Woodcote Primary School SEND Information Report 2026-2027

At Woodcote Primary School, our aim is that every pupil grows in confidence and develops their self-belief. It is important to us that pupils are polite, tolerant of others and show empathy, kindness and respect. Through a culture of growth mindset, we aim for all pupils to persevere with determination to be the best they can, inspired by rich opportunities to explore the world.

Our core values of **honesty**, **positivity**, **respect**, and **courage** are at the heart of everything we do.

These pages set out information about our provision for children and young people with special educational needs and disabilities (SEND). They are updated annually.

About our school

Woodcote Primary School is a mainstream primary school which provides for children and young people with a wide range of special educational needs including those with:

- **Communication and Interaction needs**
  This includes children who have speech, language and communication difficulties including autistic spectrum conditions.

- **Cognition and Learning needs**
  This includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.

- **Social, Emotional and Mental Health needs**

- **Sensory and/or Physical needs**
  This includes children who have visual or hearing needs, or a physical disability that affects their learning.

Our special educational needs and disabilities co-ordinator (SENDCo) is: Mrs Kate Welsh.

She can be contacted on: 01491 680454 or via email on: office.2510@woodcote.oxon.sch.uk

Our governor with responsibility for SEND is: Helen Lubbock.

Our SEND Policy can be found on our website.

How do we identify and give extra help to children and young people with SEND?

The school uses Oxfordshire County Council's 'Ordinarily Available SEND Provision' and the SEND Indicators Tool.

The guidance sets out:

- How we identify if a child or young person has a special educational need.
- How we assess children and plan for their special educational needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs.
- How we review progress and agree outcomes and involve you and your child in this.

Further information can be found at:

https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/guidance-and-policies

How do we work with parents and children/young people?

The partnership between school and home is important to us at Woodcote Primary School. We will always contact parents if we have a concern that a child or young person may have a special need. We work closely with children and young people with SEND and their parents to agree outcomes and how we will work towards these, and then to review progress.

This communication happens in a variety of ways:

- Each child has a Pupil Profile which outlines the interventions and /or strategies used to support the child's learning.
- Pupil Profile Review meetings are held between the parents and class teacher three times per year to review the Pupil Profile and discuss the child's progress and any other issues.
- Parent/teacher consultations are held twice a year (in the Autumn Term and Spring Term).
- Parents are able to speak to class teachers at the end of the school day regarding any concerns or make an appointment via the school office if this is not possible.
- Appointments can be made to see the SENDCo (see contact details listed above).

Adapting the curriculum to meet the needs of all learners

We offer a broad and balanced curriculum for all children and young people including those with SEND. Please look at the school website for details of the broad and exciting curriculum the children enjoy. Teachers are responsible for the progress of all children, utilising a range of practices to support every pupil to succeed academically. Resources, for example visual timetables, task boards, now and next boards, word banks, coloured overlays and writing frames, are used to increase confidence and enable children to become independent learners.

Any extra provision for children with SEND is discussed with their parents and evaluated termly.

What expertise can we offer?

Staff training is undertaken in various aspects of SEND according to the needs of the children to ensure that the provision made and support given to pupils is appropriate and effective. The training needs of staff are reviewed as part of the CPD process in school. Training may take the form of attendance at external courses on particular conditions such as dyscalculia, dyslexia or autism or is offered through in-house training run by the SENDCo or other specialists such as an Educational Psychologist or a Communication and Interaction Advisory Teacher.

Some of the expertise we offer is detailed below:

- Our SENDCo holds the National Award for SEND Co-ordination (NASENCO), a Postgraduate Diploma in Special Educational Needs and a Postgraduate Diploma in Dyslexia and Specific Learning Difficulties.
- We have highly skilled teaching assistants trained in delivering high-quality intervention programmes.
- Teaching assistants are trained to support the particular needs of the children they work with.
- We have two Emotional Literacy Support Assistants (ELSAs) who have undergone training from the Educational Psychology Service.

We also have access to a range of specialist support services including:

- Educational Psychology
- SENSS, who support children with communication and language, sensory needs and physical needs
- Behaviour Support
- Child and Adolescent Mental Health Services (CAMHS)
- Oxfordshire School Inclusion Team
- Integrated Therapy Services
- Early Help
- Children's Social Care

We always discuss the involvement of specialist SEND services with parents first.

We also work with other services and organisations that are involved with a family, with the family's permission.

How do we know if SEND provision is effective?

The progress of all children/young people is tracked throughout the school six times per year. In addition, each child with SEND has a 'Pupil Profile', which details their strengths, needs and the strategies that are put in place to support them to meet anticipated outcomes and achieve their full potential. We regularly review progress towards agreed outcomes, assessing whether the support that has been in place has been effective as well as planning next steps. Additional support is recorded on individual provision trackers and evaluated to ensure it is appropriately matched to the child and ensuring good progress.

All of our intervention programmes for individuals or groups of children are recorded on our provision map and evaluated to ensure they are effective.

How are children and young people with SEND helped to access activities outside of the classroom?

All children and young people are included in activities and trips following risk assessments and in accordance with the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what will happen.

There is information about activities and events for disabled children and those with SEND in Oxfordshire in the Family Information Directory:
http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page

Oxfordshire's accessibility strategy can be read at:

https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/guidance-and-policies

What do we do to support the wellbeing of children/young people with SEND?

The emotional and mental wellbeing of our children is very important to us.

Mrs Caroline Snowden and Mrs Adele Gent are both trained Emotional Literacy Support Assistants (ELSAs) and provide one-to-one or small group sessions to support children with their social, emotional and mental health needs.

All children have the opportunity to share their views through their school council representatives. We listen to the views of children and young people with SEND by inviting them to share in the review of their Pupil Profile.

We take bullying very seriously. We help to prevent bullying of children/young people with SEND by promoting respect, individuality and difference.

Joining the school and moving on

We encourage all new children to visit the school before starting. For children/young people with SEND, we also encourage families to meet with the SENDCo.

We begin to prepare young people for transition into the next stage of their education by encouraging visits to their next educational establishment. Children/young people with SEND may also have personalised transition plans in place.

Who to contact

If you are concerned about your child, please speak your child's class teacher or make an appointment to see the SENDCo (see above contact details).

If you would like to feedback, including compliments and complaints about SEND provision, please contact Mrs Kate Welsh (SENDCo) or Mrs Marie Wornham (Interim Head Teacher). We aim to respond to any complaints within 7 working days.

If you would like impartial advice from Oxfordshire's SEN and Disability Information, Advice and Support Service (SENDIASS), contact SENDIASS Oxfordshire | Information, advice & support in Oxfordshire (sendiass-oxfordshire.org.uk)

If you would like to know more about opportunities for children and young people with SEND and their families, support groups or information about SEND these are listed in the Family Information Directory: http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it: Special educational needs and disability: The local offer | Oxfordshire County Council.

Special arrangements in case of a critical incident that would result in school or class closure:

Should there be a case for children to work from home, support for pupils with SEND will be tailored to their individual needs and reviewed regularly.

Parents of pupils with SEND may continue to require our support at this time and we will work with parents to find the most supportive way of communication on a case-by-case basis.

External agencies are able to continue to provide support through MS Teams or via email.