



SEND Information Report

Woodlands Park Primary School is committed to high-quality education for all children, including those with SEN. We ensure equal access to a broad curriculum and provide a safe, inclusive environment where every child can succeed.



Easy read versions of this document can be made available.



If reading is not your thing, give us a ring.

What is SEN?

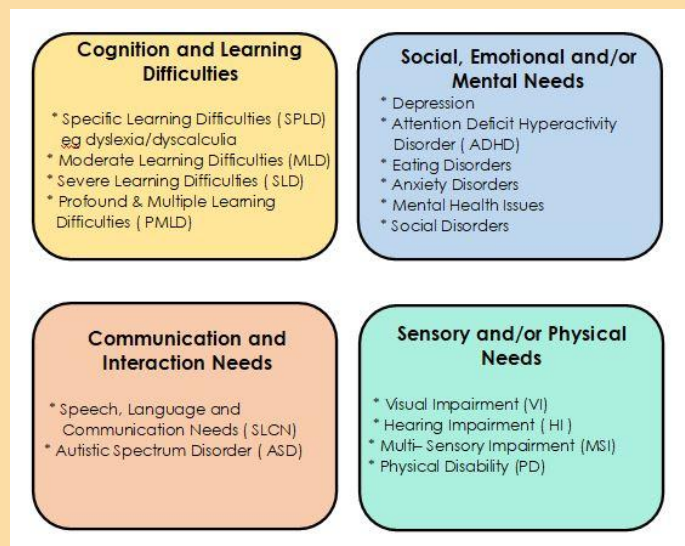
The special educational needs code of practice (2014) says that:

"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 p.82)

Areas of SEN

Read more here: [Areas of Need](#)



My name is Helen Connett and I am Woodlands Park's Special Needs Co-ordinator (SENCo). I coordinate support for children with SEN across the school. Your child's class teacher(s) are responsible for teaching children with special educational needs and are happy to discuss any concerns you may have. Class teachers and I can be contacted through the school office on 01752 690046.

How can I let the school know I am concerned about my child or have a question about the support my child receives?



- First, talk to your child's teacher. If necessary, they will talk to the SENCO about your concerns /query. The teacher will let you know what will happen next.
- If you are still concerned, you can ask to meet with the SENCO.
- You could also ask to see the Head Teacher

Class teachers, the SENCo and Head Teacher can be contacted either by:

- Class Dojo – This is the best way to message your teacher.
- Phone – 01752 690046
- Email – admin@woodlandspark.devon.sch.uk (Mark it for the attention of Mrs Connett)
- Write to us – Woodlands Park Primary School, Abbot Road, Ivybridge, Devon PL21 9TF

How will the school let me know if they have any concerns about my child's learning?



- The class teacher will talk to you.
- Concerns will be shared at Parents' Meetings.
- You will be invited to a meeting in school with relevant staff.

