

Empowering Potential, Embracing Diversity:
Learning Without Limits



Special Educational Needs and Disability
Information Report 2026–27

Document	SEND Information Report
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Approved by	Miss Alexandra Borrill, Headteacher (school level)
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1. Welcome

At Woodchurch Road Academy we believe every child can learn, grow and flourish, and that no child's future should be decided by a label or a prediction. That belief sits at the heart of Learning Without Limits, and it shapes how we work with every child who has special educational needs or a disability.

Inclusion is everyone's job here. Each Crew teacher takes responsibility for making their classroom a place where every child can join in, be challenged and feel they belong. Our expeditionary approach to learning, with its real-world questions, Presentations of Knowledge and Beautiful Work, gives children lots of different ways to show what they know, and we adapt it thoughtfully so that it works for everyone.

This report explains, in plain language, how we identify and support children with SEND, who to talk to, and where families can find more help. If anything here is unclear, please come and talk to us. Our door is always open.

2. A note on national changes

In February 2026 the government published its Schools White Paper, Every Child Achieving and Thriving, which sets out plans to reform the SEND system in England. Some of these proposals will change what schools publish in future, including replacing this report with a school Inclusion Strategy.

Those changes need new legislation and are not yet in force. For 2026–27, the SEND Code of Practice (0 to 25 years) and the Special Educational Needs and Disability Regulations 2014 still apply in full, and nothing about your child's current support or Education, Health and Care Plan (EHCP) changes as a result of the White Paper. We will keep families updated as the national picture becomes clearer.

3. Who to talk to

Your child's Crew teacher is always the best first person to speak to. They know your child well and see them every day. Beyond that, these are the key people:

SENDCO	Mrs Karen Owen. Karen has day-to-day responsibility for SEND across school, coordinates support for individual children (including those with EHCPs) and leads our team of Learning Coaches. Email: Sendco@woodchurchroad.wirral.sch.uk
Headteacher and Designated Safeguarding Lead	Miss Alexandra Borrill
Deputy Headteacher	Mrs Laura Robinson
SEND Governor	Mrs Sarah Wilkinson, parent governor. Sarah monitors how well this report and our SEND Policy are working and keeps governors informed.

4. What we mean by SEN and disability

We use the definitions from the SEND Code of Practice (0 to 25 years).



Special educational needs: a child has SEN if they have a learning difficulty or disability that calls for special educational provision, meaning support that is additional to, or different from, what is usually available to children of the same age in a mainstream school.

Disability: under the Equality Act 2010, a child is disabled if they have a physical or mental impairment that has a long-term and substantial effect on their ability to carry out normal day-to-day activities. Not every disabled child has SEN, and not every child with SEN is disabled, but many children are covered by both.

5. The kinds of needs we support

We are a mainstream primary school and welcome children with a wide range of needs. The Code of Practice describes four broad areas. Many children have needs in more than one, and we always look at the whole child rather than a single category.

Communication and interaction

Children who find it hard to say what they want to, to understand what others say, or to make sense of the social side of communication. This includes speech, language and communication needs and autistic children.

Cognition and learning

Children who learn at a slower pace than their peers, even with well-adapted teaching, and children with specific learning difficulties such as dyslexia, dyscalculia or developmental coordination disorder (dyspraxia).

Social, emotional and mental health

Children whose emotional wellbeing affects their learning. This can show up in many ways, from becoming quiet and withdrawn to finding it hard to manage feelings and behaviour. It includes children with ADHD, anxiety or attachment difficulties.

Sensory and/or physical needs

Children with a vision, hearing or multi-sensory impairment, or a physical disability, who may need specialist equipment or adjustments to access learning and school life fully.

6. How we spot when a child needs extra help

We would always rather notice early and act early. We keep a close eye on every child's progress, wellbeing and development through everyday teaching, regular assessment and termly pupil progress meetings with the senior leadership team.

Concerns might come from a teacher, a Learning Coach, a parent or carer, the child themselves or another professional. When a child is not making the progress we would expect, our first step is high-quality, carefully adapted teaching from their Crew teacher. If concerns continue, the teacher talks with Mrs Owen and, importantly, with you.

Together we look at everything we know: classroom work, assessments, how the child is getting on socially and emotionally, and your views and your child's. Sometimes we try a short intervention and watch how the child responds, because that helps us understand their needs. We take particular care with children who are learning English as an additional language, so that we do not mistake a language need for a learning difficulty.



