

Kent SEND Information Report

Special Educational Needs and Disabilities (SEND) Information Report

Woodlands Primary School



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Kent SEND Information Report

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Kent SEND Information Report

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 SEND support works in our school.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



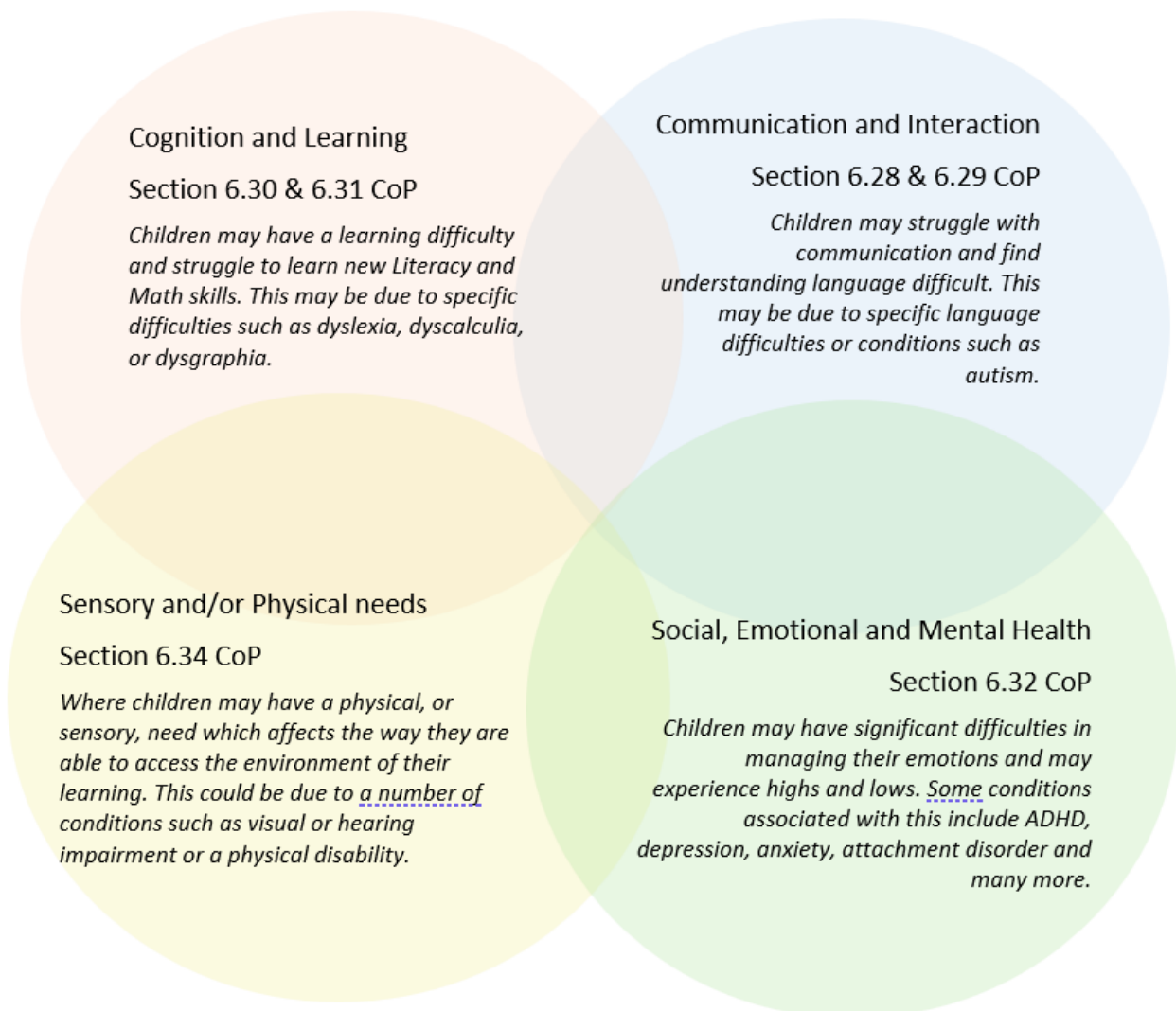
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website [Woodlands Primary School - Policies](#)

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.

