

Woodlands Primary School and Nursery

SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

Woodlands Primary School and Nursery provides a broad and balanced creative curriculum for all pupils which includes developing outdoor learning opportunities and the wider curriculum offer. This policy sets out guidance on what is meant by SEND and the systems in place to ensure early identification, quick intervention and the assessment, review and monitoring of provision to all pupils. Our prime aim is that all pupils will have the opportunities to achieve their potential.

*Please note that this policy is written with regard to the SEND Code of Practice (2015), which is currently under review by the Government.

AIMS

- Follow and work within the new SEND Code of Practice (Jan.2015)
- To ensure early identification of special needs and thus intervention to enable all children to make progress
- To work in partnership with parents, children and staff to ensure all involved are clear about targets, roles and responsibilities
- To ensure all children are included in the wider curriculum learning
- To set appropriate and challenging targets

DEFINITION

The SEND Code of Practice (Jan 2015, p15) states

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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 most others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Woodlands Primary and Nursery School has been in its current accommodation since January 2012. This accommodation has full access to all areas on one level, numerous disabled toilets, and a hygiene room. Access to the school site has slopes and the car park has designated blue badge parking. *See Accessibility Policy for further accessibility details – available on the school website.*

English as an Additional Language (EAL)

The school is committed to supporting pupils for whom English is an Additional Language (EAL), recognising the rich cultural and linguistic diversity they bring to our community.

Settling-In Period

Newly arrived pupils from overseas will be provided with an appropriate period of adjustment to help them settle into their new environment. This time allows for cultural acclimatisation and language development, ensuring that any assessment of their academic abilities reflects their true potential.

Assessment and Identification of Needs

The school acknowledges that limited proficiency in English does not necessarily indicate a learning difficulty. To ensure accurate identification of any special educational needs, we seek guidance and support from the Local Authority's Multicultural Services.

Use of Home Language in Assessment

Where appropriate, assessments may be conducted in the pupil's first language. This helps to distinguish between challenges related to language acquisition and those stemming from underlying learning needs.

STAGES of SEND

Collaborative Support

We work in partnership with families, specialist services, and the wider school community to provide tailored support that promotes both academic progress and personal wellbeing.

Initial Concerns and Early Identification

The school is committed to the early identification of pupils who may require additional support to access learning and achieve their full potential. The process of recognising emerging needs is rooted in professional observation, collaborative dialogue, and a holistic understanding of each pupil's development.

Identification of Concerns

Teachers may identify initial concerns regarding a pupil's progress, attainment, or ability to engage with learning through:

- Daily classroom observations
- Professional discussions with colleagues
- Monitoring academic performance and engagement
- Noticing barriers to accessing the curriculum

Recording and Monitoring

Any initial concern must be formally raised with the school's SENCo using the Initial Concern Form. This ensures that concerns are documented and monitored systematically. Class adults will make adaptations for the pupil, within the classroom and continue to monitor pupil engagement and ongoing concerns. The SENCo will review the information and determine appropriate next steps in collaboration with the class teacher.

Intervention and Support

In response to initial concerns, teachers will implement targeted strategies to address the identified barriers. These may include:

- Adapted learning activities tailored to individual needs
- Use of additional resources to scaffold understanding
- Small group interventions focused on specific skills
- A structured period of monitoring using the Plan-Do-Review cycle to evaluate impact

Parental Engagement

Teachers must communicate initial concerns with parents/carers at the earliest opportunity. This includes:

- Sharing observations and planned support strategies
- Inviting parents to share their own insights or concerns
- Discussing any relevant changes in home circumstances

This collaborative approach ensures a shared understanding and strengthens the support network around the pupils.

Review and Strategic Oversight

Pupils identified under 'Initial Concerns' will be discussed during termly SEND Pupil Progress Meetings, held between the SENCo and class teacher. Where appropriate, cases may be escalated for review at strategic Inclusion Team meetings, which include:

- Assistant Headteacher/SENCo: Tina Murray
- Headteacher: Jo Duncombe
- Inclusion Manager: Mandy Fisher

This structured and responsive approach ensures that no pupil's needs go unnoticed and that timely, evidence-based interventions are in place to support every learner.

