Woodston Primary School

SEND Offer Information Report

'SEND is everybody's business'

A GUIDE TO OUR PROVISION 2026-27

School Background

Woodston Primary School operates three classes (90 pupils) in every some year groups with two classes in Years 3 downwards (60 pupils). To support pupils directly the school employs Teachers, Teaching Assistants (TAs), three Learning Mentors, a SENDCo, two Family Support Officers and Midday Supervisors. We also have a Sports Leader, a trainee Social Worker and trainee teachers on placement. The school has pupils with a range of medical conditions, disabilities and learning difficulties, including diagnoses of hearing and visual Impairments, Autistic Spectrum Disorder and Speech and Language delays.

Who can I speak to about my child?

Talk to your child's Class Teacher as a first port of call. They can give you details about how your child is getting on and arrange for extra support or materials if needed. You can also arrange to speak to our Special Educational Needs Co-ordinator (SENCo) if you wish to share information or your concerns about their health, well-being or educational progress. We try hard to operate an open-door policy here and work collaboratively, so no concern or query is too small to raise.

The school SENCo at our school is **Mrs Lucinda Robinson.** Mrs Robinson is in school all day Tuesdays to Fridays.

You can also discuss any concerns or make enquiries with our Headteacher, Mrs Emma Houlton



How does the school identify children with special educational needs/disability SEND)?

Teachers or Support staff may raise concerns directly with the SENCos. A member of the Inclusion Team may carry out observations, any suitable assessments, where available, contact other professionals (with parents' permission) and very importantly meet with Parents/Carers.
Monitoring of Reading, Writing and Maths takes place by Subject and Phase Leaders each half term.

How will the Woodston Primary School support my child?

Pupil targets, provision and behaviour support (if applicable) will be shared and reviewed by Class Teachers in partnership with Parents /Carers three times a year. This is recorded on an 'My Plan' document. If your child has an Education, Health Care Plan this will be reviewed with you with one of our SENCos annually. Other professionals involved with your child will also be invited to this review.

To make sure support is effective, individual pupil progress in core subjects is tracked and outcomes of intervention work are analysed for all pupils in the school. This is overseen by the Phase Leaders and Headteacher. We work hard to ensure that we have a good picture of what is working or when a child is experiencing difficulties. The SENDCo also liaise with Class Teachers to discuss progress outside of core subjects such as social skills or speech and language.

As well as their teacher your child may work with a Teaching Assistant (TA), Learning Mentor or Speech and Language TA. This will be in the classroom or sometimes in work areas in other parts of the school

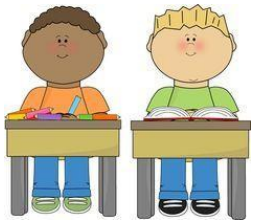
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What opportunities are there to discuss my child's progress?

Our Parents' Consultation Evenings ensure that all parents, pupils and teachers have a chance to discuss progress in detail and agree on targets together. This is part of our cycle of 'Assess, Plan, D and Review' (APDR) and is recorded in a personalised My Plan document. However, teachers can be contacted at any time in the school year as we are happy to arrange opportunities to meet as part our efforts to be open and work together.

How will the curriculum be matched to my child's needs? All lessons are adapted appropriately to help all our pupils to engage and reach their next steps. This may be by the kind of activity, the level of adult support, occasional peer support or through the use of particular resources. Senior Leaders look at pupils' work throughout every term to monitor that pupils can access activities and are progressing.

Within the classroom, adult support is allocated by the teacher, based on the activities set for each lesson. A lesson may involve short bursts or extended periods of adult support, either individually or in small groups. Extra support outside of core lessons, in the form of intervention sessions, is allocated according to a pupil's current attainment, communication and interaction or social, emotional and mental health needs.



What support is there for my child's overall well-being at Woodston Primary School?

Teaching across the curriculum and our focus on pastoral care supports pupil well-being and we continue to strive to ensure all pupils have a positive and fulfilling experience here. We also have a robust approach to behaviour management and a zero tolerance of bullying. We understand that children may find difficulty with the development of their social skills at times and we work hard to support this through peer support and through our PSHE work. We also have two Family Support Officers and Learning Mentors who can support pupils who are struggling with their emotions, social skills, self-esteem and bereavement on a 1:1 or group basis. This includes both planned interventions and reactive opportunities, as needed.

Some pupils may require an Individual Health Care Plan and extra resources to help them with managing medical conditions. School works closely with the School Nurse and other Health professionals to make this support effective. We will always make adjustments to ensure that the pupil can attend as much schooling as possible and stay safe.

How can my child share their views?
All pupils are encouraged to share their views in their classroom. Pupil discussion groups are held with various staff members to gather views on a variety of aspects over the course of the year. Pupils attend their Educational Health Care Plan Annual Reviews where suitable and their views are noted either by being written, scribed or drawn. Pupils also can attend their Parents' Consultation Evenings so they are aware of their successes and next steps.

What specialist services and expertise are accessed by the school?