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

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a wholistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years ([link below](#)).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

2. Which staff will support my child, and what are their key responsibilities?

At Woodlands Primary School, all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*



Our Special Educational Needs Co-ordinator, or SENCO

At Woodlands Primary School, our SENCO Miss Lucy Husband. Miss Husband is also the Assistant Headteacher, Inclusion Manager and DSL. She has been teaching in primary schools for over twenty years and has been a SENCO for the last five years. Miss Husband is available on 01732 355577 or lhusband@woodlands.kent.sch.uk.

Mrs. Adams is the Assistant Headteacher and part of the Inclusion Team, with responsibility for Wellbeing, Attendance and Pupil Premium aadams@woodlands.kent.sch.uk.

Mrs. Alice Harper is the Assistant to the Inclusion Team. aharper@woodlands.kent.sch.uk.

Mrs. Jo Stone is the Pastoral Support Office and part of the Inclusion Team. jstone@woodlands.kent.sch.uk

The SENCO has an important role to play with the headteacher and governing body with regards to the strategic oversight and implementation of Woodlands Primary School's SEN policy and development.

Class/subject 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.

September 2024: All staff – both teachers and teaching assistants - have received AET training from the KCC educational psychology team, "Making Sense of Autism".

September 2024: Teachers received Trauma Informed Practice training.

Teaching assistants (TAs)

We have a team of 25 fantastic TAs.

In the last academic year, TAs have received training in the following areas:

- Safeguarding
- Trauma informed practice
- Multiplication
- Developing effective pedagogical practice for pupils with SEND
- Walkthru's – Positive Relationships, Establish Expectations, Scaffolding, Think-Pair-Share

- Speech and Language Link
- Colourful Semantics
- Scaffolding writing
- Voice 21

External agencies

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Safeguarding services
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Voluntary sector organisations



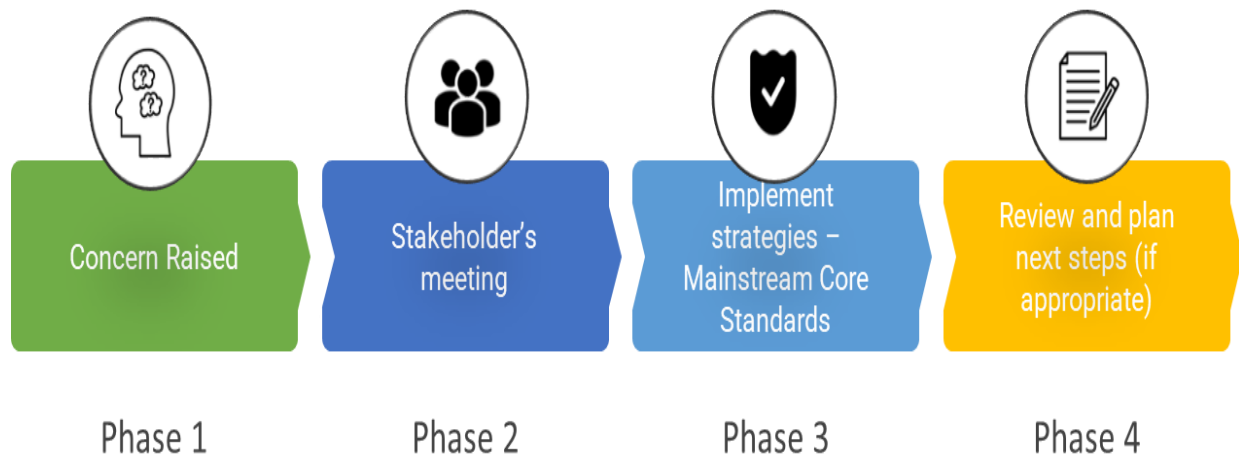
3. What should I do if I think my child has SEND?



