



Woodlands Primary School

SEN Information Policy

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Woodlands Primary School

SEN Information Report

This report describes our school's 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: Rachel Dean SENCO

This report was reviewed and updated on: GB 3 January 2026

This report was approved by the School Governing Body on: GB 3 January 2026

**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*

SENDCO:

Rachel Dean

admin@woodlandsprimaryyate.co.uk

Headteacher:

Rachel Dean

admin@woodlandsprimaryyate.co.uk

SEND link governor:

Aimee Lett

If you would like to discuss any concerns regarding your child(ren) and possible special educational needs, please speak with the class teacher in the first instance. Please contact them via admin@woodlandsprimaryyate.co.uk

The South Gloucestershire Local Offer can be found [here](#)

SEN Information Report

SEN Information Report	3
1. School Context	4
2. Whole-school approach to inclusive mainstream offer	4
3. Identifying pupils with SEN and assessing their needs	5
4. Our approach to teaching pupils with SEN within the classroom	5
5. Adaptations to the curriculum for pupils with SEN	6
6. Targeted interventions	6
Communication and Interaction	6
Cognition and Learning	7
Social, Emotional, and Mental Health (SEMH)	7
Physical and Sensory	7
7. Specialist interventions	7
8. Partnership working and pupils' access to external (incl. specialist) agencies	8
8. Adaptations to the learning environment	8
9. Adapted curriculum pathways	8
10. Assessing and reviewing pupils' progress	9
11. Consulting and involving pupils and parents	9
12a. Supporting pupils moving between phases / transition	10
13. Training for staff	10
14. Evaluating the effectiveness of SEN provision	10
15. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN	10
16. Support for improving emotional and social development	11
17. Pupils with disabilities	11
18. Complaints about SEN provision	11
19. Contact details of support services for parents of pupils with SEN	11

1. School Context

Woodlands Primary School is a **highly inclusive primary setting** where we work tirelessly to reduce barriers to learning and ensure every child thrives. Leadership of our SEND provision is a priority, with two trained SENCOs, including the Headteacher. This leadership is supported by a dedicated SEND team that works in close partnership with parents and external agencies, always acting in the best interests of our pupils. At the heart of our approach is a **strong universal offer** and a graduated approach that places high-quality teaching as our primary tool for inclusion. We believe that by embedding inclusive practices directly into the classroom, we can remove barriers for all learners from the outset.

While we support a diverse range of learners, our greatest areas of need are currently Speech, Language, and Communication and Social, Emotional, and Mental Health (SEMH). During the academic year 2025-2026, we have an Early Years Nurture Provision focussed on supporting social and emotional development and a Communication & Interaction Provision which is a bespoke space for a small group of EYFS and KS1 pupils with an EHCP

We also have a Hearing Impaired Resource Base which is dedicated support for pupils with an EHCP whose primary need is hearing impairment. Unique to our school, our Resource Base is fully integrated rather than separate; pupils are taught within mainstream classrooms alongside their peers, supported by a Teacher of the Deaf and trained staff to ensure they are fully included in every aspect of school life.

2. Whole-school approach to inclusive mainstream offer

At Woodlands Primary School, our **Million Dreams and Beyond Approach** is rooted in the firm belief that high-quality teaching is the most effective lever for improving pupil outcomes. Our universal offer is built upon an evidence-informed, graduated approach that codifies core pedagogical practices to ensure "emotionally predictable classrooms" that reduce cognitive load for all learners. By placing high-quality instruction at the heart of our practice, we aim to reduce the need for external intervention, ensuring that learning tasks are expertly adapted so that all pupils can access the curriculum alongside their peers. This inclusive model is driven by both external research, such as EEF guidance, and internal data trends to systematically remove academic and non-academic barriers.

We achieve this through our **Core 10 Habits**, which serve as our instructional pedagogy used consistently across the school. Key examples of these habits in practice include:

- **Explicit Instruction:** Using clear, direct explanations and "I do, We do, You do" modeling to guide pupils through new concepts.
- **Deliberate Practice: Providing pupils with ample time and structured opportunities to practice new skills to ensure they are moved into long-term memory.**
- **Scaffolding and Adaption:** Proactively designing resources, such as Widgeit visuals, so that tasks are inherently accessible for the widest range of students from the outset

When pupils require further support to secure foundational skills, our graduated approach provides structured, evidence-based interventions delivered by skilled staff, ensuring every child has the resilience and cultural capital to achieve their highest aspirations. To ensure this support is precisely tailored, all pupils on the SEN register have an individual support booklet or a one page profile (Early Years) detailing the specific strategies to prioritise for their individual needs. All staff are required to

know which pupils in their classes have an Individual Support Booklet and to actively engage with this information so they can effectively prioritise support for those learners

3. Identifying pupils with SEN and assessing their needs

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (SEN Code of Practice, 2015)

A learning difficulty is a significantly greater difficulty in learning than the majority of others of the same age.

