



# Wood Field Primary School

## **SEN Information Report**

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# Wood Field Primary School

## **SEN Information Report**

This report describes Wood Field Primary 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: Jade Allan

This report was reviewed and updated on: 13th January 2026

This report was approved by the School Governing Body on: 21st 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*

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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, personal, social and emotional development.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Other barriers to learning will also be considered.

A referral system is also in place for teachers to raise concerns with the SENDCo if they feel that a pupil may require support which is different from or additional to that which is delivered as part of the core offer. As part of the graduated approach, any referral includes strategies that the teacher has already implemented and their impact.

Parents/carers can also raise concerns either with the class teacher or by contacting the school SENDCo.

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

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- 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 SEN support.

#### **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 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.

#### **5. Supporting pupils moving between phases and preparing for adulthood**

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

##### **Starting school**

Prior to starting at Wood Field Primary School, the SENDCo and Early Years team or Head of Base will meet with Nursery SENDCos to receive a thorough handover of all children joining. Children attending Oak Field will be visited at their nursery by a member of staff and EHCP paperwork reviewed. Where necessary, Wood Field Primary School's SENDCo and the child's parents will be involved within these meetings. Pupils are all offered a 'stay and play' session in the summer term prior to starting school. All families are offered a home visit from the child's Reception class teacher to talk through any questions they may have. Oak Field children will have a phased start to school which is considerate of their needs and previous education.

If a pupil joins the school mid year or into a different year group, the family are given the opportunity to meet key staff members. There is the opportunity for the pupil to come and meet their new teacher. A transition will be carefully planned which might involve a phased start.

##### **Transition within classes/key stages**

Class teachers meet with each other to hand over all information regarding pupils with SEND before the start of the academic year so that they are fully prepared for any children coming into their class. Where needed, children with SEND will be given the opportunity for enhanced transition. This transition will look different for each child, however it may include social stories, transition booklets, visits to the new

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class for extended periods, video tours of their new classrooms or opportunities to meet their new teacher prior to their peers.

##### **Transition to Secondary settings**

During the term prior to transfer, liaison will take place between the pupil's Year 6 class teacher and both SENDCos to enable a smooth transfer to the Secondary School to take place. All relevant information will be passed up to their new school. Where possible, pupils are encouraged to visit their new school. For some pupils, members of our SEND team will support additional visits. All schools in the London Borough of Sutton use Provision Map to ensure that all information, reports and learning plans are

passed onto new settings.

## **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 Wood Field 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:

- Nurture
- ELSA
- Small group classes
- Pre-teaching
- Speech and Language
- Occupational Therapy
- Lego Therapy
- Zones of Regulation
- Colorful semantics
- 1:1 reading
- Reciprocal Reading
- Fine motor support

For pupils with an Education Health Care Plan, interventions and provision will be delivered in line with the provision listed within their plan.

## **7. Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met. These include, but are not limited to:

- Differentiating 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.
- Access to Nurture Provision
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

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## **8. Additional support for learning**

We have a number of teaching assistants who are trained to deliver interventions such as the ones listed above.

Teaching assistants will support pupils on a 1:1 basis when this is stipulated in their EHCP

Teaching assistants will support pupils in small groups for targeted intervention. We work

with the following agencies to provide support for pupils with SEN. These include:

- Speech and Language therapists
- Educational Psychologists
- Occupational Therapy
- Physiotherapy
- Behaviour Support

- Physical and Sensory Support
- Sensory Impairment Service
- CAMHS
- Paving the Way
- Playwise
- Children with disability team
- COGNUS SEN team

### **9. Expertise and training of staff**

We prioritise professional development for all staff so that they have the necessary skills and strategies to be able to meet the needs of all children. Where more specific professional development requirements are identified additional training will be delivered either to all or key members of staff.

Our SENDCo is new to the role, having completed The National Award for SEN Coordination in 2024, and is a trained Nurture practitioner. She has been teaching since 2016 and has worked across Key Stages. They are allocated 3 days a week to manage SEN provision.

We have teaching assistants and higher level teaching assistants (HLTAs) who are trained to deliver SEN provision. Our Nurture practitioner is trained by the Educational psychology service in precision teaching, cued spelling, we are readers, reciprocal reading, colourful semantics, paired reading, therapeutic writing, readers theatre and understanding ASD diagnosis.

### **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 SENDCo 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 SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

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### **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 our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips in Year 4 and Year 6.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc. Oak Field participates in regular community walks and extra-curricular trips are planned. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

### **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 1-6)

- Pupils with SEN receive support from our ELSA team as and when required to help them build friendships and resilience, manage their anxiety and other emotions and help them to understand their feelings.
- Some pupils may work within our Nurture Provision.
- We have a whole school focus on Zones of Regulation, giving pupils the tools to enable them to regulate their feelings, energy and sensory needs.
- We have a zero tolerance approach to bullying. Wood Field Primary School has a behaviour policy, which gives guidance on expectations.
- We have a zero tolerance approach to bullying in the school, which addresses the causes of bullying as well as dealing with negative behaviours.
- Our behaviour policy encourages positive behaviour through clear expectations, praise and consistent routines.

#### **14. Working with other agencies**

Where it is deemed appropriate, we may seek support from an agency to further support a pupil. We work closely alongside a number of outside agencies, such as those listed in Section 8.

#### **15. Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the Assistant Head for Inclusion 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 Wood Field

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#### **16. The local authority local offer**

The Local Offer gives children and young people with special educational needs or disabilities and their families information about what support services the local authority thinks will be available in their local area. Every local authority is responsible for writing a Local Offer and making sure it is available for everyone to see.

You can access the Sutton Local Offer Website at: <https://www.sutton.gov.uk/sutton-s-local-offer>

Oak Field's offer: <https://suttoninformationhub.org.uk/services/woodfield-primary-school>

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

Leisure and Social Activities for Children and Young People with SEND links can be found through the Sutton Information Hub.

<https://suttoninformationhub.org.uk/results?category=412647f0-631e-4ffd-8f4c-eba648c457f4>

Below is a link to services, activities and groups that are available to residents with a range of Learning

Disabilities with Sutton.

<https://suttoninformationhub.org.uk/results?category=fde47aa7-a3ba-4753-952f-1e4963aa1d03>

Wood Field Primary School SEN Information Report 7 Sutton Information, Advice and Support Service (SIASS) offer free, impartial, confidential support for 0-25 year olds with SEND in Sutton. <https://www.siass.co.uk/>