

SEN Information Report – Woodridge Primary School

Woodridge Primary School is an inclusive mainstream school and all pupils have access to a broad and balanced curriculum.

SEND Code of Practice (2015)

6.15 ‘ 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.’

What kinds of special educational need (SEN) are provided for?

At Woodridge Primary School, we support pupils with a variety of needs. The four ‘broad areas of need’ are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and /or physical needs

How do we identify pupils with SEN and assess their needs?

The identification of SEN is part of the school’s approach to monitoring the progress and development of all pupils and we look to identify pupils making less than expected progress given their age and individual circumstances. We understand that a child may have SEN at different times in their school life and recognise the benefits of early identification. We may identify a pupil’s needs through observations or assessments and through discussions with both them and their family. Sometimes, children themselves, their family or external agencies may raise concerns about their development or progress. Further assessments may then be carried out, specific to the area of need.

How do we work with parents/carers of children with SEN and involve them in their education?

We will meet with parents/carers to discuss and review concerns, strategies for use at school and home and possible interventions. Where ‘different from or additional to’ provision is made, this will be recorded on the school’s SEN provision map. We might also discuss making referrals to external agencies, made after consultation with parents/carers. Information about SENDIASS, (the local authority’s SEN and Disability Information, Advice and Support Service), is also shared with parents/carers.

Children with SEN will have a SEN Support Plan, which is shared with parents/carers and reviewed termly.

Children with an Education, Health and Care plan (EHCP) will have an annual review meeting, in addition to termly meetings.

How do we consult pupils with SEN and involve them in their education?

As with all pupils, pupils with SEN are aware of their next steps and are involved in discussing strategies to achieve their targets.

Some children work with staff to create a one-page profile, sharing their strengths and how they want to be supported and these are shared with parents/carers. Pupils in intervention groups are asked to discuss the effectiveness of interventions and identify what they have learnt.

Children with an EHCP will be involved in their annual review meeting.

How do we assess and review pupils' progress?

If a pupil has SEN, we will provide support that is 'different from or additional to' the differentiated approaches normally available through high quality teaching. This support will be in line with the graduated approach in the SEND Code of Practice; a four-part cycle: Assess, Plan, Do, Review.

All classes have termly Pupil Progress Meetings, where the class teacher, head, deputy-head and SENCO meet to review progress and attainment.

How do we support pupils moving between phases of education and preparation for adult life?

Planning for transitions, both within the school and between schools, generally takes place in the Summer Term. Arrangements for transition for children with SEN from EYFS to KS1 and KS1 to KS2 will be planned according to the child's needs. Planning for transition may include pupils, parents/carers, staff and advisory teachers meeting with staff from other schools. To support transition, information is shared with the new school in line with GDPR.

What is the approach to teaching pupils with SEN and how are adaptations made to enable them to engage in activities with children who do not have SEN?

Teachers are responsible for the progress and development of all pupils in their class. They have high expectations for all pupils, including those with SEN and high quality teaching means that lessons are differentiated to address areas of difficulty and remove barriers to achievement. Adaptations may include, but are not limited to:

- Visual aids e.g. concept mats and cue cards
- Organisational supports e.g. task planners and templates
- Alternative methods of recording work e.g. laptops and i-pads
- Adapted text e.g. modified font and coloured overlays
- Classroom organisation e.g. seating plans and individual workstations
- Sensory support e.g. wobble-cushions and movement breaks
- Pre-teaching of key concepts or vocabulary

Additional support or interventions will target a child's area of difficulty as part of the graduated approach and adjustments are made to enable children with SEN to access the curriculum. Interventions may include, but are not limited to:

- Phonics support, reading and comprehension interventions

- Maths interventions
- Speech and language-based interventions
- Self-esteem and social skills interventions
- Sensory Circuits - a series of alerting, organising and calming activities that energise and then settle children to help prepare for learning.
- Fine and gross motor skills interventions

All children have equal opportunity to attend school trips, including residential programmes.

What expertise and training do staff have to support children with SEN and how is specialist expertise secured?

The school provides training and support to enable all staff to provide high quality teaching for all children. This includes whole school training on SEN issues, such as Autism Spectrum and Speech and Language difficulties and individual staff attend training courses run by Barnet Partnership for School Improvement (BPSI). Staff supporting specific children are also supported by professionals from outside agencies.

Evaluating the effectiveness of the provision made for children and young people with SEN

An annual whole school provision map illustrates all the provision that the school makes that is 'different from or additional to' that normally available through the curriculum. The provision map is used to monitor the range and levels of interventions and enables the school to identify particular patterns of need. Interventions are monitored weekly to ensure they are effective at matching the need of the child/ren involved. If progress is less than expected, interventions might be modified or an alternative intervention considered. When a pupil fails to make progress, despite high quality interventions, we may meet with parents to discuss requesting advice and support from external agencies.

Children with an EHCP will have an annual review meeting, in addition to termly meetings, and these will consider the views of the child, their parent / carer, and all other professionals involved with the child.

How do we support children's emotional and social development?

All classes follow a Personal, Social, Health and Emotional Education (PSHE) curriculum. For children who require further support, we offer 1-1 solution-focused time and a number of self-esteem, social skills and Lego Therapy groups. In some cases, we meet with parents to consider requesting advice and support from external agencies or referring a child to Barnet Integrated Clinical Services (BICS) or Child and Adolescent Mental Health Service (CAMHS). All children in KS1 and KS2 are asked to nominate an adult to help them if they have a problem.

Which outside agencies does the school work with to meet the needs of children with SEN and their families?

We access a wide range of services provided by Barnet as part of the Local Offer. These include:

- Specialist advisory teachers for visual impairment, hearing impairment, physical difficulties and autism
- Educational psychologists
- Speech and language therapists
- Health professionals such as: school nurse, physiotherapists and occupational therapists.
- Barnet Integrated Clinical Services (BICS)
- Child and Adolescent Mental Health Service (CAMHS).
- Social Care
- CAF team
- Barnet Young Carers
- Barnet Targeted Youth

[Link to Barnet's Local Offer](#)

How do we include and support children with disabilities?

Some children have a disability or medical condition that impacts on their ability to access education but does not constitute a special educational need. We recognise and value parents' knowledge of their child's disability and its effects on their ability to access education. In line with the Equality Act (2010), we are required to make reasonable adjustments for all pupils, parents and staff with disabilities. We are committed to creating full access to the curriculum, environment and information in a way that supports, values and includes all members of our community. This may require physical changes to the environment, changes to the provision within class, or adjustments to help children access learning. (Please see the school's Accessibility Plan for details). Where appropriate, we access Barnet's Specialist Team, advisory teachers who support pupils with visual impairment, hearing impairment, physical needs and autism.

The school's designated teacher for looked-after and previously looked-after children is Sasha Sperber.

Should parents or pupils be dissatisfied with the support provided they should discuss their concerns directly with the SENCO and / or Headteacher. If this does not resolve the issue, they may make a formal complaint via the school's complaints procedure. [Link to Complaints Policy and Procedure](#)

Co-headteachers: Mr Colin Dowland & Miss Laura Monro
Special Educational Needs Co-ordinator (SENCO): Mrs Sasha Sperber
SEND Link Governor-**Stuart Leigh**

March 2026