



## Special Educational Needs & Disabilities (SEND) Information Report

Category: Statutory	Approved by: Full Governing Body
Last Approved: November 2025	Next Approval due: November 2026
Initial Review by: SEND Lead Governor & SENCo (Special Educational Needs Coordinator)	Formal Review by: Teaching Learning & Care Committee
Linked Policies: SEND Policy	

### Our Christian Vision:

*Built on the rock of Christian faith, we work as a community to create an environment which enables all to flourish. Jesus welcomed all and we embrace diversity, celebrating our different gifts and successes. Like St Peter, we are motivated by our values, learn from our mistakes and strive for the best outcome for everyone.*

Woolhampton C of E Primary School is a mainstream primary school. We have a culture of, and respect for, inclusion and diversity, fairness and justice, reflected in our distinctive Christian vision. We believe in equality of education and opportunity for all pupils. We are committed to meeting the needs of pupils with Special Educational Needs and Disabilities and ensuring they have the correct support to make progress, are challenged and achieve their potential. We follow the principle that providing for special educational needs is a whole school responsibility.

<b>What types of SEND do we provide for?</b>	We have experience of dealing with a wide range of mild to moderate Special Educational Needs & Disabilities (SEND) including specific literacy and numeracy difficulties, social and emotional difficulties, speech and language disorders, autistic spectrum disorder and hearing impairment. We are committed to continuous professional development for staff to ensure that we can meet the needs of all children who attend our school.
<b>How do we identify and assess pupils with SEND?</b>	Early identification of children with SEND, prior to school entry is facilitated by liaison with parents, playgroups and nurseries. When at school, identification of a special education need occurs through class teacher observation and monitoring, along with consultation with the SENCo. Screening and assessment are carried out throughout the school using standardised assessment tools to evaluate pupil's attainment and progress. These are used to analyse specific weaknesses needing support. If it is deemed that a child needs specialist intervention, an external agency will be employed, for example an educational psychologist, occupational therapist or speech and language therapist.

	<p>Parents are always consulted if there is a concern about their child. A child will only be placed on the SEND Register following a discussion with parents and they have given their permission. These discussions usually take place between the class teacher and/or the SENCo and parents. When a child is placed on the SEND Register, parents are sent information including a brief summary of the Code of Practice and other relevant materials.</p>
<p><b>Special Educational Needs Coordinator (SENCo)</b></p>	<p>The school SENCo is Mrs Danielle Perrin. Contact can be made through the school office on 01189712270 or by e-mail at <a href="mailto:office@woolhamptonschool.org">office@woolhamptonschool.org</a>.</p>
<p><b>What is our approach to teaching pupils with SEND?</b></p>	<p>Woolhampton C of E Primary School encourages all children to become strong, independent learners and to develop good learning behaviours. We strive to meet the individual needs of each child and teachers use a range of resources and strategies to support the children in their class, for example, differentiated lessons, visual prompts, careful seating and additional adult support. We are motivated by our Christian ethos to strive for the best outcome for all children whilst respecting their differences. When a child is on our SEND Register, teachers work with the SENCo to plan provision to ensure that it is effective, differentiated and specific to each individual's needs. Each child on the register will have unique targets contained in a Support and Achievement Plan (SAP). Additional interventions may be appropriate and these will be implemented by the SENCo, a teacher or by a teaching assistant. Interventions may be delivered on a one to one basis, small group or even a whole class basis. A broad range of interventions are available, for example in literacy, numeracy, social skills, behaviour and communication needs. Provision in school will incorporate recommendations from specialist external agencies. Where necessary we will purchase or hire specialist equipment and adapt the classroom learning environment.</p>
<p><b>How are pupils with SEND and their parents/ carers involved?</b></p>	<p>Support and Achievement Plans (SAPs) contain the personal targets for children on the SEND Register. Children and parents are involved in setting and reviewing progress against these targets. Parents are invited to target setting meetings and SAPs and reviewed SAPs are sent out to parents on a termly basis. SAP targets are discussed at parent consultation meetings and parents are welcome to make an appointment for further reviews and discussions at any time during the school year.</p>
<p><b>How do we support pupils moving between different phases of education?</b></p>	<p>Staff formulate transition plans which take into consideration the needs of individual pupils. We liaise closely with families and pre-school settings to ensure we understand the needs of new pupils joining Foundation in September. Children will have the chance to visit and spend time in the classroom and meet staff before they start at our school. When SEND children move on from Year 6, the school has well-structured transition procedures which have been formulated in consultation with local secondary schools. Liaison meetings with staff from these secondary schools provide an opportunity for sharing of all relevant information. Additional transition visits to local secondary schools can usually be arranged.</p>

<p><b>How do we support pupils with SEND to improve their emotional and social development?</b></p>	<p>All school staff are aware of the importance of the emotional and social development of children and our PSHE (Personal Social &amp; Health Education) curriculum lessons are used to support this in the classroom.</p> <p>Our SENCo and ELSA (Emotional Literacy Support Assistant) are able to work with children who need help and can deliver specific targeted interventions.</p>
<p><b>How do we involve other agencies in meeting the needs of pupils with SEND and supporting their families?</b></p>	<p>The school accesses support services as required in relation to each child's individual needs. Examples of agencies we work alongside include the Cognition and Learning Team (CALT), the ASD (Autism Spectrum Disorder) advisory service, Children and Adolescent Mental Health Service (CAMHS), the Therapeutic Thinking Team, Speech and Language Therapists and the Educational Psychology Service. No referral is made to outside agencies without the knowledge of, and permission from parents. The school also 'signposts' parents to services such as CAMHS which provide support for children.</p>
<p><b>How do we evaluate the effectiveness of our SEND provision?</b></p>	<p>The impact of the interventions will be monitored by the class teacher and SENCo, working on a cycle of 'assess, plan, do, review'. Details of specific interventions are included in a pupil support plan. Support plans are reviewed at least once a term. Each child's individual attainment and progress will be discussed at termly pupil progress meetings.</p> <p>At a whole school level, provision is monitored through tracking data, observations and monitoring of interventions, learning walks, scrutiny of books and pupil voice. The SENCo, Head Teacher and Governing Body have a responsibility to ensure that provision is effective.</p>
<p><b>Who can young people and parents contact if they have concerns?</b></p>	<p>We listen carefully to the views of our SEND children. If a child is worried about anything, they know they can talk to any trusted adult in our school.</p> <p>The school also seeks out parents' views through surveys and dialogue at parents' consultation evenings. The class teachers are normally available for brief discussions at the end of the school day or an appointment for a longer meeting can be made through the school office.</p>
<p><b>How do we handle complaints about SEND provision?</b></p>	<p>The first point of call would always be the class teacher but if parents feel they would like to discuss a concern further then an appointment should be made with the SENCo or the Head Teacher through the school office. The school also has a complaints procedure which is available through the school office or from the school website.</p>
<p><b>What support services are available to parents?</b></p>	<p>The school website and noticeboard are used to publicise any information or training that is available for parents. The School can signpost parents to outside support agencies. Some of the information is available on the West Berkshire Council 'Local Offer' website, but further information is made available to parents as appropriate.</p>

<b>Where can the Local Authority's Local Offer be found?</b>	<a href="http://fis.westberks.gov.uk/kb5/westberkshire/fsd/localoffer.page">http://fis.westberks.gov.uk/kb5/westberkshire/fsd/localoffer.page</a> A direct link to the school's local offer page is below: <a href="https://directory.westberks.gov.uk/kb5/westberkshire/directory/service.page?id=eTpgWbildRA">https://directory.westberks.gov.uk/kb5/westberkshire/directory/service.page?id=eTpgWbildRA</a>
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