<p>Phase 1</p>	<p>If you think your child might have SEND, raise your concern with the school so that the SENCO is aware.</p> <p>The SENCO is Lucy Husband – 01732 355577 lhusband@woodlands.kent.sch.uk</p>
<p>Phase 2</p>	<p>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. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what’s been discussed and add this to your child’s record.</p>
<p>Phase 3</p>	<p>We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf. This will initiate the ‘Graduated Approach’ where support will be continually reviewed. See next page for more details.</p>
<p>Phase 4</p>	<p>If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school’s SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.</p>

4. What happens if the school identifies a need?

At Woodlands, where a pupil is not making the expected rate of progress, extra support is implemented to enable them to catch up. Depending on progress, a more detailed assessment of the cause of their learning difficulty may take place to ensure that the right support is put in place in the classroom. This information will be shared with the child's parents, they will be placed on the SEND Register and Personalised Plans will be produced detailing the SEND support in place. The Personalised Plan is regularly reviewed and refined where necessary. The same process is followed if a concern is raised by the school.



All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially.

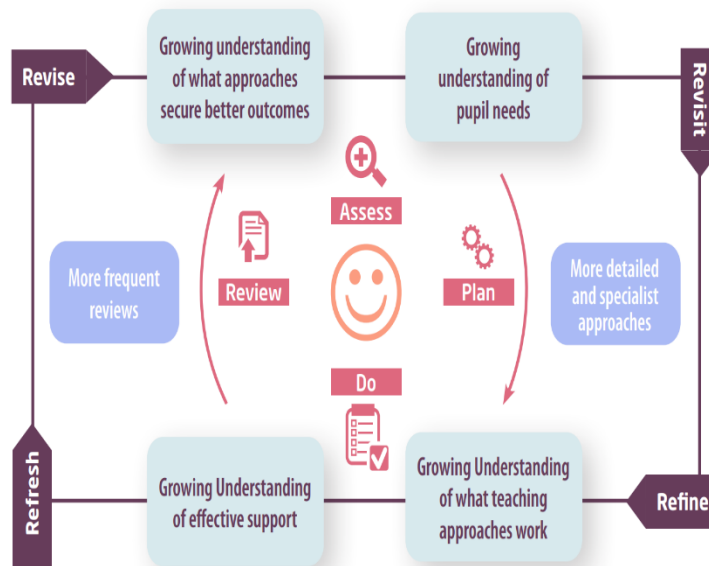
If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous page).

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



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 you and your child's input, as well as getting help from external professionals where necessary.
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.
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.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

6. How will I be involved in decisions made about my child's education?

If your child has a personalised learning plan, a member of staff who knows your child well will meet you at least three times a year 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 also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

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.

If you have concerns that arise between these meetings, please contact your child's teacher, the phase leader or the SENCO.

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 individual needs. We recognise that no two pupils 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
- Complete a survey



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

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

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 adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one 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 and are guided by the Mainstream Core Standards in the first instance.

These adaptations may include:

- Adapting our approaches, 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 or support staff will support pupils appropriately depending on their presentation of need



- Scaffolding lesson materials

We may also provide the following interventions:

Speech and Language

Most Speech, Language and Communication Needs are met within the classroom through Quality First Teaching.

Within the first term, all Reception pupils' language skills are screened using the Infant Language Link assessment. This identifies early on where additional support is needed and where external referrals may need to be made. Individual and group interventions are then planned and delivered in the classroom to support Speech and Language development.

In some instances, following an accepted referral to and assessment by the Speech and Language Therapy Service, individualised programmes are delivered in the classroom to pupils under the

guidance of qualified therapists. Programmes can include speech sound production, language development and social skills.