A disability that requires special educational provision is a disability that prevents or hinders the pupil from accessing the educational provision generally provided for others of the same age.

Not all pupils with a disability will be identified as requiring special educational provision. Appropriate reasonable adjustments will be made to ensure we remove or prevent barriers experienced by all pupils with a disability.

Parents/carers are informed when pupils are added to or removed from the SEN register. 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 aspirations of the pupil and their parents/carers. We will use this to determine the support that is needed and whether this can be provided by adapting our core offer, or whether something additional is needed.

We work in close partnership with families and local settings. Many pupils with special educational needs will therefore be identified through the transition and induction process.

Transition to school is carefully planned to give time for observations and assessments of children as they join the school. Where there are any concerns with regard to a child's development against developmental milestones, the school will speak with the parent to identify next steps.

Class teachers 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
- demonstrates high levels of dysregulation

This may include progress in areas other than attainment, for example, social needs. Attendance and behaviour data might also be used to identify which pupils require additional support.

Teachers can then access additional advice and support from the SEND team through our Cause for Concern process. This is a google form which requires teachers to consider what strategies have already been put in place as per our graduated approach.

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

Where a parent/carer has a concern about their child, parents are asked to speak with the class teacher(s) so that appropriate observations and assessments can be undertaken. Teachers make use of our graduated approach tool to put in place strategies aimed at removing specific barriers to learning.

4. Our approach to teaching pupils with SEN within the classroom

Teachers are responsible and accountable for the progress and development of all the pupils in their class(es) and preparing them for the next stage of their education.

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.

Staff also receive professional development on strategies that are particularly beneficial for children with particular needs, such as ADHD, autism and EBSA.

Training and support enables teachers to support pupils through Individual Support Plans. These are reviewed termly by the class teacher in partnership with the pupil. The Individual Support Plans are shared with parents/carers and they are invited to meet to discuss/review the contents.

5. Adaptations to the curriculum for pupils with SEN

At Woodlands Primary School, we ensure our Million Dreams Curriculum is accessible to all by proactively removing barriers through an adaptive teaching model. Rather than offering a separate curriculum, we place high-quality instruction at the heart of our practice, using our Core 10 Habits to reduce cognitive load. For example, we utilise Adaptive Teaching and Scaffolding to design lessons that are inherently usable from the outset. To support specific needs, we utilise a range of accessibility tools and aids including sound field systems for our hearing-impaired pupils, Chromebooks to support writing and research, enlarged print for visual accessibility, and sensory resources to support self-regulation. Where necessary, individual workstations are provided to create a focused learning environment within the mainstream classroom. Adaptations are identified through our graduated approach, which uses internal data, teacher observation, and partnership with external agencies to act in the best interests of the pupil.

6. Targeted interventions

At Woodlands Primary School, we have the following interventions:

Communication and Interaction

- **Language for Thinking:** A structured approach that helps pupils move from simple "who/what" questions to more complex "why/how" reasoning, developing their verbal comprehension and inference skills.
- **Attention Bucket:** A four-stage program (based on Attention Autism) designed to develop a pupil's natural curiosity and ability to focus, sustain, and shift their attention. In Saplings RISE intervention is used as an alternative.
- **Chatterbugs:** A specialized program targeting early language development, focusing on improving speech sounds and basic communication skills.
- **Lego Therapy:** A collaborative, play-based intervention where pupils work in small groups to build models, improving their social communication, turn-taking, and problem-solving skills.
- **Intensive Interaction** is a practical approach used to support highly inclusive education, particularly for pupils with complex communication needs, severe learning difficulties, or autism.
- **Saplings:** Our specialized sensory based curriculum and provision for EYFS/KS1 pupils, offering a bespoke learning environment for those with significant communication and interaction needs.

Cognition and Learning

- **Colourful Semantics:** A visual tool that uses color-coded cards to help pupils break down and build sentences, improving their understanding of grammar and sentence structure.
- **Rapid Phonics:** A targeted catch-up intervention designed to ensure pupils quickly acquire phonics skills, increasing reading fluency and access to the wider curriculum. **Rapid Writing:** An accelerated catch-up program that provides explicit instruction and high-quality feedback to help pupils overcome entrenched difficulties in writing and close attainment gaps.
- **Rapid Maths:** A program focused on numeracy fluency, helping pupils secure number facts and efficient recall to improve their confidence and success in calculation.

Social, Emotional, and Mental Health (SEMH)

- **ELSA Support:** Delivered by trained Emotional Literacy Support Assistants to help pupils understand and regulate their emotions while building social and relational skills.
- **Mentoring (e.g., Sporting Chance, Regenerate):** One-to-one support focused on improving attitudes toward school, attendance, and behavior through positive role modeling.
- **Low-Level CBT:** Evidence-based cognitive behavioral techniques used to help pupils identify and change negative thought patterns, improving resilience and mental well-being.
- **Nurture UK:** A focused provision in Early Years and across the school to support social-emotional development, reducing disruptive behavior by building secure relationships.
- **Zones of Regulation:** A framework used to help pupils categorize their feelings into four colored "zones," teaching them strategies to move between zones and manage their emotional states.
- **Language for Behaviour and Emotions:** A program that helps pupils understand the link between how they feel and how they act, improving their ability to communicate emotional needs verbally.

Physical and Sensory

- **Fizzy Club:** A program designed to improve gross and fine motor skills through fun, structured physical activities, supporting coordination, handwriting, and physical confidence.

Where appropriate, teachers are made aware of the focus of any intervention so that they can support pupils to generalise the skills learnt back to the classroom.

Interventions are accurate as to the published date of this report. They do not run at all times throughout the year and are based on data, the needs of pupils and staffing capacity. We review our interventions on offer regularly, along with external advice, to ensure that we can best support our pupils to access the Million Dreams curriculum offer.

Usually, interventions are reviewed every half-term to check the impact against the intended outcome. Where the intervention is not having impact as expected, changes will be made to the intervention.

7. Specialist interventions

At Woodlands Primary School, we work in partnership with a range of external agencies and they will support with the planning and delivery of any specialist interventions detailed in section F of an EHCP so that the pupil is able to access the educational provision alongside their peers and benefit from belonging to the whole school community. This might include mentoring, specialist speech and language therapy sessions focused on speech sounds or access to specialist mental health support.

Where appropriate, teachers are made aware of the focus of any intervention so that they can support pupils to generalise the skills learnt back to the classroom.

Interventions are reviewed at least every half-term to check the impact against the intended outcome. Where the intervention is not having impact as expected, changes will be made to the intervention.

8. Partnership working and pupils' access to external (incl. specialist) agencies

We are committed to working in partnership with all external agencies. Referrals will be made to specialist agencies when it is clear that additional advice from experts in other fields would be beneficial to inform the support that is in place in school. Our expectation is that a graduated response is used initially which starts with our universal offer and advice on strategies to support the pupil at home. Our focus when seeking specialist advice is to build opportunities to tailor the pupils' support so that they are then able to access as much of the curriculum as possible alongside their peers. Recommendations from other professionals might, for example, inform strategies that are prioritised within an individual support plan or the focus of a specific intervention. Recommendations from other professionals enhance the offer provided within the school's graduated approach.

We subscribe to the Educational Psychology (EP) service. Due to this being a service the school buys into, we are allocated a specific number of sessions each academic year. Therefore, the decision for EP involvement is made jointly by the Headteacher and SENCO and based on when a child's needs are not being met by school-based strategies or when progress has stalled despite significant interventions, and when assessment would likely not provide any strategies beyond what the school is already successfully implementing.

We also have a Mental Health Support Practitioner (MHSP) one day a week funded by NHS England and provide support to children and young people with mild to moderate mental health issues. In the Bristol, North Somerset and South Gloucestershire (BNSSG) area the MHST service is delivered in full partnership between Avon Wiltshire Partnership NHS (AWP) and Off the Record (OTR).

We are also supported by the School Nursing Team. Services may include school; support packages, assembly talks, health promotion group sessions with children/young people, drop-in sessions for parents and carers, and health promotion sessions for parents and carers.

8. Adaptations to the learning environment

At Woodlands Primary School, we ensure our Million Dreams Curriculum is accessible through three adaptations: We have a dedicated Nurture provision room in Early Years, and Saplings, our bespoke provision for EYFS and KS1 pupils with complex communication and interaction needs.

To support precision in our interventions, we utilise soundproofed and sound reduced rooms specifically designed for speech and language therapies. These distraction-free zones are vital for our Hearing Impaired pupils, providing the acoustic clarity required for specialist sessions with the Teacher of the Deaf. By combining these targeted spaces with inclusive mainstream classrooms, we ensure the physical environment supports every child's progress.

9. Adapted curriculum pathways

The majority of children in our school access an appropriately adapted and differentiated curriculum and access the full broad, balanced curriculum.

For a small group of pupils we have an adapted curriculum pathway based on the Early Years curriculum. Pupils are identified for the adapted pathway if they have an Education Health Care Plan and assessments indicate that they would benefit from the curriculum

10. Assessing and reviewing pupils' progress

All leaders are responsible for the progress of all pupils. All assessment points across the school include pupils with special educational needs and all leaders are responsible for analysing the engagement and outcomes of all pupils, including pupils with special educational needs, and making adjustments to systems and practices to positively impact all pupils, including pupils with special educational needs. Where more targeted or specialist support is required, leaders will work in partnership with the SENCO to review pupils' progress. Assessment and review is therefore built into whole-school processes.

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 SENDCO 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. We work as a team including behaviour lead, pastoral team to review progress. Pupil progress is tracked through regular impact meetings.

Where pupils are accessing targeted or specialist support, their progress against identified targets will be reviewed.

For a small number of pupils who require a more bespoke pathway, the SENCO will work in partnership with teachers to assess and review progress against individualised targets using resources such as Cherry Garden Branch Maps.

11. 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 pupil's record and given to their parents.

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

12a. Supporting pupils moving between phases / transition

We will share information with the school or other settings the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Children are offered enhanced transition to secondary provision if needed.

During Term 5 & 6 the SENDCO and Pastoral Manager start to meet with the teachers, SENDCOs and secondary schools to share information about pupils who will be moving into Year 7.

- If a child has an Education, Health and Care Plan, the secondary SENDCO will be invited to attend the Y6 Annual Review Meeting..
- For some pupils who may require an enhanced transition package, we support an enhanced Transition programme during the final term of Year 6.
- A small minority of pupils will require further enhanced transition and this can include visits to secondary early in Year 6.
- Parents and children are welcome to visit to support the transition process.

13. Training for staff

The headteacher has previously held the SENCO role and has the SENCO qualification. Our SENCO is an experienced teacher who has completed her SENCO qualification. The school prioritises time for the SENCO to be able to work alongside other staff in the school to build expertise in the classroom, for example, through coaching so that all teachers build their confidence and competence. There is also a team of Teaching Partners who receive regular training with a particular focus on quality interactions and enabling pupil independence through a scaffolding approach.

SEND-specific training has been delivered in the following areas: visual impairment, hearing impairment, speech and language programmes such as Intensive Interaction, colourful semantics and Nurture UK. Where a particular need is identified e.g. through external agency advice, data and/or observations we will identify staff to train and then if appropriate, disseminate to staff to ensure wider impact. An example of this includes PACE training.

Some staff also receive additional training in a particular specialism, such as teaching assistants who are trained as Emotional Literacy Support Assistants and staff trained in BSL .

We commission additional support from the Speech and Language Therapy team. In addition to caseload work, the Speech and Language Therapist works in partnership with the SENCO to develop and deliver training to build whole-class approaches that support pupils with speech, language and communication.

14. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after each term.
- Using pupil voice
- Monitoring by the SENDCO
- Holding annual reviews for pupils with EHC plans

15. 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.

We aim for our school day trips and residential trips to be accessible for all, including pupils with SEND.

A risk assessment may be carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised.

For children with special needs or a disability, parents may be invited to help support their child on a school trip.

Where appropriate, teachers will try to prepare children in advance for any new environment or situation.

16. Support for improving emotional and social development

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

- Our PSHE curriculum
- Support for families through our family support worker
- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of our pupil voice clubs to promote certain aspects of school life.
- Some pupils have access to ELSA, sports mentoring or regenerate mentoring.
- We have a zero tolerance approach to bullying.

17. Pupils with disabilities

Woodlands Primary School is committed to ensuring that all pupils, regardless of disability, have equitable access to our Million Dreams Curriculum and all learning opportunities. Our admission arrangements for disabled pupils are centred on close partnership with parents and external agencies to act in the best interest of the child. To guarantee full access to all classrooms, we utilise our Core 10 Habits, such as Active Positioning, where teaching partners are strategically located to provide instant support for vulnerable learners. Inclusive teaching is embedded into our Quality First Teaching, which involves pre-planning to remove barriers and accommodating diverse needs through scaffolds and sensory resources. Furthermore, we ensure that every pupil on the SEN register has an individual support plan that communicates the specific accessibility strategies and aids—such as sound field systems, Chromebooks, or enlarged print—required to ensure they can participate fully and independently alongside their peers.

Our school's accessibility plan can be found [here](#).

18. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO or Headteacher 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

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

Contact details of support services for parents of pupils with SEND:

- Off the Record: 08088089120
- Supportive Parents: 01179 9897725
- Action and Response Team:
Mon- Fri: 01454 866000
Out of hours and the weekend: 01454 615165
- South Glos Education: 01454 868008