Local Authority Services:
Advisory Teacher Service (Autistic Spectrum Disorder, ADHD, Hearing, Visual or Physical impairment)
SENDIASS (Formerly SEND Partnership Service)
Early Help Hub
Educational Psychology Service

NHS Services (often provided at the school):
Paediatric Physiotherapy
Occupational Therapy Service
Speech & Language Service
Community Paediatrician
School Nursing Team
Younited
Mental Health in Schools Teams

How are staff at Woodston Primary School helped to work with children with SEND and what training do they have?

- Mrs Robinson is responsible for supporting Class Teachers in how they support pupils with SEND. She holds the National Award for SEN Co-ordination (NASENCO).
- Training for our staff has recently included, 'Hearing Impairment awareness in the classroom,' 'Supporting Micro-Transitions' and 'Therapeutic Thinking.'
- Our Teachers and Teaching Assistants do not currently have qualifications in specialist areas but many have experience, training and expertise in various areas relating to meeting additional needs.
- Our SaLT TA has completed the ELKLAN 'Speech and Language Support for 5-11s' Level 3 qualification.
- One of our Learning Mentors holds the Emotional Literacy Support Assistant (ELSA) qualification.

How is the school accessible to children with SEND?

For those with mobility needs our site benefits from step free access to the lower floor classrooms and lifts. Lessons, visits and residential trips are organised in a way that allows all the members of each class to be able to participate. We are dedicated to over-coming barriers to pupils joining any of our extra- curricular clubs. We will make all reasonable adjustments to ensure that no child misses out due to additional needs. This may be achieved by altering the design of activities, the location or the level of support available. Class Teachers will liaise with Parents and Carers on suitable adjustments to improve access to activities for their child if things prove challenging.

Does Woodston have any specialist provision?

No, however we will have staff whose roles are to support Communication and Interaction, Social, Emotional and Mental Health Needs for identified pupils. These staff members access relevant training to support identified school need.



How are the school's resources allocated and matched to all pupils with SEND?

Overall budget decisions are made by the Headteacher and the Academy Council. The SENCo makes recommendations and requests as needed. A selected member of the Academy Council oversees that the SEND policy is implemented, supports the SENCo and ensures that Inclusion is considered in decision making processes.

The budget is firstly allocated to the commitments outlined in EHC plans and in delivering actions recommended for individuals by professionals e.g. a 1:1 language therapy programme. Intervention programmes for pupils who are in need of a targeted form of support is allocated based on assessments of their current attainment and recent progress and this decision is made by the SENCos in liaison with Teachers and overseen by the Headteacher. Each year we replace and add to specialist resources such as weighted equipment or seat cushions. If any resources have been recommended by a specialist, these will be purchased as soon as feasible. Different children require different levels of support. As part of this decision making, we identify and plan to address barriers to learning and/or social inclusion through meetings held each half-term with the SENCos, Phase Leaders and Class Teacher.

How will my child be supported when joining Woodston Primary School?

Our Early Years staff visit local pre-school settings to introduce themselves to children and receive information. In the summer term, an information evening is held for new to Reception parents/carers, alongside school-based 'stay and play' sessions and a 'home-school' visit. Home visits enable parents/carers and children to meet EYFS staff and allow for individualised discussions.

Where parents or previous settings share high need SEND concerns, a Transition meeting is arranged with Parents/Carers, the current setting and a SENCo before the pupil starts school. Either before the transition or if not possible soon after, a SENCo will seek to discuss needs with any professionals involved with the child.

If pupils join us in other year groups, we will phone the SENCo at their previous school for a hand-over of information and meet with parents to find out how we can support a pupil with needs. If the pupil has high need, a transition meeting will be offered. We can offer tours and short sessions at the school prior to starting if need

How can parents/carers give feedback?

We are always keen to hear feedback and you can give this in person, by email or in writing. If you have any concerns or wish to discuss issues that have arisen, you are able to speak to the Class Teacher, Phase Leader or a SENCo. Solutions can be found by working together. If Parents/Carers feel they need to make an official complaint, they can do so by following the School's Complaints Procedure outlined on the school website.

What will happen when my child leaves the school?

When pupils are set to move to another school setting, the SENCo will contact the receiving school to pass on key information and discuss with parents any arrangements they would like to be made to aid the move.

When pupils are set to move to Secondary School the SENCo will arrange for pupils to participate in any transition events held by the receiving school and contact the school to pass on all relevant information.

As pupils move within the school each year, they all participate in 'move up' days to meet their next teacher and support staff. Additional arrangements e.g. 'Social stories', photo books or extra-time, can be made for pupils who are likely to find moving up challenging. Teachers also meet with the pupil's receiving teacher and TA at the end of the school year to discuss their needs.Mrs Robinson may also form part of this meeting.

External support for information/advice

- SEND Information Advice Support Service (SENDIASS) – Tel. 01733 863979
- Peterborough LA Educational Psychology Open Access Consultation Service – Tel. 01733 863689
- Autism Advisory Teacher Service (AATS) support children who have a diagnosis of Autism. A Parent/Carer consultation service operates on the 2nd Tuesday of the month (appointments need to be pre booked by telephoning 01733 863689)
- City Council SEN Website including the Local Offer:

https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8