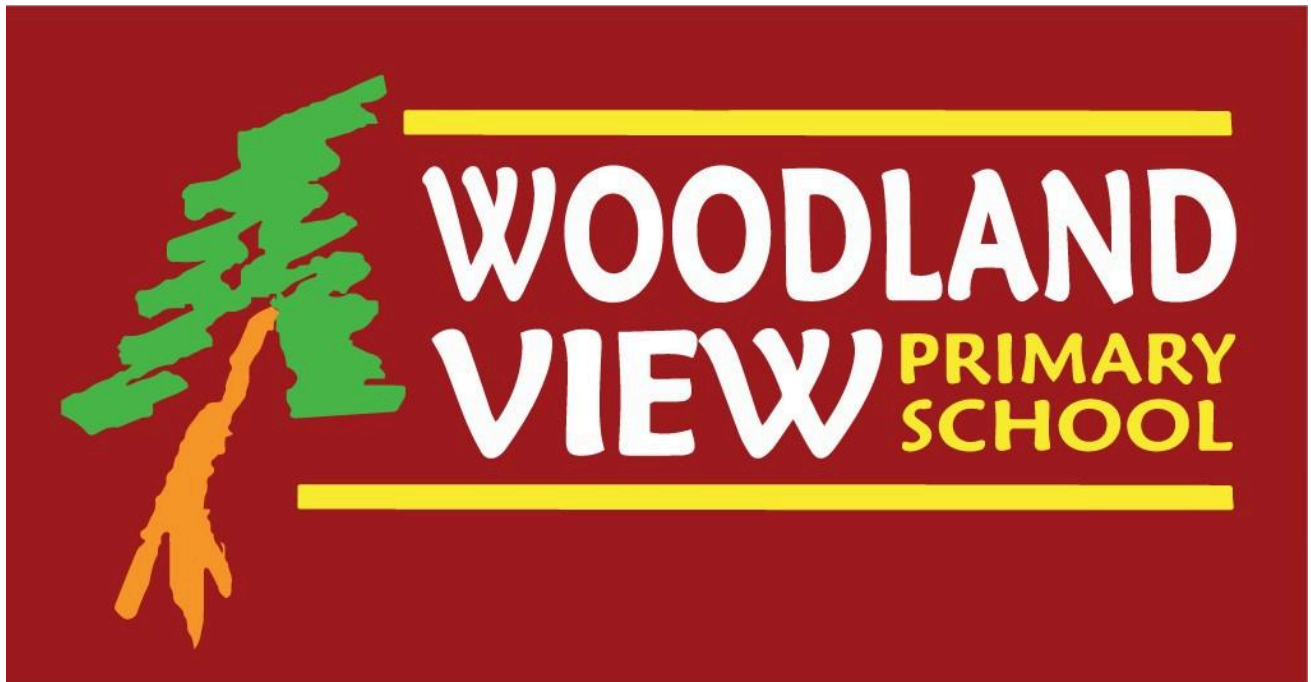


Special educational needs (SEN) information report

Woodland View Primary School



Last reviewed on: Spring Term 2026

Next review due by: Spring Term 2027

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, contact the school to request a copy of our SEND policy.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

As an inclusive school we focus on the presenting needs of the children. Historically we have had success in providing for a wide range of different needs and neurodiversity, when budget, resources and availability of expertise has allowed. This has included, but is not limited to, pupils with:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENDCO

Our SENDCO is Mrs Atherton. She holds the National Award in Special Educational Needs Co-ordination award.

Teachers

All of our teachers receive in-house SEN training, and are supported by the SENDCO to meet the needs of pupils who have SEN. Additionally, they have access to a wide range of local and national external training opportunities.

Teaching assistants (TAs)

We have a team of TAs who work across the school, all of whom are regularly trained and supported to meet the needs of the children.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary, we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Behaviour support services and play therapists
- WNC Inclusion and Intervention Support Team (IIST)
- Child and adolescent mental health services (CAMHS/ The Lowdown/Happy Heads)
- School Attendance Support Services (SASS)
- Social services and other local authority (LA)-provided support services
- SENDIASS

3. What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

You can speak to your child's class teacher at the classroom door to arrange an appointment or contact the school office.

The class teacher will listen to your concerns. The first step is to support through quality first teaching and in-class targeted support.

Depending on the level of need, they may pass the concern on to our SENDCO, who will be in touch to discuss it further.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

If we decide that your child needs SEN support, your child will be added to the school's SEND register and an Individual support plan (Individual Education Plan or IEP) will be shared with you. This will be reviewed termly.

You can also contact the SENDCO directly:
SENDCO@woodlandview.nortants-ecl.gov.uk

4. How will the school know if my child needs SEN support?

Children's needs should be identified and met as early as possible through:

- analysing data including entry profiles, Foundation Stage Profile scores, our 'Chatterway' language assessment and whole-school pupil progress data
- using classroom-based assessment and monitoring arrangements. (Cycle of Assess, Plan, Do, Review - ADPR)
- following up parental concerns
- tracking individual children's progress over time
- liaising with feeder nurseries on transfer
- gaining information from previous schools
- gathering information from other services
- maintaining a provision map for all learners receiving additional support funded from the school's devolved budget or with the receipt of Targeted funding.
- Undertaking, when necessary, a more in-depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.

All our class teachers are aware of SEN and through assessment procedures and observation of the children, they identify any pupils who aren't making the expected level of progress in their schoolwork, physical development, emotional development or social development.

If the teacher notices that a pupil is falling behind, they try to identify any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress after two or more cycles of intervention, the teacher will talk to the SENDCO, and will also contact you to discuss the possibility that your child has a Special Educational Need (SEN).

The SENDCO may observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and, where possible, will speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENDCO will decide whether your child needs SEN support. If your child does need SEN support, their name will be added to the school's SEND register, and the SENDCO will work with you and the class teacher to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as getting help from external professionals where necessary.

Plan

We will make a plan of the support we will offer your child to help them meet identified outcomes. We will make a record of this and share it with you and all relevant school staff.



Review

We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Do

We will put our plan into practice. The class teacher, with the support of the SENDCO, will be responsible for working with your child and making sure the support we put in place is having the impact we intended.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will invite you to termly meetings to discuss your child's progress. The SENDCO and your child's class teacher will meet with you to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs so that you can provide insight into what you think would work best for your child.

We also want to hear from you so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed on an Individual Education Plan. This record will be shared with all relevant staff, and you will be given a copy too.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Draw pictures to share views and opinions
- Discuss their views with a member of staff who can act as a scribe or a representative during the meeting

8. How will the school adapt its teaching for my child?

Quality first teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on an individual level to make sure the adaptations we make are meaningful to your child.

These adaptations may include:

- Adapting our curriculum and delivery to make sure all pupils are able to access the learning
- Adapting our teaching, resources and tasks, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, providing scaffolds, models or sentence stems etc
- Adapting our staffing
- Using recommended aids such as ipads or laptops, sensory activities and visual timetables etc.
- Teaching assistants will support pupils in small groups or one-to-one where appropriate to do so but independence is encouraged where possible.
- Delivering specific intervention programmes

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions termly
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

Extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to go on our school trips, including our residential trip.

All pupils are encouraged to take part in sports day, performance evenings, musical opportunities such as whole class instrumental projects and the choir.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included. If we are concerned with the physical safety or emotional health of a child due to a particular activity, we will consult the parents.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Please refer to our school Admissions policy

13. How does the school support pupils with disabilities?

Our school is committed to ensuring that all children, including those with disabilities, can take part fully in school life. We work closely with parents, carers, and outside professionals to make sure every pupil has the support they need.

The school building is accessible, with ramps, wide doorways, and accessible toilets to help pupils move around safely. In classrooms, teachers adapt lessons and provide resources such as enlarged print, visual timetables, or specialist equipment when needed.

The Special Educational Needs and Disabilities Coordinator (SENDCo) oversees support plans and works with teachers to make sure learning is inclusive. Staff receive training to understand different needs and how to provide the right help.

Pupils with disabilities are encouraged to join in all activities including sports and trips. Where extra support is required, such as additional adults or adapted transport, the school makes arrangements so that no child is left out.

By creating a supportive and welcoming environment, we aim to help every child achieve their best and feel valued as part of our school community.

14. How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Teachers and teaching assistants provide extra pastoral support within the classroom setting for individuals and small groups
- We deliver specific interventions with individuals or groups
- Should additional support be required, children may receive a block of support from our pastoral team
- We can signpost families to useful resources and courses
- We can make referrals to external agencies such as the school nursing team, Camhs, Service six and Happy heads.

15. What support will be available for my child as they transition between classes or settings?

Starting school

The Early Years Phase Leader and SENDCo will meet with local Nurseries and Pre Schools in order to gather key information. Based on this information, families will be supported in the transition through:

- Additional visits to the current setting
- Meetings with the family
- Meetings with external agencies currently involved
- Additional transition visits
- The creation of a bespoke plan for starting school outlining any adjustments that may be required

Between years

To help pupils with SEN be prepared for a new school year we:

- Schedule hand-over meetings between the existing and new class teacher
- Hold transition mornings where pupils get to meet the new staff team and see their new classroom
- For those pupils who would benefit from it, we provide transition resources such as transition booklets which include photos of key staff members and the new classroom

Between phases

Each local Secondary school has their preferred system for receiving key information regarding the pupils on the SEND register. Some schools will gather this information digitally whilst others will do this by phone or in a face to face meeting.

Pupils will be prepared for the transition by:

- Practising following a timetable
- Learning independent organisation skills

- Engaging in a series of sessions that focus on preparation for Secondary school
- Some Secondary schools may offer additional transition visits

16. What support is in place for looked-after and previously looked-after children with SEN?

Mrs Amanda Matsangou (Deputy Head and Designated Safeguarding Lead) will work with our SENDCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at West Northamptonshire Council's local offer. West Northamptonshire Council's publishes information about the local offer on their website:

<https://www.westnorthants.gov.uk/local-offer>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

<https://iassnorthants.co.uk/>

Local charities that offer information and support to families of children with SEN are:

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

<https://www.actionforchildren.org.uk/>

<https://sends4dad.org.uk/>

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCO** – the special educational needs and disabilities co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND

- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages