Special Educational Needs (SEN) Information Report

Woolavington Village Primary School

Approved by:	Georgina Maclennan, Headteacher and the Governing Body	**Date:** 02.10.25
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Contents

Contents 2
1. What types of SEN does the school provide for? 3
2. Which staff will support my child, and what training have they had? 3
3. What should I do if I think my child has SEN? 5
4. How will the school know if my child needs SEN support? 5
5. How will the school measure my child's progress? 6
6. How will I be involved in decisions made about my child's education? 7
7. How will my child be involved in decisions made about their education? 7
8. How will the school adapt its teaching for my child? 7
9. How will the school evaluate whether the support in place is helping my child? 9
10. How will the school resources be secured for my child? 9
11. How will the school make sure my child is included in activities alongside pupils who don't have SEN? 10
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability? 10
13. How does the school support pupils with disabilities? 10
14. How will the school support my child's mental health, and emotional and social development? 10
15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood? 11
16. What support is in place for looked-after and previously looked-after children with SEN? 12
17. What should I do if I have a complaint about my child's SEN support? 12
18. What support is available for me and my family? 13
19. Glossary 13

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, read our SEND policy which is published on the SEND page of our school website:

https://www.woolavingtonprimaryschool.org.uk/SEN/

If you require a printed copy, please ask at the school office.

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.

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

Woolavington Village Primary School provides for pupils with the following needs:

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 SENCO

Our SENCO is Mrs Michelle Payne.

Mrs Payne is a qualified teacher with over 20 years primary teaching experience. Mrs Payne achieved the National Award in Special Educational Needs Co-ordination in September 2023 while also performing the role of SENCO at her former school. Mrs Payne is currently completing the Thrive Wellbeing Leadership Apprenticeship alongside her SENCO

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role, to help implement and embed the Thrive approach into our school, to support pupils' social and emotional development.

Mrs Payne's working days are Tuesdays, Wednesdays and Thursdays and she can be contacted via the school office (01278) 683267 or via the email address: senco@woolavingtonprimaryschool.org.uk.

Class Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Class teachers have received training and support on target setting for children with SEN, writing Assess-Plan-Do-Review (APDR) cycles and how to use the Provision Mapping system where the school records children's progress against their targets. All staff have received training on how to deliver Sensory Circuits for children that need support to stay regulated. All staff have completed Emotion Coaching training at the start of the year, cascaded from LA Educational Psychologist training attended by the SENCO. All teaching staff have completed Solution Circle training, delivered by Jenny Kraft (Educational Psychologist).

Teaching assistants (TAs)

We have a team of ten TAs, including two higher-level teaching assistants (HLTAs) and four TA apprentices.

Our TAs have been trained to deliver interventions such as Lego Therapy, Sensory Circuits, Phonic Catch Up, Phonic Keep Up, Talk Boost and Attention Bucket.

Our Emotional Literacy Support Assistants (ELSAs) are Mrs Victoria Jones and Miss Jayda Keirle. They support the emotional needs of our pupils through 1:1 intervention.

Our Thrive Licenced Practitioners are Mrs Victoria Jones and Mrs Shosh Gunning. They have recently completed their training and will be helping to implement the Thrive Approach into our school through 1:1, group and whole class sessions to support the social and emotional development of our pupils.

Mrs Victoria Jones is also our Forest School Lead and a trained Parent Family Support Advisor (PFSA), supporting our children and their families when they need extra support.

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

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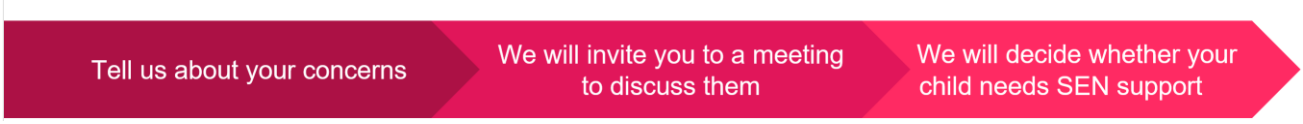
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations including Young Somerset

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

Most children will have their needs met with Universal support through high-quality teaching which focuses on inclusive practise and breaks down any barriers to learning. We use the Somerset Graduated Response Tool https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/graduated-response/ to help identify strategies and provision to support all children.

To support you to share any concerns that you might have, please follow the chart below:-



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

To raise your concerns you can speak directly to the class teacher, leave a message at the school office or do a private message on SeeSaw.

Your child's class teacher will invite you to a meeting and work with you and your child to address your concerns with the support of our SENCO, Mrs Michelle Payne.