If a child's needs can be met through the adjustments we make for everyone, they may not need to be on the SEN register. If they need support that is additional to or different from what we usually provide, we will agree with you to place them on the register at SEN Support.

7. Our graduated approach: assess, plan, do, review

Support for children at SEN Support follows a four-part cycle, with the child and family at the centre. Each time we go round the cycle we understand the child a little better and can refine what we do.

Assess. We build a clear picture of the child's strengths and needs, drawing on teacher assessment, your knowledge of your child, the child's own views and, where helpful, advice from specialists such as an educational psychologist or speech and language therapist.

Plan. The Crew teacher and Mrs Owen agree with you and your child the outcomes we are aiming for, the support and adjustments we will put in place, and a date to review. These are recorded in your child's Individual Education Plan (IEP) or other SEND paperwork, and everyone who works with your child is made aware of them.

Do. The Crew teacher stays responsible for your child's learning every day, working closely with Learning Coaches and any specialists involved. Mrs Owen supports and advises along the way.

Review. At least three times a year we look together at what has worked and what has not, and decide the next steps. Where a child has made strong, sustained progress, we may agree that they no longer need to be on the SEN register, and we keep a close eye on them afterwards.

Where a family would benefit from joined-up help from more than one service, we may suggest an Early Help Assessment to coordinate support and stop difficulties from growing.

8. Working in partnership with families

You know your child better than anyone, and the best support always comes from working together. We will:

- talk with you as soon as we have a concern, and always before placing your child on the SEN register
- involve you in setting and reviewing your child's targets, usually at least termly and where possible alongside parents' evenings
- share what we see in school, celebrate successes with you and listen carefully to what you see at home
- make time to meet whenever you have a worry. Mrs Owen and Miss Borrill are always happy to talk
- invite you to an annual review each year if your child has an EHCP, to share achievements and hopes for the future

9. Listening to children

Children are the experts on their own experience. We help every child with SEND to share what helps them learn, what they find tricky and what they want to achieve, in whatever way suits them best: talking, drawing, using visuals, or with an adult they trust. Their views are part of every plan and every review, and targets are shared with children so they can see and celebrate their own progress.



Through our Habits of Work and Learning (HoWL) and the reflective culture of Crew, children are encouraged to understand themselves as learners and to recognise their own growth.

10. How we teach and adapt learning

High-quality, adaptive teaching in every classroom is the most important support we can offer. Teachers plan expeditions and lessons so that every child can access the same rich, ambitious curriculum. This might include:

- breaking learning into smaller steps, with extra modelling, practice and checking for understanding
- visual timetables, word banks, prompts and practical resources
- pre-teaching key vocabulary before a new expedition or case study
- different ways to record and present learning, so every child can contribute to Presentations of Knowledge and create Beautiful Work
- adjusting seating, lighting, noise or movement breaks, and providing equipment such as wobble cushions or ear defenders
- calm, predictable routines and clear expectations within Crew

11. SEN support we may provide

Support is always shaped around the individual child. Depending on their needs, it might include:

- evidence-based interventions in reading, writing, maths, speech and language, or social and emotional skills
- targeted help from a teacher or Learning Coach, individually or in a small group
- adapted materials, resources or specialist equipment
- an individual learning programme or personalised timetable
- support with physical or personal care, such as eating, moving safely around school, toileting or dressing, delivered in line with our Intimate Care and Toileting Policy
- advice and direct work from external specialists

Decisions about the level of support are based on need. We use our budget carefully and fairly to make the biggest difference for children.

12. Education, Health and Care Plans

A small number of children have complex, long-term needs that call for more support than school can provide from its own resources. In these cases, working closely with you, we may ask Wirral Council to carry out an Education, Health and Care needs assessment. Parents can also request this directly.

An EHCP brings together a child's educational, health and social care needs, the outcomes everyone is working towards and the provision needed to achieve them. We review every EHCP formally at least once a year. If you would like to talk about EHCPs, please speak to Mrs Owen.



13. Supporting wellbeing

Children learn best when they feel safe, known and valued. Crew gives every child a consistent group and trusted adults who know them well. Alongside this, we offer:

- a whole-school focus on relationships, wellbeing and Habits of Work and Learning
- targeted social and emotional support, such as small nurture groups or time with a trusted adult
- a clear approach to preventing and responding to bullying
- referrals, with your agreement, to services such as CAMHS or the school nursing team

Some children with SEND may be more vulnerable. Keeping children safe is our highest priority, and our safeguarding arrangements are set out in our Safeguarding and Child Protection Policy.

