



Wood Fold SEND Report 2026-2027



1. How does the school know if children/young people need extra help?

The school follows the Graduated Approach as outlined in the SEND Code of Practice (2014) to provide support for children and when assessing if a child has a special educational need.

Children are identified through a variety of different ways:

Data – which shows progress that:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Other methods of identification include:

- Assessments such as WellComm
- Teachers identifying barriers to learning through observations in class or aspects of children's work that need to be addressed.
- Parents sharing any concerns that they may have with the child's class teacher or the SENDCO.

For more details please view the Wood Fold SEND Identification and Provision Pathway on our website.

2. What should I do if I think my child/young person may have special educational needs?

- Approach the child's class teacher, the SENDCO - Miss Lewis, Assistant SENDCO – Mrs Taylor, or Head Teacher - Mrs Gough.
- Explain what your concerns are and what has made you identify these.
- The teacher / SENDCO will make some notes on the school's raising concerns sheet so that this can be fed back to the relevant staff who work with the child.
- The teacher and SENDCO will then work together with yourself to decide what support needs to be put into place.

3. How will school staff support my child/young person?

- The SENDCO and class teacher will work together with parents to decide what support needs to be put into place to support your child.
- This support will be mapped out, identifying what support your child is receiving; how often they will receive support and who will provide it.
- This support may be provided by teachers or teaching assistants.
- We are able to provide a range of specific interventions where appropriate, including SoundsWrite, Reading Recovery, Catch Up Literacy, Maths Recovery, Reading Between the Lines, Little Wandle Fluency, Catch Up Numeracy and Talking Partners.
- We use a range of assessments to assess the impact of these interventions, with baseline assessments carried out before the child begins the intervention and the same assessment repeated at the end of the time period to assess and review what progress has been made and to inform and plan for next steps. Assessments include the Salford Reading test, Access Mathematics test and Renfrew.
- Some children may require an individual education plan (IEP) which will be used in school as a way of sharing the specific and measurable targets that are set for children when receiving this support.
- These targets will be written with the input of the parent and child where appropriate.
- The SEN governors will receive information about the provision that children are receiving across school and the impact that this is having in terms of the progress that the children are making.
- The school will monitor the progress of all children who are receiving additional support in order to make judgements about how effective its provision is.

4. How will the curriculum be matched to my child's needs?

- Wood Fold prides itself on providing high quality teaching for all children.
- Quality first teaching is used to support the learning of children through our 'I do, We do, You do' approach which ensures that new learning is broken into small chunks with regular opportunities for repetition and reinforcement.
- We provide contexts to engage and motivate the children, regularly revisiting prior learning and making explicit links with the big picture and wider context of learning. Retrieval practice is built into every lesson to provide regular opportunities for recall and consolidation.
- Adaptive learning strategies are implemented to help all learners access and achieve the learning.
- Teachers and Teaching assistants circulate during both guided practice and individual practice, providing on the spot feedback and targeting support where needed throughout the lesson.
- Where possible, adjustments will be made to resources pitched appropriately for their year group. For example, using an audio version of a text to support with reading fluency.
- Scaffolding is used to support children that need additional support to achieve success.
- or more details please see the SEND Identification and Provision Pathway detailing the different types of support we can offer according to children's specific need. This can be found on our school website.

5. 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?

- You will be invited to discuss your child's progress on a regular basis; any concerns you might have can be addressed by making an additional appointment to meet with the class teacher or SENDCO.
- The school will carefully monitor, assess and track the progress of your child throughout the year. This information will be shared with you and subsequent class teachers.
- Your child's targets will be regularly updated and reviewed with you and any other professionals involved with your child. This process will inform future steps and progress being made. This will give you an opportunity to discuss any concerns and help you to support your child at home.
- School offers an open door policy and regular newsletters are available to all parents. If necessary the class teacher or the SENDCO will speak with parents about any specific incidents, or learning opportunities.
- Parents can access the school website where an overview of support is available. Children who have special educational needs will have specific targets discussed on parents evening and advice will be given from the class teacher on how you can further support your child in meeting these targets. Targets will be regularly reviewed and progress monitored so new targets can be set.
- During review meetings you will be given the opportunity to plan and discuss the next steps in your child's education. If your child needs to have assessment or support from any additional agencies a follow up meeting will be arranged and you will be involved in deciding what support is available and any ways in which you can support your child.
- School will keep you informed of any relevant parent workshops available.