If you still have concerns then you can contact the SENCO directly via the school office.

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. We will talk directly to your child about their learning and any difficulties they may be having.

Together we will decide what outcomes to seek for your child and agree on next steps. We will reference the Somerset Graduated Response Tool to help address any difficulties your child is having.

We will make a note of what's been discussed and add this to your child's record which we can share with you.

We will continue to use the Somerset Graduated Response Tool to support your child.

If we decide that your child needs ongoing SEN support, we will formally notify you that your child will be added to the school's SEND register.

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

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include classroom and playground observations, informal teacher assessments and tracking progress over time.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has 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.

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If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and/or 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 SENCO will ask for your opinion and 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 with your consent.

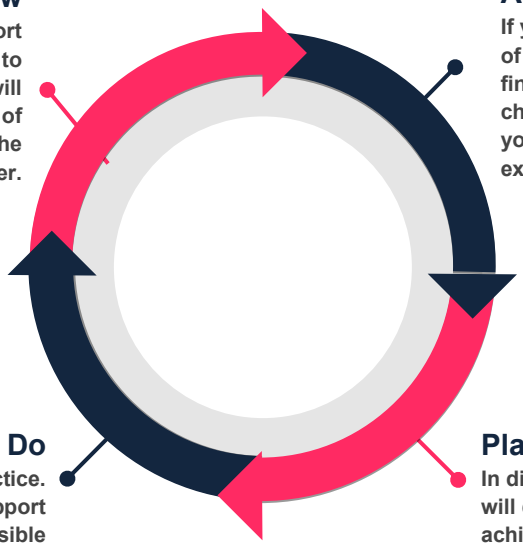
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with the class teacher and their parent/carers to create a SEN support plan for them, called an APDR Plan (Assess, Plan, Do, Review).

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 (APDR)**.



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.

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.

Do

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

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

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

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

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We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

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?

Your child's class teacher will provide an annual school report in the Summer Term to share your child's progress.

Your child's class teacher will meet you each term 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

The SENCO may also attend these meetings to provide extra support.

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 want to work in partnership with parents/carers so that we can build a better picture of your child's strengths, interests and challenges outside of school and the impact of both on each other.

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. This record will be shared with all relevant staff, and you can request a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher through informal discussion at drop off or pick up, through SeeSaw private messaging or by contact the school office.

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:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting (this may be supported using Widget symbols to aid communication)
- Complete a survey

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

Please click on the following link to access our Accessibility Plan on our school website which includes information about increasing the extent to which disabled pupils can participate in the curriculum.
https://www.woolavingtonprimaryschool.org.uk/SEN/

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

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High-quality 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 differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis if your child has an Education, Health and Care Plan that states this requirement.
- Teaching assistants will support pupils in small groups when a group of children have been identified as needing support and an intervention is used to meet this need.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables, Now & Next Social stories
	Speech and language difficulties	Speech and language sessions based on plan provided by Speech and Language Therapists/ Talk Boost Intervention
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope, visual aids, chunking instructions. The SENCO may complete the Dyslexia Portfolio to help identify where to target support. Extra processing time.
	Moderate learning difficulties	Scaffolded worksheets, differentiated work, visual aids, concrete materials (e.g maths equipment).
	Severe learning difficulties	Personalised curriculum
Social, emotional and mental health	ADHD, ADD	Quiet workstation, uncluttered workspace, movement breaks, Sensory Circuits
	Adverse childhood experiences and/or mental health issues	ELSA, Forest School nurture group, Thrive intervention

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Sensory and/or physical	Hearing impairment	Environmental audit and survey to consider optimum placement within the classroom to support hearing, support from the Hearing Support Team.
	Visual impairment	Reduced clutter, environmental audit and survey to consider optimum placement within the classroom to support vision, lighting considerations.
	Multi-sensory impairment	Reasonable adjustments e.g. uniform. Sensory Circuits offered. Dark dens available. Sensory supports including oral sensory supports, fidget equipment.
	Physical impairment	See Accessibility Policy for environmental audit and considerations.

These interventions are part of our contribution to Somerset County Council's local offer.

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 through the APDR process
- Reviewing the impact of interventions after six weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- 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.

The school will cover up to £6,000 of any necessary costs through the notional SEN budget. If funding is needed beyond this, we will seek it from our local authority. If your child has an EHC plan, a costed provision can be completed to show the additional resources required to meet the needs of the child.

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. We believe that there should be no barriers to pupils with SEN enjoying the same activities as other pupils who attend the school.

