

SEND Information Report

Woodlands Primary School | Academic Year 2026-27

Our commitment: every child belongs, participates and achieves. We maintain high expectations for pupils with SEND and work to identify and remove barriers early, providing the right support at the right time while promoting independence, participation and ambitious outcomes.

This report explains how Woodlands Primary School, Hedgehogs Nursery and Sunbeams Club (school) implements its policy for pupils with special educational needs and disabilities (SEND), including pupils receiving SEN Support and pupils with an Education, Health and Care (EHC) plan. It is intended to be clear and useful to parents, carers, pupils, staff, governors and professionals.

It is published in accordance with section 69 of the Children and Families Act 2014 and regulations 51 and 52 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014. The school has regard to the statutory SEND Code of Practice: 0 to 25 years. Our duties towards disabled pupils also arise under the Equality Act 2010, including the duty to make reasonable adjustments and to prepare and implement an Accessibility Plan.

The national SEND system is currently subject to reform proposals. Until legislation changes, existing statutory rights and duties - including SEN Support, EHC needs assessments and EHC plans - continue to apply. Woodlands will keep this report under review as national and local requirements develop.

Woodlands: an inclusive school

Woodlands is a large, diverse maintained primary school providing education from the early years through to Year 6, alongside associated nursery and wraparound provision. Inclusion is not treated as a separate intervention: it is a whole-school responsibility reflected in leadership, curriculum, teaching, attendance, safeguarding, pastoral support, the learning environment and partnership with families.

Our approach is increasingly inclusive by design: we aim to anticipate commonly occurring and predictable needs, identify barriers early and strengthen ordinarily available provision so that children can receive effective support without unnecessary delay. This direction is consistent with the Department for Education's Inclusive Mainstream Fund guidance for 2026/27. It does not replace the school's statutory SEND duties.

We recognise that SEND, disadvantage, attendance, safeguarding, communication, wellbeing and other barriers can intersect. We therefore seek to understand the whole child rather than reducing a pupil to a diagnosis, label or funding category.

The kinds of SEND for which we make provision

Woodlands supports pupils across the four broad areas of need described in the SEND Code of Practice. A child may have needs across more than one area, and the purpose of identification is to understand appropriate provision rather than to fit a child into a category.

- Communication and interaction - including speech, language and communication needs and autism.
- Cognition and learning - including moderate learning difficulties and specific learning difficulties.
- Social, emotional and mental health - where difficulties create barriers to learning, relationships, regulation, attendance or participation.
- Sensory and/or physical needs - including hearing, vision, physical and sensory needs where additional provision or reasonable adjustments may be required.

Not every child who is making slower progress has SEN. Equally, a child does not need a medical diagnosis before the school can identify SEN or put appropriate support in place. We consider the child's development, attainment, progress, participation, presentation across contexts and response to high-quality teaching and support.

Our Inclusion Base and specialist provision

Woodlands has developed significant specialist provision within our mainstream school. From September 2026, our Local Authority-commissioned Specialist Inclusion Base (SIB) provides up to 40 places across four classes for pupils with autism and/or complex social and communication needs whose EHC plans identify the need for this specialist provision. A further 10 place expansion is planned for September 2027.

The term “Specialist Inclusion Base” reflects the Department for Education's 2026 guidance, which uses this as the collective term for specialist provision within mainstream schools, including resourced provision. Pupils remain members of the wider Woodlands community and access mainstream learning, experiences and relationships where this is appropriate to their individual needs and outcomes.

Provision is personalised and may include specialist teaching, communication approaches, sensory and regulation support, structured environments and carefully planned opportunities for inclusion. Where pupils are not engaged in subject-specific study and meet the statutory criteria, the Engagement Model is used alongside wider assessment information. EHC plan outcomes and personalised targets are reviewed systematically.

How we identify and assess pupils with SEN

Early identification is central to our approach. Class teachers are responsible for the progress and development of every pupil in their class, including where pupils access support from teaching assistants or specialist staff.