14. Joining in with everything

Every child at Woodchurch Road should be able to take part fully in school life. We plan trips, fieldwork, residential, assemblies, celebrations and sports so that children with SEND can join in alongside their friends, and we talk with families in advance about any adjustments that might help. Our breakfast and after-school clubs are run by our own staff, which means children are cared for by adults who already know them and their needs.

15. Moving on: transition

Changes can feel big for any child, and especially for some children with SEND. We plan carefully for every move:

- **Starting school:** we visit and talk with early years settings and families, and can arrange phased or flexible starts in Reception where this helps.
- **Moving to a new Crew:** teachers share information in detail, and children can visit new classrooms and meet new adults, with photo books or social stories where useful.
- **Moving to secondary school:** we work closely with receiving schools, run transition support for children who need it, and invite the secondary SENDCO to the Year 6 annual review for children with EHCPs.
- **Joining or leaving mid-year:** we share and request information promptly so support is in place from day one.

For statutory assessments, including the phonics screening check, multiplication tables check and Key Stage 2 tests, we apply for access arrangements such as extra time, a reader or rest breaks where children meet the national criteria.

16. Accessibility and disability

We follow the Equality Act 2010. We do not treat disabled children less favourably, and we make reasonable adjustments so they can access everything school offers. Disabled children are admitted in line with our admissions arrangements, in exactly the same way as everyone else.

Our Accessibility Plan sets out how we are improving access to the curriculum, the building and written information over time. It is available on our website or from the school office.



17. Working with other services

With your agreement, we work alongside a range of specialists who bring extra expertise. These include:

- Educational Psychology Service
- Speech and Language Therapy Service
- Learning and Language Support
- Behaviour Support Team
- Autism (ASC) Team
- Physical and Sensory Support Service, including support for hearing and vision impairment
- Education Welfare
- Children's Services and Early Help
- School nursing and paediatric health teams, and occupational therapy and physiotherapy where needed
- Child and Adolescent Mental Health Services (CAMHS)

18. Staff expertise and training

Every teacher is a teacher of children with SEND. Training is planned each year around the needs of the children in our school, and is built into our wider professional development programme.

Staff have particular training and experience in speech and language, early reading and phonics, maths and literacy interventions, supporting children with hearing impairment, and dyslexia-friendly teaching. Mrs Owen attends local SENDCO networks and Trust meetings to share good practice and keep up to date, and our Learning Coaches receive regular training linked to the interventions they deliver.

19. How we know our support is working

Miss Borrill, the senior leadership team and Mrs Owen regularly check the quality and impact of SEND provision. We look at:

- progress from each child's starting points, discussed at pupil progress meetings
- baseline and exit information from interventions
- progress towards individual targets
- children's work, and what children and families tell us

We map provision for every Crew and ask honest questions about whether each intervention is making a difference for the time and money it takes. Each year we look at the needs of our children and change our provision where needed. Mrs Owen and our SEND Governor report to governors on SEND regularly.

20. Where to find more help

Wirral SEND Local Offer (SENDLO). Wirral Council publishes information about the education, health and social care services available locally for children and young people aged 0 to 25 with SEND:

www.sendlowirral.co.uk



Wirral SEND Partnership (WIRED). Free, confidential and impartial information, advice and support for parents and carers of children with SEND, independent of the council and the school:

wired.me.uk

Wirral Parent Carer Partnership. Wirral's parent carer forum, bringing families' voices into local SEND planning: wirralparentcarergroup.co.uk

21. If you have a concern

We want to know straight away if you are worried about the support your child is getting, so we can put things right together. Please start by talking to your child's Crew teacher, then Mrs Owen, then Miss Borrill. Most concerns are sorted quickly this way.

If you still feel your concern has not been resolved, you can make a formal complaint under the Cheshire Academies Trust Complaints Procedure, available on our website or from the school office.

Some decisions, such as Wirral Council's decisions about EHC needs assessments or the content of an EHCP, sit with the local authority rather than school. Families can seek mediation and, in some cases, appeal to the First-tier Tribunal (Special Educational Needs and Disability). Wirral SEND Partnership can help you understand these options. Concerns about disability discrimination can also be taken to the Tribunal.

22. Review

We review this report every year and update it whenever key information changes. Given the national SEND reforms, we will also review it as soon as new legislation or guidance affects what schools must publish.