Fizzy

The Fizzy programme is a fun way to support pupils who need extra help developing their gross motor skills. Developed by Physiotherapists and Occupational Therapists, it is a graded and measurable activity programme that works on developing three specific areas - balance, ball skills and body awareness. Children who have been referred for, or are already identified as having, difficulties developing their gross motor learning skills benefit from this intervention.

Fine Motor Skills

Clever Fingers is a programme that is used together with scissor skill activities and is delivered weekly by a teaching assistant to develop pupils' vitally important fine motor skills. Activities are divided into sections focusing on warming up, hand and finger strength, manipulation and eye-hand co-ordination. Sessions also include early pattern and letter writing skills.

Toe by Toe

This highly structured, multi-sensory, individual reading programme is specially designed for children diagnosed as having severe and persistent difficulty with literacy development and is helpful in improving pupils' decoding skills. Ten-minute sessions take place two or three times weekly.

Emotional Support

Learning to identify, manage and communicate emotions is an essential part of development and presents more of a challenge for some children. Where we identify that a child needs additional support in this area, we offer a variety of interventions, for example Social Skills interventions with a focus on developing emotional literacy and the use of social language, Drawing and Talking Therapy and 'Slide Away' Bereavement contact.

Social Communication Groups

At Woodlands Primary School, we recognise the importance of enabling children to develop socially as being fundamental to their development. For pupils who need additional help with expressing themselves or making and maintaining friendships, we offer Social Communication Group interventions. These programmes aim, through group work, to improve self-esteem and relationship skills in children who are having difficulties in these areas.

Nurture Breakfast Club

Pupils who have separation difficulties or find coming into school difficult may be invited to attend the nurture breakfast club. The nurture breakfast club is designed to support and encourage pupils who struggle with the transition from home to school or are reluctant to attend school. It is a warm, welcoming and cheerful way to start the day.

Children arrive at 8:15 and enjoy breakfast together, easing them into the school environment and building up contact with staff and peers slowly. Once they have eaten their breakfast, they have a

choice of traditional games to build confidence and promote development of important social skills such as turn taking and following instructions. They tidy up at 8.45am and join their peers ready for registration.

Lego Therapy

Lego Therapy is designed for pupils who display behaviour associated with Autism and Social Communication Difficulties. In working together as a team to assemble Lego models, the pupils practise and develop their verbal and non-verbal communication. It is a popular and effective way of developing skills such as sharing, turn-taking, following rules, using names and problem-solving.

Sensory Circuits

The Sensory Circuits programme has been devised by Occupational Therapists to provide regular controlled input to specific sensory motor systems. Pupils identified as having challenges with behaviour for learning, such as fidgeting, poor concentration, and difficulty in connecting with their learning, can be energised or settled by an individual circuit of activities and equipment, promoting physical, social and emotional development. The frequency and timings for the sessions are personalised to each child. Daily group sensory circuit sessions are delivered first thing in the morning and individual sessions occur throughout the day.

These interventions are part of our contribution to Kent 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 your child's personalised learning plans every term at least
- Termly pupil progress review meetings with your child's class teacher and the senior leadership team, including the SENCO
- Holding an annual review (if they have an education, health and care (EHC) plan)



10. How will the school ensure my child has appropriate resources?

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

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



The expectation is that all schools providing an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

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 school trips, including our residential trip(s) to Bewl Water in Year 5 and PGL in Year 6.

All pupils are encouraged to take part in sports day. 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 that they can be included.

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

Please see our admissions policy - [Woodlands Primary School - Policies](#)



13. How does the school support pupils with disabilities?



See Accessibility Plan for more information [Woodlands Primary School - Special Educational Needs \(SEN\) and Disabilities](#)

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

14. How will the school support my child's mental health and emotional and social development?

At Woodlands Primary school we focus on developing the whole child. Pastoral Support and wellbeing is an important part of that, and we work hard to ensure the children feel happy, safe and confident and with a strong sense of self.