All pupils are encouraged to go on our school trips, including our Year 6 residential trip to Kilve Outdoor Centre. Any barriers to attending school trips are discussed by the class teacher with the parent/carer and we will work together to make any reasonable adjustments required to ensure everyone is included.

All pupils are encouraged to take part in sports day, school plays and special workshops which enrich our school curriculum. 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.

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

Up-to-date details about our admission arrangements can be found on our school website. (https://www.woolavingtonprimaryschool.org.uk/Admissions/)

Our school believes that the admissions criteria should not discriminate against prospective pupils with SEN or a disability and has due regard for the practice advocated in the SEN Code of Practice (2015).

Prospective pupils whose EHC plan names our school will be admitted before any other places are allocated.

The school follows the Local Authority criteria when oversubscribed which avoids unfairly disadvantaging prospective pupils with a disability or special education need.

13. How does the school support pupils with disabilities?

Woolavington Village Primary School is committed to equal opportunities and inclusion for all pupils with SEN and disabilities and takes steps to prevent disabled pupils from being treated less favourably than other pupils. In accordance with this commitment, our school Accessibility Plan cover how we will: (https://www.woolavingtonprimaryschool.org.uk/SEN/)

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide
- Improve the availability of accessible information to disabled pupils and their families

Every effort is made to make our school site and facilities accessible to disabled pupils for example a lift was installed in the main school building and accessible toilet facilities situated in three separate areas of the school site.

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:

- Pupils with SEN are encouraged to put themselves forward to be nominated onto the school council
- Pupils with SEN are also encouraged to be part of after school clubs to promote teamwork/building friendships

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- We provide extra pastoral support for listening to the views of pupils with SEN by offering ELSA support and ELSA check-ins.
- We have two Thrive Licenced Practitions delivering social and emotional development support across the school.
- We have run a forest school nurture group for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by marking Anti-Bullying Week in November each year. We ensure that all pupils know and understand what bullying is and the steps to take if they feel there has been an incident of bullying at our school. (See Anti-Bullying Strategy within our Behaviour Policy (https://www.woolavingtonprimaryschool.org.uk/Policies/)

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

Between classes

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

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's strengths and barriers to learning are discussed, including pupil passports, APDR cycles and next steps.
- Arrange opportunities to visit the new classroom environment and spend time with the new class teacher towards the end of the summer term.
- A transition book will be created together with the pupil to support them in talking about changes using photographs, pictures, symbols and text. This will be taken home over the Summer holidays to support the family in preparing for the change.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting in addition to the standard paperwork. Children with SEND will have an enhanced transition which will include transition visits which will be arranged and supported by the school. The SENCO at the incoming school will be contacted and a meeting arranged to ensure all SEN information is shared. If your child is able, they will be asked to share any worries which will be addressed through this enhanced transition.

Between phases (Primary to Secondary School)

The SENCO of the secondary school will come into our school for a meeting with our SENCO and meet with children with SEND. They will discuss the needs of all the children who are receiving SEN support or have an EHC plan.

Pupils will be prepared for the transition by:

- Visiting the secondary school, using a plan to familiarise themselves with the site and meeting key staff
- Learning how to get organised independently e.g. visually supported aids to learn what they will need
- Plugging any gaps in knowledge

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

Our Designated Teacher for looked-after children and previously looked-after children is our SENCO, Mrs Michelle Payne.

Mrs Michelle Payne will ensure 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 APDRs 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?

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will endeavour to resolve the complaint, with the support of the school SENCO, informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

Formal complaints about SEND provision in our school should be made to the Headteacher and handled in line with the school's complaints policy which can be found on our school website; (https://www.woolavingtonprimaryschool.org.uk/Policies/)

If the parent or carer is not satisfied with the school's response, they 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 SEN 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.

To find out about disagreement resolution and mediation services in our local area, please follow the link to our Somerset Local Offer https://www.somerset.gov.uk/children-families-and-education/the-local-offer/having-your-voice-heard/disagreement-resolution-and-mediation/.

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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. We have our own PFSA, Mrs Victoria Jones, that you can contact via the school office. You can also see what support is available to you locally in Somerset, by having a look at https://www.somerset.gov.uk/children-families-and-education/the-local-offer/

Our local special educational needs and disabilities information, advice and support (SENDIAS) services can be found at https://somersetsendias.org.uk/

Somerset Parent Carer Forum is a parent led organisation, with all the people leading their working having a child or young person between birth to 25 years with additional needs and/or disabilities.

https://somersetparentcarerforum.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
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **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
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs

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- **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

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