

The Federated Schools of Wood Street Infant School & Worplesdon Primary School



SEND Information Report

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Next Review	September 2025

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The information in this document complies with the duty set out in the Children and Families Act 2014, Section 69, to provide an SEN information report.

1. How do the School Know if a Child Needs Extra Help?

The combination of the points below, help the school to identify those children that are in need of extra help:

- The School monitors and tracks the progress of all children in all areas of the curriculum;
- Core subject areas are assessed on a half-termly basis and data is placed on Depth of learning where progress, attainment and value added is evident;
- Staff are vigilant at analysing assessment data and raising any concerns. Pupils causing concern are brought to the attention of the Special Educational Needs and Disability Coordinator (SENDCO) and Senior Leadership Team (SLT). Intervention strategies are considered and may result in a Provision map being mapped out with specific targets. This is shared with parents;
- The School has in-house specialist expertise in a number of areas of special educational needs and this is recorded on our provision map e.g.
 - Our SENDCO has completed the Autism Lead Training, ADHD and dyslexia training, and also the mental health first aid training.
 - Our Home School Link Worker is a trained Emotional Literacy Support Assistant (ELSA) and a mental health lead.
 - Staff in our Centre have received training from Freemantles school on how to support children with social communication difficulties and autism.
- Information from the previous school or pre-school setting are shared with the school identifying any additional needs.

2. What should I do if I Think my Child needs Help?

If at any time a parent / carer feels that their child may need help:

- They are encouraged to speak to or email the Class Teacher about any concerns they have;
- The School adopts an open-door policy so that parents and carers are able to speak to teachers before or after school and are also able to access the school SENDCO, deputy SENDCO or Head of Centre (for children in the Haven);
- There are opportunities during 'planned' parent teacher meetings to discuss concerns;

3. How Will School Staff Support my Child?

- Teachers are responsible and accountable for the progress and development of all the pupils in their class and adaptive teaching is our first step in responding to pupils who have SEND.
- We adopt a graduated response to meeting a child's needs using the assess, plan do, review cycle. Additional provision may be put in place as part of this graduated response through ordinarily available provision as set out in Surrey's guidance <https://www.surreylocaloffer.org.uk/practitioners/resources/ordinarily-available-provision>
- Having identified needs, we seek to match provision to need - these are identified on individual pupil provision maps that are shared with parents
- The impact of interventions through regular meetings and tracking of pupil progress is monitored. If something is not working, the school is quick to respond and finds alternatives through dialogue with the learner / parents. This is evident on the Provision Map that is sent home to parents on a termly basis.
- For pupils identified as having particular areas of difficulty, outside agencies such as the Educational Psychologist, Learning and Language Support, Physical and Sensory support, Speech and Language department are consulted and referrals made for individual pupils and / or staff development.
- SENDCO leads on this aspect and the Head Teacher shares this information with Governors.

- All our teachers are teachers of inclusion and special educational needs as set out in the SEND Code of Practice 2014, section 6.
- All staff receive SEN training, including a focus on high quality teaching (HQT) and ordinarily available provision.
- A large range of resources are used throughout the school to enhance and support learning including the use of sensory resources, learning aids and resources to aid those with physical / motor difficulties.
- Visual timetables are used in all rooms to reinforce spoken language/routines.
- Additional support staff are deployed throughout the school depending on the level of need of individuals within a year group; this has a positive impact on those pupils also not identified as having additional needs as they are still receiving a good level of one to one interaction from an adult in their classroom.
- Small group focus addresses shared issues.
- A trained speech and language therapist works within the school centre once a week to support children and staff in the Haven.

4. How Will the Curriculum be Matched to my Child's Needs?

- Adaptations are embedded into our curriculum and practice. We also have a 'Pebbles' curriculum which breaks down the learning objectives into smaller steps for children to access if they require the curriculum broken down further.
- Children in the Haven have the opportunity to include into the mainstream learning environment where appropriate. If they remain in the Haven they have access to the national curriculum matched to their ability.
- All our teachers are clear on the expectations of school SEND support provision, including HQT, and this is monitored regularly by the leadership team through class observation, monitoring of planning for differentiation and assessment for learning opportunities.
- Provision maps are used as a tool to inform planning when differentiating tasks.
- Specific resources are available to use to support learning this includes the use of ICT equipment, language-based resources as well as visual and kinaesthetic resources.
- Pupils learning styles are taken into consideration and activities are adapted to suit our visual, auditory and kinaesthetic learners through varied teaching and learning styles.
- All pupils have individual targets for literacy and numeracy; all targets are used to inform next steps within planning.
- Pupils who require movement or brain breaks will have access to them as and when needed.

5. How Will I Know How my Child is Doing?

- Progress is shared with our learners and their families.
- We have a number of opportunities where parents/carers can meet with staff to discuss progress. At such meetings (and through other means) we clearly share what can be done by families at home to supporting the learning at school.
- Pupils with additional needs receive a Provision Map that clearly states the targets and action taken to achieve targets.
- For all of our pupils with an EHCP we use a Home School Link book to ensure reciprocal communications between home and school.
- Opportunities to celebrate pupil learning occur throughout the year with class assemblies, homework sharing, exhibitions.
- All children will receive an interim report on their progress as well as an end of year report
- During both parents' evenings there is an opportunity to sit and look through your children's work and ask any questions you may have.
- Parents of children in the Haven are invited to a termly gathering with their children to celebrate their work and speak to staff
- For children with EHCP's in place an annual review is held to discuss progress across the year against the outcomes in the EHCP.

6. How Will You Help Me to Support my Child's Learning?

- We have a number of opportunities where parents/carers can meet with staff to discuss progress. At such meetings (and through other means) we clearly share what can be done by families at home to supporting the learning at school.
- Pupils with additional needs receive a Provision Map that clearly states the targets and action taken to achieve targets and reviewed three times a year which is shared with parents.
- Further generic updates on the curriculum are shared through the newsletter, weekly emails that are year group specific and/or website.
- The school hosts a number of curriculum evenings / learning events to help families understand what learning is expected and how they can best support their child's needs. In addition, long term overviews of the curriculum for each year group per term are put on the website.

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- The school believes in developing parenting skills and our Home School Link Worker delivers workshops on site.
- The school SENDCo runs half termly SEND parent forums where different issues are addressed and parents have the opportunity to share what has worked well for them. Guest speakers are also invited.

7. What Support Will There be for my Child's Overall Well-Being?

- Staff are regularly trained to provide a high standard of pastoral support.
- Pupil voice is central to our ethos and this encouraged in a variety of ways and regularly e.g. School Council representatives in each year group.
- Additional support staff are deployed throughout the School depending on the level of need of individuals within a year group; this has a positive impact on those pupils also not identified as having additional needs as they are still receiving a good level of one to one interaction from an adult in their classroom.
- Relevant staff are trained to support medical needs and in some cases all staff receive training (first aid, epipen training).
- Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff.
- We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.
- The school has an emphasis on relational and restorative practices and the zones of regulation and emotion coaching are used across the school.
- The zones of regulation are clearly displayed and used in all classrooms to support children identifying their feelings.
- Weekly learning for life sessions across the school.

8. What Specialist Services and Expertise are available?

- The school has in house specialists and expertise in a number of areas including:
 - ELSA
 - ASD
- The school also has established relationships with professionals in education, for example:
 - Outreach services;
 - Primary mental health nurse;
 - Traveller Support;
 - School nurse;
 - Learning and Language;
 - Educational Psychology;
 - Speech and Language;
 - Occupational Therapy;
 - Physical and sensory support (including the hearing and visual impairment teams);
 - Social care.
- All external partners are vetted in terms of safeguarding.
- Our staff received regular training and our teachers all hold qualified teacher status.
- The school has its own Home School Link Worker who works closely with individual pupils and their families.
- Some teachers have further qualifications within specialised areas, for example one teacher has graduated from the Helen Arkell Dyslexia Institute and another has a Masters in ASD and Autism Lead Training.

9. How Will My Child be Included in Activities Outside the Classroom Including School Trips?

- Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom both in mainstream and in our autism provision centre;
- During activities outside of the classroom additional assistance can be provided if deemed necessary by the teacher and/or carer;
- A full risk assessment is carried out prior to all school outings as well as individual risk assessments for those needed;
- For families with financial constraints our Home School Link Worker is able to apply for bursaries to ensure pupil participation.

10. How Accessible is the School Environment?

- Our policy and practice adheres to The Equality Act 2010;
- We have a full Accessibility Plan in place (The Equality Act 2010, paragraph 3 section 10) and as such we consider our environment to be accessible;
- We are vigilant about making reasonable adjustments where possible;
- We monitor the languages spoken by families in our settings; home-setting communications are available in the relevant languages and when required translators are asked to attend meetings;
- Displays have a mixture of written text and picture to appeal to all;
- Areas and resources are clearly labelled with words and/or diagrams;
- There is a lift to access the upstairs in the junior building, The Aviary;
- There are ramps to support access into the Reception, year 1 and year 3 classrooms from the outside door;
- There is single level flooring leading up to the Performing Arts Centre.

11. How do you Support my Child Joining or Transferring to a School / Setting

- We have a robust Induction programme in place for welcoming new learners to our setting.
- We send home transition booklets with photos of staff and the school environment.
- We can organise extra visits to the school before a child transitions to our setting.
- Our Provision Mapping system records intervention and resources that help the children learn and this information is passed on in transition.
- We have very good relationships with any feeder settings as well as settings children move onto.
- Our Year 6 pupils cover a full transition programme which includes visits to their secondary school; additional visits are agreed on for pupils with specific needs.
- Our Home School Link Worker works with individual pupils who may be anxious about the transition from one setting to another.
- Parents are invited into the school to meet the class teacher; this is an opportunity to voice any concerns and ask questions.

12. How Are Resources Allocated and Matched to Children's Special Educational Needs?

- Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs.
- We seek to ensure value for money service, so interventions are costed and evaluated.
- Our budget is allocated according to our Provision Management system; this informs the deployment of support staff throughout the school.
- Resources are allocated as dictated by Provision Map.

- Additional SEND resources can be accessed.
- Learning spaces are timetabled to ensure pupils are accessing intervention groups in an appropriate setting.

13. How Is the Decision Made About What Type and How Much Support My Child Will Receive?

- High quality teaching and inclusive practice is clearly defined in our setting and we expect all staff to deliver this through adaptive teaching and careful monitoring of progress and attainment used to inform planning.
- Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families.
- All interventions are monitored for impact and outcomes are defined at the start of any intervention.
- The SENDCo oversees all additional support and regularly shares updates with the SEND Governor.

14. How are parents involved in the school?

- We whole-heartedly believe in partnering parents in a two-way dialogue to support a child/young person's learning, needs and aspirations.
- We operate an open-door policy.
- Parents are invited to contribute through a number of means including curriculum evenings, parents' evenings, PTA functions, school trips, assemblies, reading club, concerts, helping in the classroom (reading, cooking, etc).
- We host regular parent focus groups in order to gauge any parental concerns; often our parent consultations are used to inform our School Improvement Planning.
- Our Governing Body includes Parent Governors/representative.

15. Who can I contact for further information?

- Parents/carers are encouraged to talk to their child's class teacher as their first point of call.
- Further information and support for children at Worplesdon primary school can be obtained from the schools Assistant head for inclusion/ SENDCo (Liz Earl-Smith 01483 232126), the schools deputy SENDCo (Maddie Dunne) or the SEND administration assistant (Emma Picknell. They can be contacted via the following email address: sendco@wwfs.surrey.sch.uk. For queries regarding the centre the point of contact is our head of centre (Rebecca Punchard 01483 232126). Further information and support for children at Woodstreet Infant school can be obtained from the schools Deputy headteacher (Laura Bassett-Cross 01483 235165) or the Assistant head for inclusion/ SENDCo (Liz Earl-Smith 01483 232126).