6. What support will there be for my child's/young person's overall well-being?

- The Designated Safeguarding Lead is Mrs Taylor and the Deputy Safeguarding Leads are Mrs Gough, Miss Lewis, Mr Brown and Miss Bullen. All staff are trained in child protection and are responsible for ensuring your child's safety.
- Your child will be supported across all areas of their school life, whether emotionally, physically or socially.
- If your child has any medical needs these will be discussed on an individual basis and Health Care plans will be written in conjunction with the parents.
- School liaises closely with the school nurse team to ensure staff are up to date with any relevant training.
- The school operates a positive behaviour policy with clear sanctions and rewards. All children are valued as individuals and are encouraged to value and respect others.
- There are a number of trained staff who deal with the administration of medicines and any personal care needs.
- Nurture based programmes of support can be available for identified children as part of an intervention which is needs based.
- Many of our school staff are trained first aiders.
- Our successful school council act as the pupil voice to share their views and ideas.
- Children are involved in tracking and discussing their behaviour and attitudes as part of our Positive Discipline approach.
- Where appropriate, school liaises closely with agencies such as TESS Behaviour support and CAMHS to ensure the correct support is in place for the child's overall well-being.

7. What specialist services and expertise are available at or accessed by the school?

- School have opened an inclusion base to support the needs of children with significant needs.
- School is able to access specialist services and expertise through regular meetings with our TESS teacher Amy Shaw and Educational Psychologist Amelia Newbold.
- School have a qualified Reading Recovery Teacher.
- School have a teacher with an AMDA Dyslexia qualification.

Specialist Services:

- *Special School Outreach (e.g. Hope School / Landgate)*
- *TESS*
- *Autism Pathway and Service*
- *Speech and Language Service*
- *Physiotherapy*
- *Occupational Therapy*
- *Educational Psychologist Service*
- *CAMHS (Child and Adolescent Mental Health Service)*
- *CAMHS School Link*
- *Counselling from TESS / Wigan Family Welfare*
- *Children's centres*
- *Attendance support from Pastoral Team*
- *School Nurse (Health and Wellbeing)*
- *Specialist Sensory Education Team (SSET)*
- *Special Educational Needs and Disability Service (SENDS)*
- *Start Well*
- *Parents in Partnership (Support for families of children who have special educational needs)*

8. What training are the staff supporting children and young people with SEND had or are having?

- All staff receive regular training in relation to update SEND information.
- Staff meetings are sometimes led by professionals from Outreach services, such as Hope School.
- The SENDCO attends cluster meetings with other SENDCOs from the Local Authority.
- School nurse provides advice for staff around current needs of individual children.
- Staff have had training in behaviour support from the Team Teach programme.
- Specialist Training is accessed by teachers and teaching assistants who work with children with specific needs.
- The SENDCo, Miss Lewis has achieved the 'National Award for SEN co-ordination'.
- Buddy systems are used within school so that teaching assistants can observe and learn from each other in relation to the specific interventions they deliver to pupils.

9. How will my child/young person be included in activities outside the classroom, including school trips?

- Our school offers an inclusive trips and activities policy in line with current educational policy. There will be a full risk assessment carried out before any planned educational visit. We will always contact you before a planned activity if we think your child may require additional support to meet required health and safety standards.
- Regular meetings with parents take place before trips and residentials. Letters detailing the trip and what your child may need are sent to parents well in advance. Risk Assessments are carried out in line with local authority guidance.

10. What are the arrangements for the admission of pupils with disabilities?

The Disability Discrimination Act 1995 defines a disabled person as one who has a physical or mental impairment which has a substantial and long term adverse effect on a persons' ability to carry out normal day-to-day activities. The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations will be made in the light of need and accessibility.

11. How accessible is the school environment?

The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible for all, working closely with specialists such as Occupational Therapists to identify the necessary adjustments.

Existing facilities provided to assist access to the school by pupils with disabilities;

- The school building and grounds is fully wheelchair accessible.
- School complies with all disability requirements.
- School has disabled changing and toilet facilities.
- School grounds and gates are secure
- Equipment is accessible for all children.
- Wood Fold is a Dyslexia Friendly school.

12. What steps have been taken to prevent disabled pupils from being treated less favourably than other pupils?

Specialist resources are used to support pupils with identified needs, for example:

- Coloured overlays
- Reading rulers
- Coloured exercise books
- Pencil / pen grips
- Special handwriting pens / pencils
- Angled writing boards
- I-pads
- Laptops
- Resources with larger fonts
- Audio versions of texts

As a school we work very closely with specialist services, such as Occupational Therapists, Speech and Language Therapists, Sensory Support, TESS Behaviour Support, CAMHS, Start Well etc. to ensure all our children gain access to the support they need.

Please refer to our Anti-bullying policy, Equality policy and Safeguarding and Child Protection policy.

13. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

- You and your child will be invited to look around the school and meet all the staff.
- School induction day sessions
- Before children move to the next class they will meet their new teacher and spend time in their new class for a transition week.
- Contact will be made with previous settings / schools to gather information about needs.
- SENDCo & pastoral staff will attend transition days/meetings to share information with SENDCo of the child's secondary school, which they are transferring to.
- All Year Six children attend induction days at their new school during the summer term
- Additional transition days are arranged for vulnerable children who will need more support with the transition process.
- PSHE programme supports children in their transition to their new school or key stage.

14. How are the school's resources allocated and matched to children's/young people's special educational needs?

- The school's SEND budget is allocated to meet the needs of the children on the SEND register.
- The SEND budget is used to ensure that school staff are qualified and trained to support children with various aspects of SEND. e.g. Dyslexia, ASC, ADHD etc. Where appropriate specialist support or resources will be purchased to meet individual needs.
- At times our children may have the opportunity to access targeted interventions if they are identified as requiring it.
- Pupil Premium funding

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

- In school we adopt a graduated approach to meeting children's needs.
- Your child's progress is tracked and monitored regularly from this information additional support / interventions are considered. You will always be kept informed of your child's progress.
- The impact and quality of the support and interventions will be evaluated with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs.
- The class or subject teacher, working with the SENDCo, will revise the support in co-partnership with the parents and pupils, in light of the pupil's progress and development, deciding on any changes to the support and outcomes.
- Early Help assessments can be carried out when working with multiple professionals to support and co-ordinate provision.

16. How are parents involved in the school? How can I be involved?

- Where a pupil is receiving SEND support, we will meet with parents at least 3 times a year (termly) to set clear goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of yourselves, as parents, the pupil and ourselves as the school.
- You will be involved in identifying the provision needed and reviewing its impact on your child.
- We readily share information with parents regarding the provision that their children are receiving, ensuring that we provide this in a format that is accessible for you as parents.
- We hold parent workshops at times throughout the year.
- We hold termly parents evenings / mornings for you to talk to your child's teacher about their progress.
- We are happy to offer individual appointments to discuss specific issues with you about your child's progress.
- The school has a website with information that is regularly updated.

17. Who can I contact for further information?

- Your first point of contact would be your child's class teacher.

The next point of contact would be the SENDCo:

- Miss Lewis

Or the Assistant SENDCo:

- Mrs Taylor

Other members of staff who can be contacted are:

- The Head Teacher – Mrs Gough.

You may also wish to speak to any outreach providers, teaching assistants, Pastoral manager, learning mentors, sports coaches working with your child.

The Local Offer can be found on the Local Education Authority Website and School Website