



Woodham Burn Primary



SEND INFORMATION REPORT For Parents and Carers



Creation Date: July 2025
To be reviewed annually.

Foreword

Special Educational Needs and / or a Disability (SEND) can affect many children throughout their school career and beyond. Whilst disabilities generally affect children long term, not all SEN difficulties should be seen as 'Life Long'. SEND is seen by our school as the child requiring provision that is additional to, or different from the rest of the class. For example, they may have additional needs due to autism spectrum disorder, coordination problems, number understanding, significant sight problems – the list is endless and every child is unique. As such, a carefully planned approach is needed, often additional to high quality class teaching in order for these children to achieve as well as they can.

Our school and Trust has a variety of key policies which directly impact upon our provision for children with SEND, which are all available as part of our school and Trust websites. Some examples are:

- SEND and Inclusion Policy
- Admission Arrangements
- Accessibility Plan
- Equality Objectives

Our Trust Mission and Guiding Principles

All schools within Lingfield Education Trust are bound by a common sense of duty and aspiration for all of our children. This is driven by our common mission – and what we want to be remembered for as a family of schools:

Our SEND Mission... what do we want to be remembered for?

The Trust had inclusion at its heart. It ensured that every child was seen, valued and included. All pupils thrived, and went on to succeed in a fulfilling and meaningful life.

In order to achieve our mission, we believe in the following principles in order to achieve our mission:



What about..?

Below are some commonly asked questions about our school's offer for children with an additional need. We hope that you find the information useful. If you do not find the information that you need, please get in touch!

What is a 'SENCO', who is it and how do I contact them?

A SENCO (Special Educational Needs Coordinator) is a teacher who is responsible for coordinating support for children with special educational needs (SEN) in school. The SENCO works with staff, parents, and external professionals to ensure that pupils with additional needs receive the right support to help them achieve their full potential.

At our school, the SENCO is Mrs Anderson.

If you have any questions or concerns regarding SEND provision, support plans, or your child's individual needs, please contact her via the school office and mark your email FAO Mrs Anderson.

Email: wb-admin@lingfieldtrust.org.uk

What kinds of SEN are provided for at our school?

Our school supports children with a wide range of Special Educational Needs (SEN). We provide support for pupils with needs in the following four broad areas:

- Communication and Interaction – including children with speech, language and communication needs (SLCN) and those with Autism Spectrum Disorder (ASD).
- Cognition and Learning – including moderate learning difficulties (MLD), severe learning difficulties (SLD), and specific learning difficulties (SpLD) such as dyslexia.
- Social, Emotional and Mental Health (SEMH) – including difficulties such as anxiety, emotional regulation needs, or attention deficit hyperactivity disorder (ADHD).
- Sensory and/or Physical Needs – including visual or hearing impairments, or physical disabilities.

How do we identify children who may have SEND and assess their needs?

At our school, we take a proactive approach to identifying and supporting pupils with Special Educational Needs and Disabilities (SEND). We follow a graduated response in line with the SEND Code of Practice.

Identification

Children may be identified as having SEND through:

- Ongoing teacher observations and assessments
- Discussions with parents/carers
- Concerns raised by school staff or external professionals
- Pupil progress data showing that a child is not making expected progress despite high-quality teaching

Assessment and Support Tools

Once a potential need is identified, we use the following tools and processes:

- Short Notes – These are used as an initial record of concern when a pupil is beginning to show signs of needing additional support. It includes observations, initial strategies tried, and any input from parents or carers.
- SEN Plans – If a pupil requires more targeted and sustained support, an SEN Plan is created. This details specific targets, support strategies, and outcomes. SEN Plans are reviewed regularly with parents (termly), the class teacher, and the SENCO to monitor progress and adjust support as needed.

Throughout this process, we work closely with families and, when appropriate, external specialists such as educational psychologists, speech and language therapists, and health professionals to ensure an accurate understanding of each child's needs.

How do we consult with parents of children with SEN and involve them in their child's education?

We believe that strong partnerships with parents and carers are essential to ensuring the best outcomes for children with Special Educational Needs (SEN). We are committed to working collaboratively with families and involving them in every stage of their child's educational journey.

Here's how we involve and consult with parents:

- Termly SEN Reviews – These meetings take place once a term and involve the class teacher, and parents/carers. During the review, we discuss the child's progress towards their SEN Plan targets, celebrate successes, and agree on next steps. Parents are encouraged to share their views, concerns, and aspirations for their child. Their voice is recorded and included as part of the review process.
- Parent Voice in Referrals – When the school requests support from external professionals (such as an Educational Psychologist, Speech and Language Therapist, or Occupational Therapist), we gather the parent/carer's views to support the referral. This ensures a full picture of the child's needs is communicated and considered.
- Open Communication – Parents are welcome to contact their child's class teacher or the SENCO at any time to discuss concerns. This contact can be made via the school office.