Our whole school provision overview shows the support we can offer children for their mental health and wellbeing. Whole school and class actions are shown on the left, moving to group and then individual interventions. We can also signpost to external agencies who may be able to provide specific support for your child. In the first instance, please contact your class teacher if you have a concern about your child's mental health and wellbeing.

Universal	Targeted	Personalised
<ul style="list-style-type: none"> Leuven scales to monitor involvement and engagement 3 x annually The Jigsaw Programme – PSHE Online Boxall profile Circle time Buddies / talk partners Time out facility Restorative approach solution focussed approaches Access to adaptive teaching approaches Promote opportunities to develop social interaction Alternatives to writing De-escalation techniques – language, tone of voice, body language Feelings wall / things I need to tell my teacher box / school council box Sensitive seating & pairing Individualised timetables / reward charts e.g. football theme Task boards individualised Bobble cushions, seating spots, fiddle toys, brain breaks ABC sheets / Comic Strip Conversations Privacy screens Endeavour awards, House points, weekly celebration assembly, recognition board, positive postcard, Woodlands Ambassadors, positive calls home KOOTH [Y6] 	<ul style="list-style-type: none"> Intervention programmes- social skills, sensory circuits, alternative curriculum arrangements Anger management programmes e.g. Volcano in My Tummy, No more Stinking Thinking. Incredible 5 Point Scale, Emotional Barometers, Social Stories, Zones of Regulation Social Skills programmes: Let's be friends, Bubble Time, Friendships, ELSA support Starving the Anxiety/Anger Gremlin Peer mentors Sensitive use of additional adult – promote engagement and participation, support learning, modelling – encourage development of independence Organisational /environmental changes e.g. work station, small group, individual learning zone Longer time out facility , use of 'The Upper Space & The Lowers Space' but with reintegration programme Inclusion Support Programmes Time to Talk / Ralfie time Lunchtime Nurture groups – Squirrel Club Pupil voice well-being questionnaire Adopt a key person approach 	<ul style="list-style-type: none"> Inclusion Team observation Interoception sessions Behaviour risk assessment Liaison with external professionals – LIFT surgery / referral to access STLS SEMH, Attendance, Ed Psych via LIFT, outreach support from special schools School Nursing Service - Emotional Well Being Service Referral to Front Door to access SCS / Early Help Inclusion Support Programmes/ EBSA ISPs Bereavement support – CHUMS Drawing & Talking Therapy [12 week intervention] Robust and sensitive transition arrangements / individual sessions as required. STLS SEMH transition group & ASC transition group Transforming Lives for Good Coaches [3 coaches for 4 pupils 1 x hour weekly] Individual support from Emotional & Well Being Team [NELFT] Individual ELSA support

15. What support is in place for looked-after and previously looked-after children with SEND?



Lucy Husband is the designated teacher for looked after children (DLAC). She can be contacted on 01732355577 lhusband@woodlands.kent.sch.uk

Lucy Husband will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

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

Between years

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



- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEND is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Provide additional transition time for pupils with SEND to go to their new classrooms, speak to their new teacher/TA
- Provide social stories for all children with SEND that contain key information in both pictures and words

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.

Between phases

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the pupils who are receiving SEND support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge



17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at local offer - [About the SEND local offer - Kent County Council](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[Information, Advice and Support Kent \(IASK\) - Kent County Council](#)

National charities that offer information and support to families of pupils with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

18. What should I do if I have a complaint about my child's SEND support?

Our complaints policy can be found here [Woodlands Primary School - Policies](#)

Complaints about SEND provision in our school should be made to the headteacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you 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 [SEND Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, 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.

19. Supporting documents

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*
- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*



20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND 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 SEND 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.

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- **EHC plan** – an education, health and care 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 SEND
- **Graduated approach** – an approach to providing SEND 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 which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. 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
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages