



Wooden Hill Primary and Nursery School

SEN Information Report

Wooden Hill Primary School

SEN Information Report

This report describes Wooden Hill Primary Schools' provision for pupils with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the SEND Policy of the Greenshaw Learning Trust, the Special Educational Needs and Disability (SEND) Code of Practice and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

This report is the responsibility of: SENCo

This report was reviewed and updated on: Dec 2025

This report was approved by the School Governing Body on: TBC

**This report will be kept under review throughout the academic year. Where amendment is necessary due to operational or staffing changes that do not materially affect the nature of the report, the report will be updated by the SENCo*

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SEN Information Report

1. The kinds of SEN that are provided for

Our school currently provides support for a range of needs, including:

Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

Cognition and learning, for example, dyslexia, dyspraxia,

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Moderate/severe/profound and multiple learning difficulties

2. Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something additional is needed.

3. Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the SEND concern form and shared with their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Provision beyond quality first teaching will be recorded on an individual learning plan and targets set, these will be SMART (specific, measurable, achievable, realistic and time bound).

Targets are reviewed at least termly and shared with parents.

4. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5. Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Pupils who require additional support at transition points will be provided with the following (if needed):

- Transition booklet
- One Page profile
- Additional visits (formal or informal e.g. sending messages from teacher to new teacher)
- Questionnaires
- Meet the teacher

Class/small group or cohort support to manage Year 6 transition (sometimes supported by other agencies e.g. Autism Support Service or our Early mental Health Practitioners)

6. Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

At Wooden Hill Primary School we support all children, including those with SEND by using High Quality Teaching Strategies which include modeling, breaking information up into smaller 'chunks', repeating instructions, checking for understanding and allowing time to respond.

We will also provide the following interventions

- Group support (within the class)
- Social and emotional support (1:1)
- Frequent reading
- Pre-teaching
- Occupational Therapy support

- Speech and Language support
- Handwriting interventions
- Fine Motor Skills
- Play therapy
- ELSA
- Sensory Circuits
- 1:1 tutoring RWI

7. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

Adapting our resources and staffing

Using recommended aids, such as laptops,, visual timetables, larger font, etc.

Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

8. Additional support for learning

We have teaching assistants who work across year groups some of whom are trained to deliver interventions as outlined in Section 6.

Teaching assistants will support pupils on a 1:1 basis when they have an Education, Health and Care Plan (EHCP) which states this is a requirement to meet outcomes on their plan or their needs require 1:1 support this would be part of building evidence for a statutory assessment or to support a pupil whose behavior is unsafe without this support). Others with EHC plans needs can be met through targeted provision carefully planned by the class teacher and SENCO.

Teaching assistants will support pupils in small groups when directed by the class teacher, to support in class or outside of the classroom on specific interventions

We work with the following agencies to provide support for pupils with SEN:

- Autistic Spectrum Service (ASS)
- Educational Psychology
- NHS e.g. CAMHs, SALT, OT, Physiotherapy, school nursing service
- Support for Learning (SFL)
- Youth Offending Service (YOS)
- Counselling
- Pediatricians
- Child development Center (CDC)
- Early help services
- Children's social care

9. Expertise and training of staff

Our SENCO is new to post from September 2025 and is starting their SENCO qualification. They have significant Senior Leadership experience. They are non-teaching and manage SEN provision across the school.

We have a team of teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Staff have been trained in:

- Bucket time
- Lego therapy
- PACE
- Meeting the needs of pupils in Maths, Reading and Writing
- Trauma informed practice

We use specialist staff for ELSA.

10. Securing equipment and facilities

Additional equipment can be purchased to support pupils in class (this remains the property of the school) or within the school setting. These are purchased based on recommendation from other professionals or if the SENCO has agreed it as a strategy to support an individual's needs.

11. Evaluating the effectiveness of SEN provision

- We evaluate the effectiveness of provision for pupils with SEN by:
- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans
- Boxall Profile
- SDQs

12. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to PGL Liddington

All pupils are encouraged to take part in sports day/school plays/special workshops, etc. School staff will liaise with parents and risk assessments of individuals will be completed to identify safety measures for particularly high need pupils. Where risks are too high the Head Teacher will make this decision and parents will be informed.

13. Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council (Year 1 to Year 6)
- Pupils who require targeted support for emotional development will have a Boxall Profile completed and this will be an ongoing tool to guide support and assess the impact of support.

- Pupils who are of the highest need may be offered ELSA/Play Therapy or signposted to counselling services externally.
- We promote emotional and social development through Jigsaw.
- Children are encouraged to resolve conflicts together with support of adults on the playground
- ELSA staff provide lunch club for pupils who need it.
- Breakfast for identified pupils.

14. Working with other agencies

Pupils who do not respond to interventions in school will have a referral to outside agencies for additional support. Outside agencies will come into school to observe pupils, work with them on a 1:1 and consult with parents and staff. The SENCO or class teacher will (when planned) let parents know who in advance of observations and consultations.

15. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They may then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

16. The local authority local offer

Our contribution to the local offer is on the Wooden Hill Primary School Website. Our local authority's local offer is published here:

<https://bracknellforest.fsd.org.uk/kb5/bracknell/directory/results.page?qt=&term=RG12+OPE&localofferchannel=0&sorttype=distance>

17. Contact details of support services for parents of pupils with SEN

- [Bracknell Forest Information, Advice and Support Service](#)
- [Berkshire Healthcare - Children, Young People and Families Service](#)
- [Autism Education Trust - Resources](#)

18. Contact details for raising concerns

If there are concerns in regards to a pupil's SEND needs, then please do the contact the class teacher in the first instance. If there are further concerns please raise with the SENCO or Headteacher.