By working together, we aim to create a consistent and supportive environment both at home and in school that enables every child with SEND to thrive.

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

At our school, we believe that it is essential to involve children with Special Educational Needs (SEN) in decisions about their education and to listen to their voices. We want to ensure that children feel empowered, understood, and supported in their learning journey.

Here's how we consult with children and involve them in their education:

- Pupil Voice – We regularly gather the views of children with SEN through one-to-one conversations, group discussions, activities, aspects of school they particularly enjoy and feel good at. This allows us to understand what they enjoy, what their strengths are, and how they feel about their learning and support. We encourage children to think about their future goals and aspirations, whether academic, social, or personal. These aspirations are discussed during reviews and included in their SEN Plan. This ensures that the support provided aligns with their hopes and helps them work towards achieving them.
- Involvement in SEN Plans – Where appropriate, children are involved in setting their own targets and reviewing their progress.

How do we assess and review children's progress?

We regularly assess and review the progress of all pupils, including those with Special Educational Needs (SEN), to ensure they are making meaningful progress and receiving the right level of support. This is done through a combination of academic assessment, individual target-setting, and close collaboration with parents and the children themselves.

What additional support for learning is available to children with special educational needs?

At our school, we offer a wide range of targeted support and interventions to help children with Special Educational Needs (SEN) access the curriculum, develop key skills, and thrive in school. Support is tailored to each child's individual needs and may take place in small groups or one-to-one, depending on what is most appropriate. This includes academic interventions, therapy based interventions and emotional wellbeing interventions.

How do we support children moving between phases of education and in preparing for adulthood?

Transition is a key issue for a school with a proportion of service pupils. This is an added layer of transition which most schools do not have to prioritise. We aim to foster an ethos which tangibly welcomes children to Woodham Burn. On day one, we want children to know that this is their school – and it belongs as much to them as anyone else in the building. We will ensure children know the names of the key staff that they will be working with. Of course, we aim for all adults to be open and approachable for all children – but this system ensures that children have a point of contact who knows that they are 'keeping an eye and a hand on the back' of new children. Transition between classes will be child led. Annually, we will ask children what they want and need from transition days and experiences. It will be requirement that throughout transition days, that teachers capture learning so that displays can be created ready for September – so that classrooms feel like they belong to the children from day one. Effective transition between settings, particularly for pupils with SEND is vital – therefore we will always make every effort to visit or contact the child's prior school to ascertain what works well – and what the priorities should be for day 1 and beyond. We support the transition from Year 6 to Year 7 by starting early planning with the secondary school SENCO, sharing key information about the child's needs and strengths. Transition meetings with parents, staff, and the child are held to discuss support strategies, and pupils are given opportunities to visit the secondary school to familiarise themselves with the new environment. Where needed, additional support such as social stories or visual timetables is provided to ease any anxieties and ensure a smooth transition into secondary education.

What is our approach to teaching children with SEN?

Our approach to teaching children with SEN is rooted in Quality First Teaching, where all pupils receive high-quality, inclusive teaching that meets their needs. Through the Lingfield Teaching Compass, we embed a 'SEND from the Start' approach, ensuring that our core offer caters to the diverse needs of all learners. This approach focuses on adaption, personalised learning, and inclusive strategies to support as many children as possible. For those who require additional support beyond this, targeted interventions and individualised plans are put in place to provide the extra help needed to help them thrive.

What adaptations are made to the curriculum and the learning environment of children with SEN?

At our school, we make several adaptations to both the curriculum and the learning environment to ensure that children with SEN can fully access learning and achieve their potential.

The Lingfield Trust Curriculum for All document guides our approach, ensuring that our curriculum is flexible and inclusive, catering to the needs of all children. This document outlines strategies for adaptive teaching, including adjustments to lesson content, delivery, and resources, to meet the individual needs of children with SEN.

In the learning environment, we provide visual aids, sensory spaces, and accessible resources to support diverse needs. Additionally, we make adjustments such as extra time for tasks, use of technology, or alternative communication methods where required. These adaptations help to create an inclusive environment where every child can participate and succeed in their learning.

How are equipment and facilities to support children special educational need secured?

