusive and nurturing environment designed to support pupils with SEND whose needs cannot be effectively met within the mainstream classroom, even with extensive additional support.

Entry Requirements

Placement in Ash Class is considered only after the school has followed and documented the full 'assess, plan, do, review' cycle. The SENCo and Senior Leadership Team (SLT) will review all evidence before meeting with parents/carers to discuss whether a placement in Ash Class would be appropriate.

Admission is subject to availability, and placement can only be offered when an appropriate space is available. Decisions are made following a review of the needs and progress of the current cohort to ensure that provision remains balanced, effective, and suitable for all pupils. An Education, Health and Care Plan (EHCP) is not essential for admission, although pupils should either have one in place or be under consideration for statutory assessment.

The Three Pillars

Learning in Ash Class is built around three key pillars:

- Communication and Interaction
- Emotional Regulation and Wellbeing
- Foundational Skills and Knowledge

Learning in Ash Class

Throughout the day, children access carefully planned continuous provision alongside bespoke phonics, reading, writing and maths sessions, delivered in small groups or one-to-one. The wider curriculum is child-led, cross-curricular and practical, designed to enhance engagement and enjoyment.
Children are offered frequent movement and brain breaks, and learning activities are active wherever possible. By reducing demands and promoting positive relationships, Ash Class aims to support pupils in developing confidence, social skills and independence.

Exit Pathways

The long-term goal for all pupils in Ash Class is reintegration into their mainstream year group when appropriate and beneficial. However, in some cases, alternative pathways may need to be explored, which could include access to specialist provision, including part-time alternative provision. In all instances, a thorough and carefully planned transition process will be followed to ensure each child's ongoing success and wellbeing.

What additional support is available?



At Woodstone, we are committed to offering excellence and choice for every child, whatever their ability or needs. We have high expectations for all our pupils and strive to remove any barriers to learning and participation so that every child feels valued and included within our school community.

Our curriculum and learning environment are carefully adapted to meet individual needs. This may include varying levels of adult support, the use of visual aids and timetables, or breaking learning down into smaller, achievable steps. Specialist advice is implemented either within the classroom or through small group and one-to-one sessions, depending on the child's needs.

The class teacher remains responsible for each child's learning on a day-to-day basis. Additional support is provided through adapted teaching approaches, targeted interventions, and smaller group or individual work. High-quality teaching and tailored support from teachers and teaching assistants ensure that all pupils are able to succeed. We also make use of a range of ICT tools and learning resources (such as overlays, pen grips, and adaptive software) to further support pupils' individual needs.



We are committed to ensuring that every pupil can take part in all aspects of school life. This includes access to extra-curricular clubs, school trips, and residential visits. We carry out risk assessments for all off-site activities and provide additional adult support (including one-to-one assistance where needed) to make sure all pupils can take part safely and confidently.

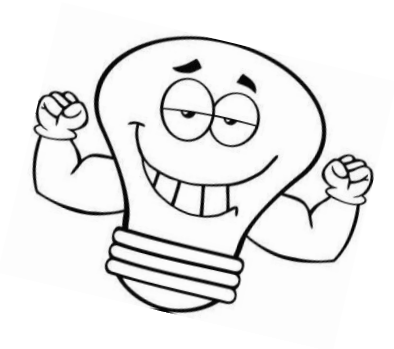
At Woodstone, we take pride in celebrating the achievements of all our pupils, recognising and valuing every individual's progress and success through our special Golden Book achievement assemblies which are based on our character muscles.

How do we ensure equality?

We aim to ensure pupils with SEND are fully represented in all areas of school life. This includes monitoring to ensure their inclusion in all aspects, such as awards, school productions and representatives on the school council. Our reward systems are based on attitudes to learning and character traits, allowing all children to feel a sense of achievement.

Please also see our accessibility plan and equality policy which can be found on the school website.

How do we support the mental health of our pupils?



At Woodstone, we recognise the importance of promoting positve mental health and wellbeing. We are proud to be a 'Route to Resilience' accredited school. This a programme that aims to promote young people's well-being, focussing on recognising, understanding and developing character traits that make us unique and then using these 'Character Muscles' to allow us to be the best version of ourselves.

Universal support

We believe that at the heart of character education is creating a culture in and out of school, where children are given every opportunity to rehearse and strengthen their sense of themselves. We have introduced 32 Character Muscles including 'resilience', 'perseverance', 'self-control', 'confidence' and 'teamwork'. In school, children are regularly given opportunities to reflect upon the character muscles they are using and are supported to build and apply these muscles in everyday life.

Mental health is also part of our PSHE curriculum. Children in all year groups learn about social skills, relationships and the emotional aspects of learning.

Targeted Support

We have three specialist Emotional Literacy Support Assistants (ELSA), Miss Barnes, Mrs Tyrer and Mrs Sainsbury. They receive continual training to keep their knowledge and understanding of key areas up-to-date. Please see our ELSA information leaflet for details.

Specialist support

We work closely with external agencies to ensure children receive the support they need, including Social Services, Family Support Workers and the Mental Health in School Team (MHST).

How can parents respond to concerns or worries?

All teachers work very hard to ensure that each child is happy at school and are making good progress. Therefore, if a problem arises, parents are encouraged to first speak with their child's class teacher.

Where a parent feels that a situation has not been resolved, or their concern is of a serious nature, they should make an appointment to meet with the Headteacher, Mr Thomas Harley. In most cases complaints are normally resolved at this stage, however, if parents still feel the complaint has not been dealt with adequately, they should contact the Chair of Governors, Mrs Rachel Barsby-Robinson. A copy of the school's complaint policy is available on the website.

How do parents get in contact?

School contacts:

- **Chair of Governors:** Mr Scott Young
- **SEND Governor:** Mr Matthew Rollins
- **Headteacher:** Mr Thomas Harley
- **Deputy Headteacher:** Miss Grace Clement
- **Special Educational Needs Co-ordinator (SENDCo):** Miss Kelly Barnes

All of the above can be contacted using the details below:

Address: Heather Lane, Ravenstone, Leicestershire, LE67 2AH
Contact Number: 01530 519473
Email address: wpsoffice1@woodstone.leics.sch.uk senco@woodstone.leics.sch.uk
Website: www.woodstoneprimary.co.uk

Additional useful contacts

- **SEND Information Advice and Support Service (SENDIASS Leicestershire)**
  Contact number: 0116 305 5614 **Email:** info@sendiassleicestershire.org.uk
- **Child and adolescent mental health service (CAMHS) Leicestershire and Rutland Team**
  Contact number: 0116 2952992
- **Young Minds helpline:**
  Contact number: 0808 8025544
- **Mental Health Support Teams in Schools:**
  Website: https://www.leicspart.nhs.uk/service/mental-health-support-teams-in-schools-mhst/
  Email: llr.mhst@nhs.net

We work closely with the Local Authority to ensure that our SEND Information Report complies with the SEND Code of Practice. Leicestershire County Council's Local Offer can be found at: https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability