

Woodlands SEND Information Report 2025/26

The SEND Information Report is updated annually to reflect changes and plans within the school. The report states the provision within Woodlands Primary School over the previous academic year.

Admissions and Transition Procedures

Woodlands Primary School and Nursery follows the admissions procedures set out by the Local Authority. Pupils may be admitted at any point during the academic year, subject to the availability of places within the requested year group.

To ensure a smooth and well-supported transition for all pupils, particularly those with Special Educational Needs and Disabilities (SEND), the following procedures are in place:

- Initial Consultation: Prior to admission, the Special Educational Needs Co-ordinator (SENCo), often alongside the Head Teacher, met with the pupil and their parents/carers to discuss individual needs and identify appropriate support strategies.
- Information Sharing: The school contacted previous educational settings to obtain relevant documentation, attainment data, and contextual information. For pupils entering Reception, information was also gathered from local nurseries to support continuity of provision.
- SEND Transitions: For pupils with SEND joining Reception in September 2025 or expected to start in September 2026, the school liaised with Early Years providers to ensure a consistent and informed approach to transition planning. This included children transferring from both local and out-of-area settings, including those from our own nursery provision.
- Remote Communication: Where geographical distance limited face-to-face contact—such as pupils relocating from London—communication with previous schools was conducted via telephone and/or email, to facilitate timely information exchange.
- Home Visits: For all new starters in Nursery and Reception, home visits were conducted by the Nursery Teacher, EYFS Manager, Early Help Officer (/EWO), and the SENCo (where additional needs were identified). These visits supported relationship-building with families and enable early identification of support requirements.

These procedures are designed to ensure that every child joining Woodlands Primary School and Nursery is welcomed into a nurturing and inclusive environment, with the necessary support in place to enable a successful start to their educational journey.



Special Educational Needs and Disabilities (SEND) Provision

At Woodlands Primary School and Nursery, we are proud to offer an inclusive and nurturing environment where every child is supported to thrive. We recognise that children may have a wide range of special educational needs and/or disabilities, and during the academic year 2025-2026, continued to tailor our provision to meet those individual needs with care, expertise, and compassion.

Types of Needs We Support

Over the past academic year, we have supported pupils with a variety of diagnosed conditions and emerging traits, including:



Neurodiversity & Learning Differences

- Autistic Spectrum Disorder (ASD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Dyslexia, Dyscalculia, Dyspraxia
- Tourette's Syndrome
- Complex cognitive learning needs
- Foetal Alcohol Syndrome Disorder (FASD)
- Global Developmental Delay
- Chromosome deletion syndromes



Communication & Interaction

- Pre-verbal autism
- Developmental Language Disorder
- Delays in expressive and/or receptive language
- Speech pronunciation difficulties
- Selective/situational mutism
- Attachment difficulties and trauma-related needs

Sensory & Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Cerebral Palsy
- Maers Irlen Syndrome
- Occupational Therapy (OT) needs

Medical & Health Conditions

- Epilepsy
- Chromosome deletion syndromes
- Significant medical needs such as Sickle Cell, kidney disease, Juvenile Arthritis.

Social, Emotional & Mental Health (SEMH)

- Attachment-related difficulties
- Trauma-related difficulties
- Emotional dysregulation difficulties
- Emotion-based barriers to education
- Bereavement

Additional Vulnerabilities

Newly arrived refugee pupils from a range of countries, have required academic and pastoral support to aid integration and wellbeing.

Our Approach

Woodlands adopts a graduated approach to SEND provision, ensuring that interventions are tailored, evidence-informed, and regularly reviewed. Our inclusive ethos is underpinned by collaboration with families, external professionals, and previous educational settings to ensure continuity of care and support.

Every child matters, at Woodlands, and we are committed to helping each one flourish—academically, socially, and emotionally.

Provision for Pupils at Woodlands and Its Evaluation

At Woodlands Primary School and Nursery, we are committed to providing a responsive and inclusive learning environment that meets the diverse needs of all pupils. Our provision for pupils with Special Educational Needs and Disabilities (SEND) is delivered through a multi-layered approach, designed to remove barriers and promote meaningful access to the curriculum.

Provision for pupils with SEND has been implemented in a variety of ways, with a strong emphasis on:

Quality First Teaching (QFT)

High-quality, inclusive classroom practice forms the foundation of our SEND provision. Teachers have adapted learning opportunities to address individual barriers, enabling pupils to access a broad and balanced curriculum. This includes:

- Differentiated instruction and resources
- Use of visual, auditory, and kinaesthetic strategies
- Scaffolding and targeted questioning
- Flexible grouping and personalised support

‘Shine’ Provision Group (mornings)

Woodlands Primary School and Nursery recognises the importance of providing tailored support for pupils with complex Social, Emotional and Mental Health (SEMH) needs. In response to this, the school has developed the ‘Shine’ SEMH Provision Group—a bespoke, in-house intervention designed to enable selected pupils to access an appropriately pitched curriculum within a nurturing and structured environment.

Shine provision meets the learning and emotional needs of a small group of pupils presenting with significant SEMH challenges. The provision is delivered in a low-arousal, small-group setting, specifically designed to reduce sensory overload and promote emotional regulation. Key features include:

- Highly visual, personalised workstations tailored to individual learning profiles
- A curriculum adapted to meet both academic and therapeutic needs
- Delivery led by a qualified teacher, supported by one ELSA (Emotional Literacy Support Assistant) and a Teaching Assistant (TA)
- A focus on building resilience, self-regulation, and readiness for reintegration into mainstream classes

This high-cost provision has been subject to regular review meetings between the SENCo, Shine teacher and then the wider SLT team. These meetings assess:

- Pupil progress across academic, emotional, and behavioural domains
- Suitability of continued placement within the provision
- Readiness for phased reintegration into cohort classes

Decisions were made collaboratively, with a focus on ensuring the most appropriate and supportive learning pathway for each pupil.

Throughout the academic year, 2025-2026, there has been continuous review of the provision, and changes to the number of pupils attending, including increasing the number of support staff when other pupils have been introduced. All pupils accessing this high-cost provision has been in receipt of additional High Needs Funding, either via an Education Health Care Plan or Inclusive School Funding, reflecting the complexity and intensity of support required.

Pathfinders Nurture-Based Outdoor Learning Provision Group (afternoons)

Woodlands Primary School and Nursery offers a dedicated nurture-based outdoor learning provision designed to support pupils experiencing significant social, emotional, and mental health (SEMH) challenges. This provision forms part of our wider commitment to inclusive education and holistic personal development. The provision was established to meet the Personal Development needs of a targeted group of pupils. It is:

- Planned and led by a qualified teacher, with support from three support staff
- Delivered through an alternative curriculum model, rooted in project-based learning
- Located primarily in the school's outdoor learning area, offering a calming, low-stimulation environment conducive to emotional regulation and engagement. This setting provides a safe and structured space for pupils with unmet attachment and trauma-related needs, as well as those awaiting formal assessment for conditions such as ADHD. It offers both therapeutic and educational benefits, including opportunities for physical activity, sensory exploration, and social interaction.

Jigsaw Provision Group - Specialist EYFS Provision for Pupils with Complex Learning Needs

Woodlands Primary School and Nursery has established a highly specialised Early Years Foundation Stage (EYFS) provision to meet the needs of pupils with complex learning profiles, many of whom are known to the Telford Child Development Centre. A significant number of these pupils have a formal diagnosis of Autism, or are currently undergoing assessment. All pupils attending this provision meet the entry criteria for specialist settings yet benefit from being educated within a mainstream school environment tailored to their individual needs.

