Woodley Primary School

SEND Information Report 2026-2027

As part of the Children and Families Bill (2014) schools are required to publish a document setting out the services they offer for children and young people with special educational needs and/or disabilities. This forms part of Stockport's Local Offer.

We welcome any questions or comments you may have that will contribute to this document and to our provision for children with needs.

A Definition of Special Educational Needs and Disability (SEND)

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

How does the school support a child with SEND?

Woodley Primary is an inclusive school and we believe that every child should be involved in all areas of the curriculum. Our teachers know all our children very well and are used to supporting children with many different needs. We cater for children with additional needs in:

- Cognition and Learning (including those children who struggle with early application of reading, writing and maths skills)
- Communication and Interaction (including those children with a diagnosis of Autism)
- Social, Emotional and Mental Health needs (including those with a diagnosis of Attention Deficit and Hyperactive Disorder (ADHD))
- Physical and/or Sensory needs.

We will adapt our plans and activities to suit all children and work with parent/carers to ensure all our children feel included. Our staff undergo continuous professional development to support children with SEND. Teachers and LSAs receive regular training on, for example, Autism, speech and language strategies, trauma-informed practice, and medical needs delivered by internal leads and external specialists.

How are decisions made for the type and level of support my child will need?

At Woodley we have a graduated response which begins with quality first teaching for all our children. There is a four-tiered approach to support:

- **Universal:** Quality classroom teaching adapted for all learners.
- **Targeted:** Classroom-based strategies and targeted group support.
- **Targeted Plus:** Small group or 1:1 interventions.
- **Specialist:** Support directed by the SENCO and external specialists.

Our teachers are adept at making plans within a lesson to support all their children. If a teacher or parent continues to have concerns about a child's limited progress then additional strategies will be put in place in the classroom. For some children, small group booster support or additional 1:1 intervention may also be required. If concerns persist then the class teacher will refer to the school Special Educational Needs Co-ordinator (SENCO) who may refer to other professionals for further advice.

What provision does the school make to include all children regardless of their needs?

We adapt the physical and learning environment to meet each child's individual needs - for example, creating personal learning spaces or modifying resources. There may be a time when children need small group time or 1:1 to support their progress. In our school we have trained Learning Support Assistants (LSAs) who carry out interventions for maths, writing, reading and speech and language as well as giving emotional support to children – we believe your child must be happy in order for them to learn. We regularly monitor the effectiveness of our provision using, for example, learning walks, outcome tracking against intervention and internal/external audits. For a small number of children they may have more complex needs, which may need to be formalised in an Education, Health and Care (EHC) plan directed by the Local Authority.

How will the curriculum be matched to my child's needs?

We ensure that our children at Woodley have access to all areas of the curriculum. Our lessons are adapted to ensure that children can access the learning environment, in a way most appropriate to them. Our teachers plan so that each child has the opportunity to develop as an independent learner. We can also adapt resources and homework to suit different needs. This can be done in different ways e.g. accessing a story in a different way; recording information through the use of technology.

How does the school measure the progress of children with SEND?

We track the progress of all our children carefully through our progress meetings and we keep parents updated throughout the year. In addition, we hold SEND Review meetings for the class teacher and SENCO to liaise. Any intervention that takes place outside the classroom also follows a robust system of baseline assessment and regular monitoring. Class teachers also follow the Assess-Plan-Do-Review cycle to support children with additional needs. The Individual Support Plan (ISP) shows what steps we are taking to support your child and progress is monitored regularly.

How does the school work with parents/carers and children to support learning?

At Woodley we know that working with children is a team effort. We have an open-door policy and we welcome discussions with our parents and carers. All our parents are given termly information about their child's progress through parents' evenings and reports. Through discussions with the children, we also gather the children's feelings about their progress and if anything else might help them. We also use this as an opportunity to celebrate their achievements with the child. For any child with additional needs, the Individual Support Plan (ISP) will also be reviewed termly with parents and carers. This gives everyone involved the opportunity to discuss the effectiveness of the plan and make changes where necessary.

What support is there for behaviour, avoiding exclusions and increasing attendance?

We pride ourselves on the behaviour at Woodley. We have a nurturing ethos which forms the basis of our restorative approach. We are a Restorative School and this feeds into our Behaviour Policy and our Anti-bullying Policy (which can be found on our website). We encourage children to take responsibility for their actions, to understand the consequences and to put things right. We also start each day as a new day so that children know they can move on. For children who have particular difficulties we prepare step by step plans to help them build the relationship skills that they need to make the right choices independently.

We carry out few exclusions at Woodley as we believe that only through regular attendance can we support change.

How does the school support a child moving between phases of education?

We also have special systems in place to support transition in to school, from year group to year group and transition to secondary. Before children start at Woodley, parents have the opportunity to speak 1:1 with the class teacher. We recognise that parents know their children best and their feelings about their child are important to us. As children move through the school, teachers ensure that information is passed on to the next teacher and transition meetings are arranged for all children. We work closely with our local secondary schools to support transition. Additional visits are put in place for some children, including those identified with SEND. When children transfer to a new school we ensure that all our records are passed on and we meet with new staff to make them aware of any children with SEND.

Accessibility & Admissions

Woodley Primary School is committed to providing an accessible environment for all pupils. Our site includes wheelchair access, accessible toilet facilities and quiet sensory spaces. Disabled pupils are admitted under the standard admissions policy with reasonable adjustments made prior to starting. For further details, please see our Accessibility Plan found here.

Who is there to help me and my child?

The class teacher should always be a parent's first port of call, if they are concerned about their child's progress.

Other key staff are available to meet on request:

Mrs Lucy Hibbert, Deputy Headteacher and Special Educational Needs Coordinator.

Mrs Rhiannon Bray, SEND Officer

Miss Claire Christy, Pastoral Officer

Mr Pete Langridge, Headteacher

All can be contacted via the school office (Tel: 0161 430 6609)

Please note: For a child with SEND who is also looked after by the local authority, they will be supported in the same way as all other children at Woodley with additional close liaison with the social worker and carer.

The Governing Body plays an active role in monitoring SEND provision. Our designated SEND Governor is Mrs Kate Gummett who meets regularly with the SENCO to review provision and outcomes.

If concerns persist, please see our Complaints Procedure policy on our website.

Are there a range of services with which the school can liaise?

There are a number of agencies who work regularly with Woodley. We call on these agencies when a need has been identified. These include, but are not limited to,:

Inclusion Team to support learning and behaviour
Educational Psychologist (E.P.)
Speech and Language Therapist (SALT)
Physiotherapy
School Nurse
Occupational Therapy (O.T.)
Hearing and Vision Service
Primary Jigsaw
Sensory Support Services
Family Help Coordinator
Social Services

These agencies work in different ways at different times depending on the needs of the child – this may involve staff training, meeting with teachers/parents or working directly with a child.

For more information and contact details parents may wish to access Stockport's Local Offer for SEND children: SEND Local Offer - Stockport Council

Stockport SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service) offers free, confidential and impartial support to parents, carers and young people aged 0-25 with, or who may have, SEND. More information can be found here.