Equipment and facilities to support children with SEN are secured through careful assessment of individual needs and in collaboration with external professionals, where necessary. The school works closely with the SENCO and teaching staff to identify appropriate resources, such as assistive technology, sensory tools, or specialised furniture, and ensures these are available in classrooms. Regular reviews ensure that resources continue to meet the evolving needs of the children.

What expertise and training do staff have in order to support children with SEN?

Our staff receive ongoing professional development to ensure they have the expertise to support children with a wide range of SEN. This includes autism training, PDA (Pathological Demand Avoidance) training, and specific training in supporting physical disabilities in partnership with Occupational Therapy (OT) and Physiotherapy. Staff are also trained in a range of specific medical needs. Regular training ensures that staff are equipped to meet the diverse needs of our pupils and provide the best possible support in the classroom.

How is specialist expertise, such as educational psychology, secured?

We work closely with Durham County Council to secure specialist expertise, including access to educational psychology services. In addition to this, we can also consult with an independent Educational Psychologist for advice and support when needed.

How do we evaluate the effectiveness of our provision made for children with SEN?

We evaluate the effectiveness of our SEN provision through a range of methods, including regular learning walks, where we observe teaching and support in action. We also gather pupil voice to understand how students feel about the support they receive. Assessment data is carefully

reviewed and disseminated to track progress, and book scrutinise are conducted to ensure that work reflects the appropriate level of support and challenge for students with SEN. These processes help us continuously review and improve the provision we offer.

How are children with SEN enabled to engage in activities with children in the school who do not have SEN, Including physical activities?

'Mighty Oaks From Little Acorns Grow' is our school motto – and this rings true in all that we do. We do our best to ensure that all children can access all things as best as we can; we do not see SEND as a barrier to accessing the full curriculum. For example, if a child had a physical disability, they can always be incorporated in to a PE lesson with adaptation and effort; we make that effort. We are prepared to seek advice, resources, equipment and training when needed in order to provide quality learning experiences for our children

What support is available for improving emotional and social development?

Supporting children with their emotional and social development is vital in order to secure a settled and happy time at school. As such, we work closely with our School Psychologist to provide bespoke support when it is required – from 1:1 counselling, to group play therapies and staff training. Our school inclusive ethos ensures that all staff take ownership of all of our children; reaching out to others for support when we need it.

Pastoral care is an area of school planning which we take seriously – and recognise that it may potentially be a key requirement of many of our families. Our Headteacher is available to address pastoral and welfare issues – either personally, or through delegation. As a team, we will continually review what support our children require and adapt our staffing structure as appropriate – and utilising the Pupil Premium Grant to support this work.

How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's needs and supporting their families?

The school involves a range of external bodies to support children's needs and their families. We collaborate with health and social care professionals, such as speech and language therapists, occupational therapists, and mental health practitioners, to provide targeted support. We also work closely with local authority support services, including educational psychologists and special educational needs teachers, to ensure comprehensive and coordinated care. This multi-agency approach ensures that both the child's educational and personal needs are fully supported.

How do we support children who are looked after by the local authority and have SEN?

Children who are Looked After by the Local Authority and have SEN are closely monitored and supported throughout their time at our school. The Headteacher and SENCO regularly review their provision, progress, and outcomes to ensure the best support is in place. Supporting families is a key part of this process, with all staff involved in providing high-quality care and support. The Deputy Headteacher works closely with Social Services and attends Looked After Reviews, often

visiting foster homes or families, to ensure that these vulnerable children are both happy and making good progress.

What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?

In the first instance, if you feel that our offer or approach hasn't been quite right for your child, we would always encourage you to speak to us! We want to get it right, and work with you to do so. Often, our SENCO is the best first port of call, but your child's class teacher – or any leaders in school will be happy to meet with you to hear your concerns. Simply contact the school office to arrange an appointment. If after speaking with us you still have concerns, or wish to make a formal complaint, our Trust complaints policy can be found here:

<https://lingfieldeducationtrust.com/governance-policy/trust-policies/>

What is the Local Authority 'Local Offer' and how do I find it?

From September 2014, the Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). As part of this commitment, all schools are asked to detail their approach, resources and provision for children who may have an additional SEND need. This is known as the 'Local Offer'. Further information about the Local Authority's Local Offer can be found at the link located within our school 'Local Offer' page – look for the Families Information Service logo, or by going to [Welcome to Durham's Local Offer - Durham County Council](#)

Are there any support services for the parents of pupils with special educational needs?

SENDIAS, Daisy Chain, The National Autistic Society (NAS), SENse Support, Growing Healthy Team.

Many more can be found here: [Welcome to Durham's Local Offer - Durham County Council](#)