This provision is housed within the Inclusion Team corridor, a dedicated space that underwent significant building works in 2023 to create a more appropriate and nurturing learning environment. Originally launched in September 2023 with 6 pupils and 2 staff, the provision has since expanded to accommodate 12 pupils and 5 staff members, reaching full capacity in terms of space, staffing, and complexity of need, within the academic year 2025-2026.

This is a high-cost, high-needs provision, with all pupils in receipt of additional funding, including the majority in receipt of the highest banding of Education, Health and Care Plans (EHCPs) funding available. The provision is specifically designed to support the significant SEND needs of our youngest and most vulnerable learners from EYFS and Key Stage 1. Pupils accessing this provision require specialist approaches and assessment tools that differ from those used in mainstream classrooms, ensuring their developmental, sensory, and communication needs are fully met.

The provision has been highly successful, receiving consistently positive feedback from external professionals and agencies. It has become a model of best practice within the local authority:

- A Complex Needs Provision audit was carried out by a Senior Teacher from The Bridge, in January 2026, to ensure the quality of provision and to offer further guidance and recommendations. This audit was very positive.
- A successful request for Bridge Outreach support for one pupil ensured audit recommendations were supported. This package of support also ensured that all Jigsaw provision support staff had access to further training in specialist approaches.
- The setting has continued to welcome visits from numerous Local Authority SEND Team members, Headteachers, SENCos, Senior Leadership Teams, and outside agencies keen to observe and learn from its approach.
- One pupil will be re-integrating back to their mainstream cohort, due to accelerated progress and significant self-regulation development. Two pupils are scheduled to transition to specialist settings for September 2026 and three new Reception starters will begin their primary school journey within Jigsaw provision group.

Despite reaching capacity, the provision will continue to operate beyond its intended limits due to the continuous intake of pupils with significant and complex needs in September 2026, operating with 4 staff to support 10 complex needs pupils for the upcoming academic year.

Nurture UK Provision Group

For the autumn term of 2025, Woodlands' Inclusion Team developed a nurture-based provision group. This supported 8 pupils and was designed and delivered by our Inclusion Manager and one ELSA. Woodlands' two ELSAs then completed the Nurture UK training and rolled out our first official Nurture Group in spring term 2026. This supported 10 Year 3 pupils and was accommodated in our Eco Lodge, which was rearranged and redesigned to foster a calm and soothing environment. Due to the success of this first term of provision, assessed using Boxall Profiles, Woodlands' SENCo, Inclusion Manager, ELSAs and Year 3 teachers developed a bespoke whole year group version to support our cohort with the highest SEND and pastoral needs. Boxall profile assessments were carried out on every child in the year group, and 3 afternoon sessions of nurture-based lessons were planned across the whole of the summer term. the learning focus included communication, empathy, sharing and turn-taking, accepting other viewpoints, changes and transition. This project work also saw the introduction of 'Sensory Circuits' to the whole of Year 3. The success of this bespoke approach relied on class teachers giving up their personal lunchtime to eat with the class, in 'family tables'. This pilot provision enabled returning Nurture Group pupils to act as 'peer mentors' to others, consolidated the sense of belonging for a whole year group, fostered more positive relationships between pupils and staff, and saw a significant reduction in the calls for support with emotional dysregulation. It is hoped that the longer-term benefits will be greater peer support and more positive communications in a cohort that contains 20 pupils with a diagnosis of Autism and/or ADHD, or on the CAMHS waiting list waiting to be assessed.

Alternative Provisions beyond Woodlands

- 1:1 support, and a 12-week placement at Linden (short-stay) primary assessment place for 4 pupils within the SEMH provision group
- One Key Stage 1 pupil benefitted from dual placements with the local Language Class sited at John Fletcher of Madeley Primary School.
- One pupil has received 1:1 tutoring at home, due to significant medical needs restricting their ability to attend school.
- One pupil has accessed alternative provision via the Crossbar program, for the whole of the spring term, and first half of the summer term.

Further Key Intervention/Provision/Support

- Telford and Wrekin Literacy Pathways intervention, to target phonics gaps and increase reading fluency, was increased from the original delivery to Year 5 pupils, to now being delivered across the whole of Key Stage 2, after the SENCo delivered training to all Key Stage 2 support staff. This is currently the only locally recognised route to gathering evidence for a possible dyslexia diagnosis.
- A long-established and well-developed pastoral team to support the social and emotional needs of some pupils, with a team of pastoral/support assistants deployed to give in-class, 1:1 and group support to some of our more vulnerable learners. The Woodlands Inclusion Team includes 2 ELSAs, 6 Mental Health First Aiders, 7 Designated Safeguarding Leads, an Inclusion Manager and an Early Help Officer, who continue to endeavour to meet the continually escalating social and emotional provision needs of the pupils at Woodlands. To support the well-being of staff, our ELSAs receive termly supervision and training from the Educational Psychology Service. All key provision staff receive termly supervision sessions with our privately commissioned Educational Psychologist.
- Three pupils have received support from the Sensory Inclusion Service for Hearing Impairments. This support monitors accessibility to learning and gives support and guidance to school via weekly visits and annual reports, for individual pupils' difficulties.
- Across the 2025-2026 academic year, five pupils have received additional funding, for support, via the Early Years Inclusion Panel (EYIP), seven pupils have been supported via the Inclusive School Forum (ISF) funding, and twelve more pupils have been issued with an Education Health Care Plan (EHCP).
- There will be six pupils with EHCPs leaving the school in July 2026: four pupils will be moving on to specialist settings, and two moving on to secondary school, for September 2026.
- Our Y6 pupils with SEND will be transferring to 6 different secondary schools across Telford and Wrekin.
- Daily structured intervention programs are delivered. The effectiveness and impact of these interventions are evaluated via a range of methods: entry and exit assessments, pupil voice during SENCo monitoring tasks or on termly IEPs, book monitoring to see transferral of skills, during termly progress meetings held between SENCo and class teachers, etc.

- Personalised record keeping is in place for interventions such as Read Write Inc, Precision Teaching, Number Stacks, Literacy Pathway and EYFS and Key Stage 1 Talk Boost (speech and language programmes). Two further TAs have now received the Key Stage 2 Talk Boost training and so this key language intervention will commence in September 2026.
- There have been 30 BEEU/CAMHS Neuro-Diversity referrals submitted during the academic year 2025-2026, for autism and/or ADHD assessments. All have been accepted and waiting times continue to be lengthy – currently 24+ months, once accepted at the triage stage. SENCo has continued to advise parents/carers speak with their GPs to seek to use the ‘Right to Choose’ pathway for a timelier assessment route.
- ‘Sensory Circuits’ intervention was introduced to our Shine attendees and Year 3 pupils, with the intention to widen this offer to the whole school, from Nursery to Year 6.

The provision of special educational needs has been evaluated through a range of strategies:

- When class teachers and/or parents have raised initial concerns with the SENCo, observations have been carried out.
- The provision for pupils who are part of the Early Help Assessment EHA/EH Support Planning meetings is evaluated during meetings and action points set. Class teachers and the SENCo complete personalised Pen Portraits to contribute to these meetings.
- EHCPs are viewed via the Annual Reviews – involving school, parents, pupils (where appropriate) and any appropriate outside agencies.
- ISF funding and EYIF reviews are completed if there is a continual need to sustain the level of support that meets the criteria.
- Regular review meetings have been held between the SENCo and staff of provision groups to ensure the most effective use of our key SEND provision.
- Outside agency support packages have also been used to assess, evaluate, and guide the provision offer:
 LSAT package: 50 pupils have had LSAT assessments and reports,
 EP package: 23 pupils have had individual support, as well as 26 members of staff, through observations, consultations, reviews, supervision, and teacher training.
 Teacher of the Deaf: 2 hearing aid wearers have had 1:1 assessment, reviews, and reports, to support their inclusion within school, as pupils with a Hearing Impairment. One HI pupil received twice weekly 1:1 support

from the specialist service. A third pupil has had a hearing and language assessment carried out.

- Termly strategic meetings have been held by SLT, which includes the Inclusion Team (SENCo, Inclusion Manager and Head Teacher), to review, evaluate, and plan for provision for the next term and to discuss emerging concerns.
- Inclusion review meetings have assessed which pupils need, and will receive, social and emotional support from our ELSA trained staff, or the BEEU Mental Health Support Team. Termly lists for provision delivery for the next academic year have been planned out, based on social and emotional difficulties reported, from assessing class lists and whole-school auditing of Adverse Childhood Experiences (ACEs).
- Individual observations of pupils have been carried out by the SENCo, to monitor and quality assure additional support, provision, and interventions. This has ensured high expectations and appropriate provision is in place for all pupils with SEND and those being monitored for initial concerns. SENCo/Inclusion observations are also submitted as part of evidence packages, to outside agencies and for requesting additional funding.
- Termly, class teachers review all Individual Education Plan (IEP) targets, pupils review their pupil voice re their personalised learning styles and new IEPs written. These are then shared with parents/carers, with the opportunity to add their parent/carer view.
- The SENCo is part of the Senior Leadership Team (SLT), attending weekly SLT meetings.
- The SENCo submits half-termly reports to the school governing body.

What training do staff have in relation to the needs of pupils at Woodlands?

- Mrs Murray is the Woodlands Lead SENCo and has a PGCE in Vulnerable Learners and Inclusion (NASENCo award). The SENCo also has Autism Education Trust Level 1 – Autism Awareness, 2 – Good Practice and 3 – Autism Lead. SENCo is also a Deputy Designated Safeguarding Lead (DDSL), and Mental Health First Aider (MHFA).
- Mrs Fisher is the Woodlands Inclusion Manager, a DDSL, a MHFA and a trained Learning Mentor.
- Mrs Craven is the Woodlands Early Help Officer/EWO, a DDSL and a MHFA.

- Mrs Thompson is the Shine and Pathfinders Provision Teacher, is Future In Mind Lead and Personal Development Lead in school. She is also completing the NPQ SEND qualification and is also MAPA trained.
- Mrs Padhi is the Jigsaw Provision Lead, with a plethora of specialist training: NASEN 'Golden Key', Early Bird, Rising to the Challenge, Task Baskets, It's Time to Talk/Listen, EYFS Talk Boost, Colourful Semantics, Early Language development workshops from SALT, Makaton SCERTS training from EP service, and much more.
- Two trained Emotional Literacy Support Assistant (ELSAs), Mrs Murdoch and Mrs Fairclough, support the increasing numbers of pupils presenting with Social Emotional and Mental Health (SEMH) difficulties. Both are also MAPA trained. Both ELSAs have also attended Nurture UK training this year, and Mrs Murdoch is also a DDSL.
- Key staff members have attended refresher training for Management of Actual and Potential Aggression (MAPA) – a safe and effective physical intervention to manage the more challenging and aggressive behaviour in a safe and controlled manner.
- Refresher First Aid training, with some attending paediatric first aid training and Epipen training.
- All school staff have completed asthma training.
- All school staff have completed a range of Child Protection training sessions.
- Specific specialist training and support for some Teaching Assistants, from outside agencies, such as Teacher for the Deaf, for those who also support medical needs (hearing aid wearers, receiving cancer treatment) and early language development workshops, delivered by SaLT services, have been attended by the SENCo, EYFS staff and ELKLAN trained staff.
- EYFS staff have had EYFS Talk Boost training and been involved in a Speech and Language Therapy Services project (Enhanced Community Support), throughout the summer term. This enabled every Nursery 2 and Reception child to be Talk Boost screened, ensuring that early intervention to support early speech and language intervention can target gaps within the early years. This project included SALT support for staff, in screening, grouping and delivering the SALT recommended intervention program.
- SENCo and has received Stoke Speaks Out training, to enable the screening and support of early speech and language difficulties. This training has been disseminated within school, to also include the EYFS provision lead.

- Woodlands has 7 fully trained Designated Safeguarding Leads (SENCo, Inclusion Manager, Early Help Officer, Head, 2x Assistant Heads and one ELSA). All DSLs attend DSL network meetings, and complete DSL training, when required, to keep practice updated.
- SENCo has attended all SEND network meetings, delivered by the LA, for updates on local and national strategies and guidance.
- SENCo and EYFS provision lead have attended EYFS SEND network meetings.
- The Inclusion Manager and ELSAs are trained in a range of pastoral programs to support the social and emotional needs of Woodlands pupils: Massage in School Program, Relax Kids, Lego Build to Express, Draw and Talk, Circle of Friends, All About Me, etc.
- Woodlands have BEEU Mental Health Support Team practitioners supporting school. Support has been given from this specially trained team, to deliver 1:1, group, and family packages.
- All EYFS staff, EYFS enhanced provision group staff and both ELSAs have received the Social Communication Emotional Regulation and Transitional Support (SCERTS) training from the EP service.
- Specialist training has been given by the Teacher of the Deaf, to support hearing impaired pupils to attend residential, have delivered a Deaf Awareness assembly and delivered a science lesson around 'Sound'. Further training is booked for Reception staff in September 2026, for a new starter who is a hearing aid wearer. Three staff attended the Hearing Impairment Service conference in September 2025, which included language workshops and key note speakers from the deaf community.
- Woodlands continued into a second year of the Department for Education PINS project, which offered another year of CPD to the wider school staff. This gave opportunities to embed and consolidate our first year of the PINS project involvement, thus enhancing staff awareness and understanding of neurodivergent needs, difficulties, differences and neuro-affirming language.
- Jigsaw provision received a specialist package of outreach support – training around specialist interventions and approaches. This increased provision staff confidence and reassured the quality of provision already in place.

How will equipment and facilities be provided to support pupils at Woodlands?

- General resources to support SEND programs are kept in an electronic shared access point and are universal, available for teachers and TAs, to source as required. Physical resources are stored in a cupboard, for staff to collect and return as and when required.
- Personalised resources allocated to individual pupils include privacy screens, writing slopes, pencil grips, OT-friendly scissors, emotion fans, fidgets, ear defenders, personalised visual timetables, ICT support, specifically recommended resources have been purchased to meet individual needs as required or when recommended in an outside agency report, etc.
- Places in our specialist in-house provision groups are offered after consultation and agreement by SLT. This is then discussed with parents/carers who are welcome to visit the learning environment – parental consent is sought before pupils begin to attend. There is a clear rationale for all provision groups, and a home/school agreement is shared and signed by all stakeholders.
- All classes have established Regulation Stations. These are a quiet space/table within each classroom, where pupils can retreat to and use the strategies and resources available, to self-soothe and self-regulate feelings and emotions. These spaces create an opportunity and a space to calm, reframe and regulate pupils ready for purposeful learning.
- The Rainbow Room has supported the management of pupils who find it particularly difficult to manage their emotions. The Rainbow Room is a safe space for pupils who have become verbally or physically aggressive to peers, staff, or themselves. Once the physical outburst has receded, the pupil will spend time with a member of the wider Inclusion Team, to allow some reframing and rebuilding of rapport before returning to class. The Rainbow Room is recognised by pupils, staff and parents as one of the school safe spaces. This space was refurbished using an Accessibility Grant, during the summer holidays, ready for the start of the 2025-2026 academic year. It now offers a calm, welcoming space with padded walls to ensure pupil safety, the option of coloured low lighting. Pupils are supervised by a staff member, at all times, when using the school safe space.
- After a free trial of a web-based program ‘Lexia’, aimed at supporting pupils displaying dyslexic traits, Woodlands has purchased a 100-pupil license to commence in September 2026. This intervention is research

backed and recognised by the Education Endowment Fund. After an initial assessment session (all ICT based), it offers a personalised intervention to support phonics gaps, language development, and spellings. The trial use showed accelerated progress for some of our most complex needs pupils.

What are the arrangements for consulting Parents/carers of pupils at Woodlands and involving them in the education of their child?

- Inclusion Team members are available during daily early morning and end of day 'meet and greet' duty.
- Parent/carer voice is sought on termly IEPs, outside agency referrals, additional funding requests, EHCNA requests, during Moving Forward Meetings, EHCP annual reviews and regular parent/carer surveys.
- Parent/carer voice is sought for feedback when a pupil has attended one of our provisions or pastoral programs.
- Parent/carer consultation evenings – SENCo and provision teachers are all available for appointments and to join appointment discussions.
- Discussions with class teachers and parental consent for outside agency referrals and assessments, including LSAT, SaLT service, OT service, Ed Psych, etc.
- Meetings can be made with the SENCo and/or members of the Inclusion Team, either requested by parents/carers, or by school staff.
- Joint meetings held between parents/carers, SENCo and Early Help (and EWO) Officer
- Joint meetings held between parents/carers, SENCo and Inclusion Manager
- Educational Psychologist (EP) consultations with parents/carers when working with a pupil.
- Parents/carers receive copies of reports from outside agencies, and these can be discussed with the class teacher and/or SENCo.
- Parents/carers are asked for verbal permission to carry out Lucid Rapid screening for pupils not currently on the SEND register. Copies of Lucid Rapid assessment are sent to parents/carers.
- Meetings with parents/carers to discuss initial concerns with regards to a pupil's lower progress and/or attainment, sometimes with the SENCo present.
- Parents/carers invited to complete EHAs and attend EHA planning meetings. SENCo may also attend or contribute to those meetings which involve a pupil on the SEND register.

- SENCo attends joint 'Moving Forward Meetings' with the parent/carer and LA SEND Officers, to co-produce EHCPs.
- Termly 'Information Surgery' of a range of outside agencies, during autumn and spring Parent/Carer Consultation Evenings, plus the summer school fayre
- Members of the Inclusion Team are available to support parents/carers with completing paperwork, referrals and applications, such as transport, secondary school preferences, and BEEU referrals.
- Parent/Carer Educational Psychologist sessions were delivered during 2025-2026: one focused on Anxiety and the other focused on Emotion Coaching. These sessions were well-received by those who attended and there are plans to continue with this offer across the next year, with a focus on the PACE approach.
- All SLT and Inclusion Team staff are attached to the dojo system for every class, enabling ease access for personal messaging/contact.

What are the arrangements for consulting pupils at Woodlands about, their education?

- Pupil voice on termly IEPs.
- Pupils review their IEPs with their Teacher/TA, where appropriate.
- Pupil views have contributed their pupil voice to additional funding requests.
- Pupil voice is gathered by outside agencies, to contribute towards reports, such as for the Educational Psychologist, the LSAT, etc.
- Pupil views have contributed to annual reviews and pupils attend when appropriate.
- Whole-school pupil voice gathered around Emotional Health and Well-Being and Safeguarding.
- Pupil voice to contribute to Personal Education Plan (PEP) for Children in Care (CiC).
- School Council representatives and Woodlands Safeguarding Team representatives in each class, elected by peers.
- Across school, self-assessment and engagement with 'Marking for Success'.
- Subject leads, including Inclusion Team, gather pupil voice comments to support continuous monitoring and reviewing of programs and interventions.

What are the arrangements made by the governing body for dealing with complaints from Parents/carers /carers of pupils in relation to the provision made at Woodlands?

All school policies, including our complaints policy, are available on request and are accessible on our school website.

How does the governing body involve others – including health, social services, local authority services and voluntary organisations in meeting the needs of pupils at Woodlands and in supporting their families?

The link governor for Inclusion is Dave Jackson. Dave Jackson has many years of experience as a teacher and working with the LA Behavioural Support Team. He actively supports pupils at Woodlands, including those with SEND, by accompanying some residential trips and afternoons spent with our nurture-based provision group.

Outside agencies involved with supporting health, social services, and local authority services used to support pupils' needs this academic year include:

- Speech and Language Therapy Service (SALT)
- Occupational Therapy Service (OT)
- Behavioural Support Advisory Team (BSAT)
- Learning Support Advisory Teacher (LSAT), including Early Years LSAT
- Educational Psychology (privately commissioned EP)
- Sensory Inclusion Service – Teacher of the Deaf, SIS technician and SIS Inclusion Mentor, Teacher of the Visually Impaired
- Fair Access Panel (FAP)
- Early Years Inclusion Panel (EYIP)
- Inclusive School Forum Panel (ISF)
- Childhood and Adolescent Mental Health Service (CAMHS) - previously known as 0 – 25 Emotional Health and Well-Being Service/BEE U
- BEEU Mental Health Support Team
- School Nurse team, Health Visitor and Community Nursery Nurse team
- Family Support Hub (mainly Walnut Hub), Children's Centre Services – Strengthening Families
- Multicultural Service
- Virtual School for Children in Care (CiC)
- Social Worker team
- Independent Advice and Support Service (IASS)

- Parents Opening Doors (PODS)
- Telford Autism Hub
- Young Carers
- Tutoring service
- Crossbar Alternative Provision
- Linden Primary (Short-Stay)

What are the school's arrangements for supporting pupils in transferring between phases of education or in preparing for adulthood?

- This year, Y6 pupils have transferred to 6 different secondary school settings. A range of methods have been used, such as transition meetings with individuals and groups of pupils with staff at the receiving secondary school.
- SENCo has liaised with the SENCo/staff of current local nurseries moving on to Woodlands from September 2026. There have been visits to settings, and home visits carried out, to meet and observe pupils before starting at Woodlands in September 2026.
- There have been meetings with parents of new Reception pupils for September 2026, to gather information about individual difficulties and provision needs, to support a smoother start to these pupils' school lives.
- SENCo has held face-to-face and Teams meetings with local secondary schools receiving pupils on the Woodlands SEND register, to ensure key information is shared to support a smoother transition into the secondary school phase
- SENCo has attended the Moving Forward Meeting for a Reception starter, to support the co-production of the EHCP issued.
- Robust individual transition packages were offered to new starters with an EHCP in place for September 2026.
- Transition morning, for pupils to meet their next class teachers/TAs, took place. Pupils were taught by their next teacher; in the classrooms they will attend in September 2026.
- Additional visits for more vulnerable learners who will begin their primary school journey within our Jigsaw provision group, from September 2026.
- New IEPs have been written in July 2026, by the class teacher who has had them for the current school year. This means that pupils on the

SEND register will start the autumn term, with personalised targets already in place.

- Transition meetings between class teachers, to share information on new classes of pupils, have been held.
- SENCo and Inclusion Manager have liaised with other schools, when needed, for pupils transferring in and out of our setting, within the academic year.
- Personal SEND documents have been electronically archived and all original paperwork passed on to receiving schools, following the Telford and Wrekin Retention of Information Policy.

Where is the information on the Telford and Wrekin's local offer published?

There is further detail on the Telford and Wrekin Local Offer on the Family Connect pages on Telford and Wrekin's website –

<http://www.telfordsend.org.uk/>

If you have any queries or requests for information relating to this report, please contact the SENCo on 01952 386070