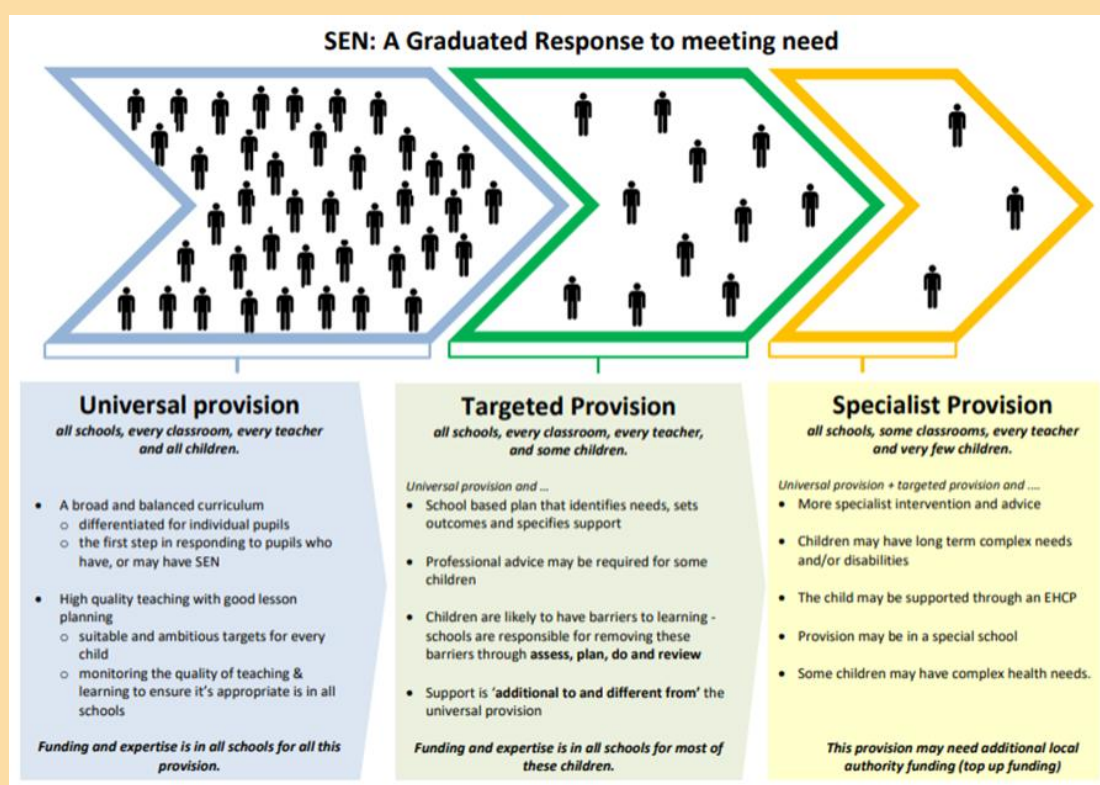
How will the school know my child needs special educational provision?



- Concerns are raised by parents/carers and teachers or the child.
- There is a change in the pupil's behaviour or progress
- Limited or no progress is being made. Teachers will know this because:
 - They continually assess the children as part of their daily teaching. If needed, some children will then receive additional support as part of a group or on their own with an adult.
 - They meet termly to look at the progress all pupils are making and identify any who are not making progress or who have made slow progress, so that they can support them.
 - They will review support and interventions regularly to make sure progress is being made.
- School may be alerted by professionals working with the child or family outside of school.

The processes above form part of the Graduated Approach.

Support for pupils with special educational needs uses a 'graduated approach'. If a pupil doesn't make expected progress, the school increases support step by step.



Read more here:

[Graduated-approach](#)

How do parents/carers and children with SEN share their views, concerns and work with the school?



- Individual pupil/teacher conversations.
- Having planning and review meetings including meetings to discuss learning plans.
- Annual Reviews for pupils with EHCPs (Education, Health and Care Plans).
- Person Centred Planning meetings where appropriate.
- Shared advice on how to support learning at home.
- Regular contact between home and school.
- Surveys and questionnaires.

What are the different types of support available for children with SEN at Woodlands Park?

We provide teaching tailored to each child's needs, using adapted resources and strategies such as:

Curriculum adaptations:

- Adapting how many things the learner must think about.
- A curriculum that builds on previous knowledge.
- Supporting memory demands.
- A culture of retrieval so that knowledge is remembered in the long term.

Other Support

- Visual timetables.
- Sensory/movement breaks.
- Instructions given in small chunks with visual cues.
- Instructions, routines and rules are short, precise and positive.
- consistent symbols and colour coding.
- Thinking aloud and modelling.
- Visual records that stay on display to support independent work.
- Reducing background noise and distractions.
- Key words/vocabulary emphasised when speaking and displayed clearly.
- Use of classroom learning aids (eg, subject specific word mats, word lists, writing frames, number lines, Dienes apparatus, Numicon, ICT, etc)
- Range of multi-sensory approaches used to support spoken language e.g. symbols, pictures, concrete apparatus, artefacts, role-play



Small group work such as:

- English / Maths intervention
- Social skills groups
- Motor skills groups
- Emotional Literacy support groups (managing emotions, self-esteem, friendships, anxiety and bereavement)
- Support from an adult

