



SPECIAL EDUCATIONAL NEEDS
INFORMATION REPORT
AND SCHOOL'S CONTRIBUTION TO
THE LOCAL OFFER

2026

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TEL: 01695 720018

Who is the Special Educational Needs Coordinator (SENDCo) and how can parents contact them?

The school's has a SEND Team, consisting of Mrs Juanita Sargison (SENDCo), Mrs Christine Preston (SENDCo Assistant) and Miss Lucy Taberner (SENDCo Assistant). They can be contacted on the following email senco@woodland.lancs.sch.uk

Alternatively, an appointment to see a member of the SEND Team can be made via the school office by telephoning: **01695 720018 (option 2)**.

Mrs Sargison was appointed SENDCo from September 2026 and holds the National SENDCo Award, awarded in November 2018.

What are special educational needs (SEN) or a disability?

The definition of Special Educational Needs and Disabilities from the SEND Code of Practice (2014) states:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

A pupil has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age;
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

What kinds of special educational needs do we provide for?

Woodland Community Primary School is a mainstream primary school. We believe that every teacher is a teacher of very child, or young person, including those with special educational needs (SEND).

Children and young people with SEND have a range of different needs. All children with SEND, at SEN Support but without and Education Health and Care Plan (EHCP) are welcome to apply for a place in school, in line with the School Admissions Policy.

If a place is available, we will use our best endeavours, in partnership with parents/carers, to

put in place the provision required to meet the SEND need.

For children with an EHCP, parents have the right to request a preferred school and the local authority must comply with that preference and name it in the EHCP unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making a decision to name Woodland in a child's EHCP, the local authority will send a copy of the EHCP along with a Consultation paper. The local authority will carefully consider school comments before a final decision on placement is made.

Parents of a child with an EHCP also have the right to seek a place at a specialist setting if they consider that would be best to meet the needs of their child.

How does the school know if a child, or young person, needs extra help?

A child has SEND when their learning difficulty or disability calls for special provision that is different from or additional to ordinarily available provision. Woodland Community Primary School promotes high quality teaching as part of ordinarily available provision (provision accessed by all)

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils, as stated in the school's Teaching and Learning Policy. It is really important that the school identifies pupils who experience difficulties accessing learning and general school life opportunities as early as possible. This is achieved through continual use of classroom observations and assessments of all pupils. Progress is tracked on termly basis and, where appropriate, more frequently than this. The SENDCo liaises closely with the Assessment Coordinator to analyse data and individually track pupils who are experiencing difficulties.

The school uses the graduated response as outlined in The Code of Practice (2014)

Class teachers discuss any concerns with the SENDCo and Assessment Coordinator. If further action is deemed necessary, the parents are informed immediately and a Passport to Inclusion referral is completed.

In most cases, pupils are only identified as SEN if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations, reasonable adjustments to provision and intervention. Triggers for identification of a Special Educational Need could be:

- Little or no progress made when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need;
- Working continues at levels significantly below those expected for a child of a similar age in certain areas of the Early Years Foundation Stage or in English and mathematics skills resulting in poor attainment in some curriculum areas;
- Communication or interaction difficulties which create barriers to learning and specific

interventions are needed;

- Social, emotional or mental health problems which are not improved by the techniques normally employed in the nurturing environment of the school;
- Sensory or physical problems which create barriers to progress despite the provision of personal aids or specialist equipment.

Once identified, as having a special educational need or disability, a child will be added to the SEND record by the SENDCo so that 'additional and different' provision can be made for them.

Factors which are NOT SEN but may affect a child's progress and attainment are taken into consideration and adaptations are made accordingly. These may include:

- A disability under the Equality Act 2010 - all reasonable adjustments will be made in order that they can access the full curriculum.
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Any concerns over a pupil's behaviour will be investigated on the premise that the behaviour is an underlying response to an unmet need. This may be a learning difficulty or another factor, as noted above. School staff will endeavour to recognise and quickly identify the reasons for the behaviour and take all reasonable steps to address the root cause. Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEN.

Additional diagnostic tests (eg SNAP, WellComm, BPVS) to assist with the identification of SEN. The school may, with parental permission, seek the advice of external agencies such as Educational Psychologists and Independent Specialist Teachers or the Local Authority's Specialist Teaching Service. Additionally, some children may receive support from our National Health Service colleagues e.g. Speech Therapy (SaLT), Occupational Therapy (OT), Community Paediatrics, and Children's Learning Disability Team, Child & Adolescent Mental Health Services (CAMHS).

What should a parent do if they think their child/young person has SEND?

If parents have concerns relating to their child's learning or needs, they can speak to a member of staff. In the first instance, they should discuss their concerns with their child/young person's class teacher. They can also contact the SEND Team directly:

senco@woodland.lancs.sch.uk

01695 720018 (option 2).

School operates an 'open door policy' so parents can contact the SEND Team or school office at any time and we will do our best to arrange a meeting with you as soon as possible. All parents will be listened to. Their views and aspirations for their child will be central to the assessment and provision delivered by school.

What arrangements does the school make for consulting with and involving children/young people with special educational needs and/or disabilities about their education?

Children with SEND who have a School Support Plan (SSP) are involved in discussions about their targets including how well they are progressing and what they need to do as a "next step". They do this whilst working 1:1 with a teacher or teaching assistant. Adjustments can be made to the targets when necessary to suit rate of progress.

What arrangements does the school make for consulting with the parents and carers of children/young people with special educational needs and/or disabilities about their education?

The school's Policy for Special Educational Needs and Disability aims to develop partnerships with every parent and carer in the education of their child and to involve parents and pupils in the review process. Parents and carers contributions are valued in terms of identification and support for pupils with SEN is fully recognised.

Assessment for all children is a continual process and takes many forms, as laid out in the school's Policy on Teaching and Learning. For many children with SEND, the teacher's assessment of need is sufficient to decide what is needed on a 1:1 basis through a SSP.

It is the responsibility of the Headteacher, through the class teachers, to monitor the support and provision for pupils with SEND in their care. This work is coordinated by the school's SENDCo. Throughout the school, children's progress in Mathematics, English and Phonics is formally assessed by teachers every term. All of this information is monitored and evaluated to ensure that provision for all children is matched to their needs. Specific additional assessments for children with potential or identified SEND can also be carried out by the SENDCo, usually starting with targeted classroom observations. These can be repeated at a later date to measure progress.

To keep parents informed we have a comprehensive website and have newsletters which go out weekly on school's social media platforms, two parents' evenings a year and one annual report which enables parents to give written feedback.

For children who are on the Special Educational Needs Register, a School Support Plan (SSP) is reviewed and amended three times per year, December, March and July. All SSPs have SMART (Specific, Measurable, Achievable, Realistic, Timed) targets which are monitored by the class teacher and teaching assistant. The child is also encouraged to self-evaluate against their targets with the teaching assistant and/or teacher. New targets are set as soon as each target is met. New and reviewed SSPs are shared with parents three times per year. Paper copies of SSPs are available on request. Parents are invited to discuss this with the class teacher, contributing to the evaluation / target setting if they wish.

For children with an Education, Health and Care Plan, an annual review (6 monthly for under 5s) will be carried out by the school in conjunction with the Local Education Authority. Parents and external agencies are strongly encouraged to attend.

How will the curriculum be matched to my child/young person's needs?

In accordance with the SEND Code of Practice (2014), school does everything it can to meet children and young people's SEND. Pupils have access to additional provision on an evidenced-needs basis and we will endeavour to ensure all pupils' needs are fully met. This is embedded within the Graduated Approach section of the school's Policy for SEND which aims to provide full access to the National Curriculum and to encourage success and participation for all pupils, whatever their level of ability.

The key principles of this approach are:

- All class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. All children are included in all lessons through an ethos of Quality First Teaching which is adapted to respond to their strengths and needs, as set out in the Teachers' Standards (2012);
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. However, despite this, some children need additional help to make progress in their learning. Additional intervention and support cannot compensate for a lack of good quality teaching;
- When planning work for children with Special Educational Needs and Disabilities, teachers give due regard to information and targets contained in the children's SSPs. Additionally, teachers modify teaching and learning as appropriate for children with disabilities.
- For all children with Special Educational Needs, the class teacher, Teaching Assistants and SENDCo will liaise closely and make special arrangements in the class. This may involve grouping, a special programme of work, modified tasks, scaffolding, different seating arrangements or extra adult attention.

How accessible is the school environment?

The school is approached via tarmacked and paved paths. Parents are requested not to bring their cars onto the car park to ensure pedestrian safety but disabled parking is available. The school is wheel-chair accessible at the front entrance, with ramps at doors and a lift to access the upstairs classrooms. In addition to normal toilet facilities, there are three disabled toilets with emergency alarms, and hand rails, a shower and electric changing table.

School staff are on duty at the gates and entrance doors from 8:40am. All children are supervised as they enter and leave school to ensure safe handovers. If someone other than a parent is collecting the children, school must be informed in advance. For children with SEND, specific collection/handover arrangements may be made (e.g. wheelchair users or if there is a risk of a child running away). Children with SEND are supported by dedicated staff at playtimes and lunch times where appropriate. Teachers/Teaching Assistants ensure help with the handover process at the start and end of the day.

Please see the school's Accessibility Plan, found on the school website.

<https://www.woodlandschool.co.uk/page/send/138226>

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

The school receives funding to respond to the needs of children with SEND from a number of sources that includes:

1. A proportion of the funds allocated per child to the school to provide for their education called the Age Weighted Child Unit.
2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of children with SEND.
3. For those children with the most complex needs, with and EHCP, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.

This funding is then used to provide the equipment and facilities to support children with special educational needs and disabilities through support that might include:

1. Targeted differentiation and scaffolding to increase access.
2. In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc)
3. Out of class support (relationship building, social, emotional skill development),
4. Small group tuition to enable catch up
5. Specific support, advice and guidance is provided to parents and families to improve child's readiness for learning (relating to child's difficulties in attendance, behaviour, physiological and emotional needs etc)
6. Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc)
7. Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)

How is the decision made about the type and quantity of support a child or young person receives?

The school, working in partnership with parents and external agencies, will take account of views:

- For children with SEN but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the school's Senior Leadership Team, SENCO (with advice from specialist subject teachers) and parent regarding SEN Funding deployment where appropriate.
- For children with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review, and in conjunction with the Local Authority SEND Team.

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

All children with SEND have either an EHCP or an SSP. For most children with SEND an SSP

will be written with short-term expected outcomes. These are all reviewed at least termly, as laid out above.

Parents will also be invited to attend two parent meeting per year, along with the school's reporting system. Contact will be made with parents in addition to these when there are concerns about a child or young persons attainment or development.

Parent are welcome and encourages to communicate with class teachers and/or the SEND Team at any time they feel concerned or have any information that they would like to share that could impact on their child's success at school.

Class teachers share information half termly about how parents can support their child with their learning. In addition to this, there are useful links shared on the school website.

What training have the staff supporting children and young people with SEND had or may they have had?

The SENDCo attends half-termly cluster meetings and disseminates relevant information with other staff, as appropriate. Many of our teachers and teaching assistants have been trained to support children with a range of SEND, depending of differing roles in school.

- How to support children with dyslexia and literacy difficulties
- How to support children on the autistic spectrum
- How to support children with traits of ADHD
- How to support children with behavioural difficulties
- How to support children with sensory needs (visual and hearing impaired)
- How to support children with speech, language and communication difficulties
- Adaptive teaching and scaffolding support

We recognise that to effectively support children with additional needs, we need to have the skills, knowledge and confidence to understand the needs that pupils have. Therefore, Continuing Professional Development (CPD) is offered to staff.

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

The SENDCo attends half-termly SENDCo cluster meetings and half-termly Educational Psychologist cluster meetings. The SENDCo is able to attend half-termly SEND Clinics at Elm Tree Specialist School, led by Specialist Teachers and Outreach Teachers.

The school is able to seek advice from specialist teachers, such as from Inclusion and Engagement Support Team (IEST), Elm Tree Special School, Kingsbury Special School and Strive SEND Specialist Teachers. Educational Psychologists are invited into school to carry out assessments for the EHC Needs Assessment process.

The school has regular visits from NHS services, such as Speech and Language Therapists, Physiotherapists, Occupational Therapy, Teacher for Visually Impaired and Teacher of the Deaf.

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?

A number of strategies are in place to enable the effective transition of children/young people from one educational setting to another. These include:

On entry:

- A planned introduction programme is delivered in the Summer term to support children transferring into our Early Years Reception setting.
- Parents and carers are invited to a meeting at the school and are given a range of information to support them in helping their child to settle into the school routines and an introduction to their child's class teacher.
- Staff from the Reception team will visit feeder nurseries, along with the SENDCo if appropriate.
- The SENDCo is available to meet with parents of children with additional or SEND needs, to allow for solutions and provision to be put in place before the child comes into the setting.
- If children are transferring from another setting, the previous school records and information will be gathered. Contact will be made with parents prior to the child starting at Woodland.
- Additional transition sessions can be provided on an individual need basis.

Transition to the next school:

- Children in Year 6 start to prepare for transition to secondary school during the Summer Term.
- Pupils and their families are invited to meetings at feeder schools, sharing relevant information. Children are invited to attend sessions at their new school, to sample lessons and to meet new staff who will be working with them.
- Additional visits to the school can be arranged for pupils with SEND as required.
- The SENDCos of the two schools will make sure that relevant information is shared to ensure a smooth transition. This may be at a meeting and parents may be invited.
- For children with EHCPs, a more formal transition meeting involving all parties may be arranged to plan the transition process.
- Where children with SEND move to another primary school, the SENDCo will contact the SENDCo of the receiving school to ensure relevant information is shared.
- Once pupils have transferred to the new setting, any paper and electronic documents will be forwarded to the receiving school. These will be signed for.

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

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.
- Any child with an EHCP will be given careful consideration regarding specific needs and support put in place where appropriate.

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

Woodland Community Primary School offers a wide variety of pastoral support for children. This includes:

- A highly skilled Pastoral Team offering well-being support, meet and greets and checks in throughout the school day.
- An evaluated Personal, Social, Health and Citizenship Education (PSHCE) curriculum (including relationships) that aims to provide children with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Child and Parent voice mechanisms are in place
- School uses the Zones of Regulation Programme to develop emotional literacy and self-regulation techniques.
- Small group evidence-led interventions to support child's well-being are delivered to targeted children and groups, such as Confident Me and Feelings booklets.
- Children who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills

How do you evaluate the effectiveness of the provision made for children/young people with special educational needs?

School is able to monitor the success of its provision by evaluating a number of factors (including but not limited to):

- Learning is accessible for all children either by adapting timetables or rooming where appropriate.
- Arrangements are put in place to ensure accessibility and safety for all.
- Quality assurance of support and provision by the SENCO
- The progress of SEND children both academically and pastorally via the monitoring of behaviour and attendance.
- The use of the pastoral system and class teacher to monitor child wellbeing.
- Regular meetings with the SENCO
- At least yearly reviews of children with EHCP's and/or in receipt of top up funding.

The effectiveness of SEN provision will be measured using both qualitative and quantitative data.

- Qualitative data will gather the views of parents and children on how successful the provision has been in enabling them to attain their outcomes.
- Quantitative data will examine both progress and attainment levels compared to those achieved nationally for children with the same level prior learning level.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers concerning your provision made?

All maintained schools and maintained nursery schools must have a procedure for dealing with complaints, relating to the school, which are not covered by other statutory complaints procedures.

Please see the school's Complaints Procedure:

<https://www.woodlandschool.co.uk/page/complaints-procedure/138153>

Where can I find the contact details of support services for the parents of children/young people with SEND?

SENDIAS Team – Information, Advice and Support Agency Network offers independent advice and support for parents and carers of children/young people with SEND.

<https://lancssendias.org.uk/>

For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from regional mediation services.

<https://www.globalmediation.co.uk/2014/07/special-educational-needs-mediation/>

Where can I find information on where the local authority's local offer is published?

A link to the Lancashire Local Offer is shown below:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>