We use a range of evidence to identify emerging or persistent barriers, including:

- teacher assessment and observation;
- attainment and progress over time, including progress from individual starting points;
- communication and language assessment where appropriate;
- pupil voice and the child's presentation, strengths and needs;

- parent/carer knowledge and concerns;
- attendance, wellbeing, behaviour and safeguarding information where relevant;
- the pupil's response to adaptations, intervention and support;
- information from previous settings and transitions; and
- advice from health, education and other specialist professionals where involved.

Where a pupil is not making expected progress, the first response is high-quality teaching targeted at the areas of weakness. Where concerns persist, the class teacher and SENDCo consider whether the pupil has SEN and whether SEN Support is required. We seek to distinguish SEN from other factors that can affect learning, while recognising that these factors may coexist.

The graduated approach: Assess - Plan - Do - Review

For pupils identified as having SEN, Woodlands follows the graduated approach set out in the SEND Code of Practice: a continuing cycle of assess, plan, do and review. Parents/carers and pupils are involved as appropriate to age and development.

Assess: we build a clear understanding of the pupil's strengths, needs, barriers and starting points, drawing on assessment and the views of the pupil and family.

Plan: we agree the outcomes sought, provision, adaptations, interventions and responsibilities, including how impact will be measured.

Do: the class teacher remains responsible for the pupil's learning and works with support staff and specialists to implement the agreed provision.

Review: we evaluate progress and impact, seek pupil and parent/carer views, and decide whether provision should continue, change, intensify or reduce.

Woodlands uses individual SEND profiles/learning goals to record relevant needs, outcomes, strategies and provision. These are working documents and are reviewed regularly. Where a pupil has an EHC plan, the school also works towards the statutory outcomes and provision set out in that plan and contributes to the annual review process.

Our approach to teaching pupils with SEND

High-quality, inclusive and adaptive teaching is the foundation of SEND provision. Teachers maintain ambitious expectations and adapt teaching in response to pupils' needs rather than routinely creating a separate curriculum or lowering expectations.

Depending on need, this may include:

- explicit instruction, modelling and carefully sequenced learning;
- adapted explanations, scaffolds, prompts and worked examples;
- pre-teaching or overlearning of key knowledge and vocabulary;
- visual supports, communication systems and alternative methods of recording;
- adjustments to pace, task demand, grouping or the learning environment;
- sensory, movement or regulation approaches where appropriate;
- assistive technology or specialist equipment;
- targeted individual or small-group intervention; and

- reasonable adjustments to enable access, participation and assessment.

Support staff complement rather than replace high-quality teaching. Deployment is determined by need and intended outcomes, with an emphasis on enabling pupils to become increasingly independent.

Additional support and specialist services

Where school-based provision is not sufficient, or where specialist advice would improve our understanding or provision, the school may work with external services. The precise services involved depend on the child's needs and local thresholds and availability.

- Educational Psychology;
- Speech and Language Therapy;
- Occupational Therapy and Physiotherapy;
- Autism and sensory support services;
- Mental Health Support Team (MHST) and other appropriate mental health services;
- health professionals, including paediatric services and health visiting where relevant;
- Local Authority education and SEND services;
- family support/early help services; and
- Cheshire West and Chester Information, Advice and Support Service (IASS).

Parents/carers will normally be involved in decisions to seek specialist advice and informed about the purpose of referrals. Information sharing is undertaken lawfully and proportionately, including safeguarding exceptions where consent is not the lawful basis or where information must be shared to protect a child.

Education, Health and Care needs assessments and EHC plans

Most pupils with SEN have their needs met through high-quality teaching and SEN Support. Where, despite relevant and purposeful action, a child may require special educational provision beyond that which can reasonably be provided from the resources normally available to the school, the school or a parent/carer may ask the Local Authority to carry out an EHC needs assessment.

The Local Authority decides whether an EHC needs assessment is necessary in accordance with the Children and Families Act 2014 and the SEND Code of Practice. If an EHC plan is issued, it is a statutory plan describing the child's needs, outcomes and provision. The Local Authority is responsible for securing the special educational provision specified in section F of the plan; the school delivers the provision for which it is responsible and works with partners to support the wider outcomes.

EHC plans are reviewed at least annually. Reviews focus on progress towards outcomes, whether provision remains appropriate, and any changes required. Parents/carers and the child are central to the review process.

How we evaluate effectiveness and progress

We evaluate SEND provision by considering the difference it makes to pupils, not simply whether an intervention has taken place. Evidence may include:

- progress and attainment from individual starting points;
- progress towards SEND profile and EHC plan outcomes;
- communication, independence, engagement and readiness to learn;
- attendance and participation;
- wellbeing, relationships and regulation;
- access to the curriculum and wider school life;
- pupil and parent/carer voice;
- teacher assessment and work scrutiny;
- impact of interventions and specialist recommendations; and
- successful transition between classes, phases and settings.

SEND leaders monitor provision through review meetings, assessment information, learning walks, discussions with pupils and staff, scrutiny of provision and outcomes, and evaluation of interventions. Leaders report to governors so that the governing body can fulfil its strategic and statutory oversight responsibilities.

Staff expertise and professional development

The SENDCo and SEND support team, distributed across school, provide professional leadership, support and direction for SEND and support teachers and support staff to strengthen inclusive classroom practice. Training is planned in response to the profile of need across the school, individual pupils, statutory requirements and school improvement priorities.

This can include whole-school and targeted development relating to autism, speech, language and communication, adaptive and inclusive teaching, dyslexia and literacy needs, sensory and physical needs, social and emotional development, regulation, safeguarding, medical needs and the use of specialist approaches or equipment. Staff within the SIB undertake additional role-specific training and work with relevant professionals.

Working with parents, carers and pupils

We recognise parents and carers as important partners who know their child well. We aim for communication that is respectful, timely and focused on the child's strengths, needs, progress and outcomes. Parents/carers should raise initial concerns with the class teacher; the SENDCo, and any member of the SEND support team, can become involved where concerns persist or are more complex.

Pupils' views are sought in ways appropriate to their age, communication and development. This may include conversation, observation, supported communication, wishes and feelings work, contributions to SEND profiles and participation in review meetings. We want pupils to understand their strengths, the support they receive and, increasingly, to advocate for what helps them learn.

Emotional, social and mental health support, safeguarding and attendance

Pupils with SEND may experience additional vulnerabilities, but SEND should never be treated as an explanation that prevents safeguarding concerns, attendance barriers or changes in behaviour from being explored. Woodlands applies its safeguarding procedures to all pupils

and considers whether behaviour, attendance or wellbeing may communicate an unmet need or indicate harm.

Support may include trusted-adult relationships, pastoral and learning-mentor support, Emotional Literacy Support Assistant (ELSA) work, targeted regulation or wellbeing provision, family support, MHST involvement and referral to other services where appropriate. Provision is matched to assessed need and reviewed for impact.

We work with families to promote regular attendance and belonging, making reasonable adjustments and providing appropriate support where SEND creates barriers to attendance, while maintaining high expectations for pupils' access to education.

Access to the curriculum, enrichment and wider school life

Pupils with SEND are entitled to a broad, balanced and ambitious curriculum and to participate in the wider life of Woodlands. We plan reasonable adjustments so that pupils can access trips, clubs, residential experiences, sport, performances and other enrichment wherever reasonably possible. Decisions are based on individual need, safety and reasonable adjustment rather than assumptions arising from disability or diagnosis.

Accessibility, disabled pupils and reasonable adjustments

Woodlands complies with its duties under the Equality Act 2010. Disabled pupils must not be treated less favourably because of disability, and the school makes reasonable adjustments to avoid substantial disadvantage. This duty can include adjustments to policies and practices and the provision of auxiliary aids and services where reasonable.

The school maintains an Accessibility Plan which addresses the statutory objectives of increasing disabled pupils' participation in the curriculum, improving the physical environment and improving the availability of accessible information. Accessibility is considered proactively and reviewed in response to the needs of pupils and the school estate.

Our sites include accessible facilities and we consider individual access arrangements with families and relevant professionals. Because accessibility needs vary, parents/carers are encouraged to contact the school before admission or transition where specific physical, sensory, medical or communication adjustments may be required.

Admission arrangements for pupils with SEND and disabled pupils

Woodlands does not discriminate against a child because of SEN or disability. Applications for mainstream school places are considered through the Local Authority's published admission arrangements. A child without an EHC plan must not be refused admission simply because the school considers it unable to cater for the child's SEN.

Where a child has an EHC plan, admission and placement are determined through the statutory EHC plan process. Places in Woodlands' Local Authority-commissioned SIB are not allocated through ordinary mainstream admission arrangements; placement is determined through the Local Authority's SEND/EHC planning and commissioning processes.

Transition

Transitions are planned carefully because change can create additional barriers for some pupils with SEND. Support is personalised and may include additional visits, visual information, transition books, meetings between current and receiving staff, transfer of SEND records, parent/carer meetings and involvement from specialist professionals.

For pupils moving to secondary school, Year 6 staff and the SENDCo liaise with receiving schools and share relevant information securely. For pupils with EHC plans, transition planning is incorporated into statutory reviews and Local Authority processes.

Roles and responsibilities

Role	Key responsibility
Class teacher	Responsible for the progress and development of every pupil they teach; implementing high-quality adaptive teaching; identifying emerging concerns; working with the SENDCo; implementing and reviewing agreed provision; and communicating with parents/carers.
SENDCo: Mrs Alice Morphet SEN Support: - EY Mrs Casey-Jo Jones - SIB Miss Mel Gittins	Provide strategic and operational leadership for SEND; coordinate SEN provision; advise and support staff; oversee the graduated approach and SEND records; liaise with families, professionals and the Local Authority; and contribute to statutory processes and staff development.
Headteacher: Dr Victoria Carr	Has overall responsibility for the day-to-day management of the school, including provision for pupils with SEND, and ensures the governing body is appropriately informed.
SEND Governor: Mrs Kellie Hutton Inclusion Governor: Andrew Canham	Provides governance oversight and challenge regarding the school's fulfilment of its SEND duties and the effectiveness of provision, while respecting the distinction between governance and operational case management.
Governing Body	Must use its best endeavours to secure the special educational provision called for by pupils' SEN, ensure statutory duties are met, and oversee the strategic effectiveness of SEND and inclusion.

What to do if you have a concern or complaint

We encourage parents/carers to raise concerns early so that they can be understood and addressed. In most cases the first point of contact should be the class teacher, followed where appropriate by the SENDCo. Concerns about the school's provision can also be raised through the school's published Complaints Policy.

Parents and young people can seek free, impartial information, advice and support from Cheshire West and Chester Information, Advice and Support Service (IASS). Where disagreements relate to EHC needs assessments or EHC plans, statutory mediation and appeal rights may also apply. Details are available through the Local Authority's Local Offer and formal decision letters.

The Cheshire West and Chester Local Offer

The Local Offer brings together information about education, health, social care, support and services for children and young people with SEND and their families in Cheshire West and Chester. Woodlands' SEND Information Report describes our school-level contribution to that wider offer.

[Cheshire West and Chester SEND Local Offer \(Live Well\)](#)

Key contacts

Contact	Details
School	Woodlands Primary School
Telephone	0151 329 3164
Headteacher	Dr Carr
SENDCo	Mrs Alice Morphet
Inclusion Governor SEND Governor	Andrew Canham Kellie Hutton

Related school and national information

The following documents should be read alongside this report where relevant:

- Woodlands SEND Policy
- Woodlands Accessibility Plan
- Woodlands Inclusion Strategy 2026/27
- Woodlands Equality Objectives and Plan
- Woodlands Behaviour for Learning Policy

- Woodlands Attendance Policy
- Woodlands Safeguarding / Child Protection Policy
- Woodlands Complaints Policy

[SEND Code of Practice: 0 to 25 years \(GOV.UK\)](#)

[What maintained schools must publish online - SEND requirements \(GOV.UK\)](#)

[Inclusion bases in schools \(DfE, June 2026\)](#)

[Inclusive mainstream fund: support for school leaders \(DfE, 2026\)](#)

Review and publication

The governing body publishes the SEND Information Report on the school website each year. It is reviewed at least annually and updated as soon as possible where information changes during the year. The SENDCo and school leaders keep the effectiveness of SEND provision under ongoing review, and governors maintain strategic oversight.