Sometimes we access support from other people outside of school, these might include:

- Multi-agency support team (MAST)
- Communication Interaction Team (CIT)
- Sensory Impairment Team
- Educational Psychologist
- School Nurse
- Child and Adolescent Mental Health Service (CAMHS)
- NHS Speech and Language Team

	More information about the Local Authority's Local Offer for children and young people with SEN and their families as well as the above services can be found here: Devon Local Offer. Information about Devon's Inclusive Local Offer (Ordinarily Available Inclusive Provision) can be found here: Ordinarily Available Inclusive Provision
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How do we evaluate the effectiveness of SEN Provision?

	• Reviewing pupils' individual progress towards their targets outlined on their learning plans. • Gaining the voice of the child when creating or reviewing a learning plan. • Gaining the voice of the parent/carers when creating or reviewing a learning plan. • Regularly reviewing the impact of interventions using provision mapping software. • SENCO and the Senior Leadership Team monitor through learning walks, pupil voice, book/planning scrutiny and data analysis of school, local and national trends. • Holding annual reviews for children with an EHCP.
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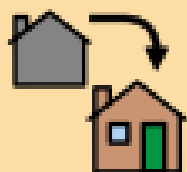
How are the adults in school helped to work with children with SEN?

	• The SENCo is a qualified teacher who has the skills and experience to work with and support staff and children with SEN. • Across the Trust, the SENCos meet termly to ensure best and consistent practice. • The SENCo regularly attends Local Authority meetings to network and share good practice with other SENCos. • Termly meetings between SENCo and Educational Psychologists (Planning and Review Meetings). • Staff training takes place regularly to help all staff understand and teach children with SEN. • Individual teachers and support staff attend training courses run by outside agencies. • The Behaviour and Relationships policy takes a therapeutic, needs-based approach, including support for SEN. All staff are trained in this approach. Staff training over the last year has included SEMH support, Ordinarily Available Inclusive provision and Target setting,
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What happens when my child moves from class to class or to another school?

Nursery to Foundation

- Tours for new starters.
- Opportunities for children to spend time within the setting to meet staff.
- Additional visits may be arranged to reassure more anxious children.
- Meetings with parents and any relevant professionals.
- Enhanced transition for children.
- Transition Booklets.
- Additional support signposted through the newsletter and Padlet.



In school transitions

- Sessions for children to meet their new teacher.
- Informal activities designed to create opportunities to build relationships with staff.
- Consultation with parents and teachers regarding transition support.
- Class teachers meet to pass on information about pupils' individual needs.
- Transition Booklets.

Year 6 – 7 transitions

- Secondary open days.
- Enhanced transition sessions for children requiring additional support.
- Transition meetings between SEN leads in both settings and parents/carers.
- Additional support signposted through the newsletter and Padlet.

How accessible is the school for my child with SEN?



The school's accessibility plan can be found on the school website here:
[Accessibility Plan](#)

In school, how are children with SEND enabled to engage in activities with children who do not have SEND?



All staff work to include every child in all curriculum areas and activities beyond the classroom. If safety or access is a concern, extra measures are planned to meet needs. Parents are involved where appropriate, and full risk assessments are completed before trips to ensure inclusion and safety.

Who can I contact for advice and support?



Woodlands Park School Website

<https://www.woodlandspark.devon.sch.uk/>

Woodlands Park's [Padlet](#) can be found on the website and has lots of useful information about support.

DIAS offer an impartial and confidential service, their aim is to empower parents and carers to help them feel confident making informed decisions about their child's education <https://devonias.org.uk/>

Where can I find further information about the school's approach to pupils with SEN?



Full details can be found in the school's SEND Policy, which is available on the school website.

[SEND Policy](#)

If I am not happy with the support my child is getting, what can I do?



- Talk to your child's teacher.
- Ask to meet with the SENCO.
- Ask to meet with the Head Teacher
- The school complaints policy can also be found on this link.

[Complaints Policy](#)

Acknowledgments



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Hemingway
Editor

Readability ⓘ
Grade 8
Good.