School Support (K Code) – Graduated Response

The school is committed to identifying and supporting pupils with Special Educational Needs and Disabilities (SEND) through a 'graduated response'. When a pupil has been identified as an initial concern and targeted interventions have not led to expected progress, the pupil may be placed on the SEND Register under the School Support (K Code) category.

Identification and Registration

If a pupil continues to experience barriers to learning, despite targeted support, the class teacher will consult with the SENCo to review progress and determine whether the pupil meets the criteria for SEND.

- Upon agreement, the pupil's name will be added to the SEND Register, and parents/carers will be formally notified by class teacher and/or SENCo.
- This decision marks the beginning of a more structured and personalised support pathway, which will be recorded with a termly Individual Education Plan (IEP).

Individual Education Plan (IEP)

An Individual Education Plan (IEP) will be developed by the class teacher in collaboration with the SENCo, the pupil, and their parents/carers. The IEP will include:

- Specific, measurable targets related to learning and/or behaviour
- Teaching strategies and classroom adaptations beyond the Universal Offer (to be known as Ordinarily Available Inclusive Provision – OAIP).
- Use of additional resources and interventions
- A clear timeline for review and evaluation
- Pupil Voice is a key component, allowing the pupil to express their strengths, challenges, and preferred learning and communication styles.
- Parent Voice is also actively sought to ensure a shared understanding and partnership in supporting the pupil's development.

Criteria for External Support

- Further assessment and support from external agencies may be considered if a pupil demonstrates one or more of the following:
- Persistent lack of progress over time, working significantly below age-related expectations
- Ongoing difficulties in developing literacy and numeracy skills
- Emotional or behavioural challenges that regularly impact learning, despite implemented strategies
- Sensory or physical needs requiring specialist equipment or regular input from external professionals
- Communication or interaction difficulties that hinder social development and learning access

Referral to External Agencies

The SENCo and/or Inclusion Team may recommend a referral to an external agency for further assessment and guidance. Parental consent is required before any referral is made.

Agencies may include:

- Learning Support Advisory Team (LSAT)
- Speech and Language Therapy (SALT)
- Bee U Mental Health Support Team (MHST)
- Childhood and Adolescent Mental Health Service (CAMHS)
- Occupational Therapy (OT)
- Educational Psychologist (EP)
- Other relevant specialist services

Class teachers and/or SENCo will complete the school-based sections of referral forms, drawing on their daily interactions and observations.

Parents/carers will be invited to contribute additional information or comments to ensure a holistic understanding of the pupil's needs.

Inclusive School Forum (ISF)

Overview

The Inclusive School Forum (ISF) is a school-led initiative within Telford and Wrekin that provides both support and challenge to mainstream schools regarding their provision and practice for pupils with Special Educational Needs and Disabilities (SEND).

Purpose

- To promote early intervention for pupils with SEND.
- To ensure equitable access to support across mainstream schools.
- To facilitate collaborative decision-making and shared expertise.
- To enable access to specialist outreach support packages from local specialist settings

Additional Inclusion Funding (AIF)

- The ISF manages an allocation of high-need top-up funding from the Local Authority.
- This funding is known as Additional Inclusion Funding (AIF).
- Schools may access AIF if eligibility criteria are met and required documentation is completed.

Referral Process

1. Initial Consideration

- The school's SENCo assesses whether a referral to ISF is appropriate.
- If so, a meeting is arranged with the parent/carers of the pupil.

2. Gathering Views and Consent

- Parent/carers and pupil views are collected.
- Parent/carers consent is obtained.
- All application paperwork is completed.

3. Panel Presentation

- The SENCo presents the pupil's case to the ISF panel.
- Panels are held monthly.

Panel Schedule

- ISF panels convene once per month.
- Cases are reviewed based on documentation and alignment with funding criteria.
- Outcome is shared with school within 10 days of the panel meeting. If funding is agreed, this is available swiftly to the school, to support additional provision.

Education, Health and Care Needs Assessment (EHCNA) and Education, Health and Care Plan (EHCP) Process

EHCNA

When a child demonstrates significant and persistent learning difficulties that meet the criteria outlined by Telford and Wrekin Local Authority (LA), the school will initiate a collaborative discussion with parents/carers to consider submitting a formal request for an Education, Health and Care Needs Assessment (EHCNA).

If the request is accepted by the LA panel, a statutory assessment period will begin. During this time, the LA will gather and evaluate a wide range of evidence from educational, health, and social care professionals. This comprehensive assessment helps determine whether the pupil requires an Education, Health and Care Plan (EHCP). All decisions and assessments are subject to legal timeframes, ensuring timely and transparent outcomes.

EHCP – E Code

Following a successful EHCNA, the LA may issue an EHCP—a legally binding document that outlines the specific support a pupil is entitled to, to achieve both short-term and long-term outcomes. The EHCP ensures that the pupil receives tailored provision to meet their individual needs across education, health, and care settings.

To monitor progress and ensure the continued relevance of the EHCP, annual reviews are held at least once every academic year. These reviews involve parents/carers, school staff, LA representatives, and relevant external agencies. When appropriate - such as during Year 6 transition planning - staff from the receiving school (e.g., the SENCo of the secondary school) will also be invited to participate, ensuring continuity of support.

See Telford and Wrekin SEND Local Offer for full details.

<https://www.telfordsend.org.uk/site/index.php>

Roles and Responsibilities in SEND Provision

Head Teacher

The Head Teacher holds overall responsibility for the day-to-day management of the school, including the strategic and operational oversight of provision for pupils with Special Educational Needs and Disabilities (SEND). Key responsibilities include:

- Ensuring the effective implementation of the SEND policy
- Monitoring the quality and impact of SEND provision across the school
- Keeping the Governing Body informed of SEND developments through regular reports

To support this, the SENCo provides updated SEND reports which contribute to the Head Teacher's termly report to Governors.

Governing Body

The Governing Body plays a vital role in ensuring accountability and promoting inclusive practice. The Link Governor for SEND is currently David Jackson, who meets with members of the Inclusion Team at least once per term to monitor and review SEND provision at Woodlands.

Key responsibilities of the Governing Body include:

- Reviewing and approving the SEND policy
- Supporting appropriate staffing and funding arrangements
- Promoting high standards of achievement and wellbeing for all pupils, including those with SEND
- Ensuring compliance with the SEND Code of Practice

Special Educational Needs Coordinator (SENCo)

SEND provision at Woodlands is led by Tina Murray, the Lead SENCo, supported by:

- Mrs. Amrita Padhi – SEND HLTA for Early Years Foundation Stage (EYFS)
- Mrs. Lyndsey Thompson – Assistant SENCo for Years 1–6

Together, they provide a whole-school overview of SEND provision, ensuring that pupils' needs are identified early and met effectively.

Qualifications and Expertise

- Mrs Murray holds a Post Graduate Certificate in Vulnerable Learners and Inclusion (NASENCo award), from the University of Bath, and has completed Autism Education Trust Levels 1-3 (Autism Awareness, Good Practice, Autism Lead).
- She also serves as a Deputy Designated Safeguarding Lead (DDSL) and is a certified Mental Health First Aider.

EYFS SEND HLTA

- Mrs Padhi leads the Jigsaw Provision Group in EYFS, bringing extensive experience and specialist training in autism and complex needs. Her daily work ensures that our youngest learners receive tailored support in a nurturing environment.
- Mrs Thompson is trained in MAPA – crisis management and intervention.

Assistant SENCo Support Years 1-6

- Mrs Thompson is Provision Lead for the 'Shine' morning SEMH group and the 'Pathfinders' afternoon outdoor SEMH provision.
- She has recently completed the National Professional Qualification for SEND.
- Additional roles include Future In Mind Lead and Personal Development Lead, supporting pupils' emotional wellbeing, resilience, and holistic development.
- Mrs Thompson is trained in MAPA – crisis management and intervention.

SENCo Duties and Responsibilities

The Special Educational Needs Coordinator (SENCo) plays a pivotal role in ensuring high-quality, inclusive education for pupils with SEND. Working in close partnership with staff, families, and external agencies, the SENCo leads the strategic and operational delivery of SEND provision across the school.

Key responsibilities include:

Teaching & Learning Support

- Collaborating with teaching staff to develop effective strategies that remove barriers to learning and promote inclusive practice
- Supporting the implementation of Quality First Teaching (QFT) to ensure all pupils receive sustained, high-quality instruction
- Ensuring pupils with SEND make strong progress from their individual starting points and toward their individual targets

Strategic Leadership

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating tailored provision for pupils with special educational needs and disabilities
- Monitoring and evaluating the effectiveness of SEND provision across the school

Staff Development & Collaboration

- Advising and supporting teachers in identifying and meeting the needs of pupils with SEND
- Contributing to the professional development of staff through in-service training
- Supporting and training teaching assistants to deliver targeted interventions and inclusive support

Record Keeping & Compliance

- Maintaining accurate and up-to-date records for all pupils with SEND
- Completing statutory paperwork, including Education, Health and Care Needs Assessments (EHCNA) and Annual Review documentation
- Attending Local Authority (LA) network meetings to stay informed of new initiatives, statutory guidance, and national policy changes to ensure that Woodlands remains compliant with all government legislation (including the upcoming changes due to the SEND review currently in process)

Partnership with Families & Agencies

- Liaising with parents and carers to foster strong partnerships and shared understanding of pupil needs
- Coordinating input from external professionals, including educational psychologists, therapists, and health services
- Supporting smooth transitions by liaising with local nursery settings and secondary schools

Class Teacher Responsibilities in SEND Provision

Class teachers play a vital role in delivering inclusive education and ensuring that pupils with Special Educational Needs and Disabilities (SEND) receive high-quality, tailored support. They are responsible for implementing the school's SEND policy within the classroom and working collaboratively with the SENCo, support staff, and families.

Teaching & Planning

- Plan, deliver, and facilitate Quality First Teaching (QFT), ensuring learning is adapted to meet individual needs as outlined in the Teaching and Learning Policy
- Implement provision detailed in Individual Education Plans (IEPs) and Education, Health and Care Plans (EHCPs)
- Ensure that teaching strategies promote access, engagement, and progress for pupils with SEND

IEP Management

- Write termly IEPs for pupils identified with SEND, including clear, measurable targets that support progress
- Review and update IEPs each term, reflecting pupil development and changing needs
- Incorporate recommendations from external agency assessments and reports into IEPs
- Share updated IEPs with the pupil (where appropriate), parents/carers, support staff, and the SENCo

Intervention & Support

- Deliver agreed interventions and support programs with consistency, fidelity, and at the required frequency
- Liaise regularly with the SENCo and/or Inclusion Team to seek advice and ensure provision remains effective
- Collaborate with support staff and parents/carers to monitor and review pupil progress

Monitoring & Record Keeping

- Maintain accurate and up-to-date class records, including SEND documentation
- Monitor the progress of all pupils, including those with SEND, and contribute to termly Pupil Progress Meetings (PPMs)
- Use the SEND Identification Flow Diagram to identify pupils who may require additional support or assessment

Teaching and Pastoral Assistant Responsibilities in SEND Provision

Teaching and Pastoral Assistants play a crucial role in supporting the learning, development, and wellbeing of pupils with Special Educational Needs and Disabilities (SEND). Working under the guidance of class teachers and the SENCo, they help deliver targeted interventions and inclusive support across the school.

Learning Support & Intervention

- Deliver specific programs of support, including those recommended by external professionals (e.g. speech and language therapists, occupational therapists)
- Implement strategies and activities aligned with pupils' Individual Education Plan (IEP) targets
- Support pupils in accessing the curriculum and engaging positively with their learning

IEP Engagement & Monitoring

- Read and refer to IEPs for pupils they support, ensuring provision is consistent and purposeful
- Contribute to the assessment and review of IEPs in collaboration with the class teacher and pupil
- Monitor the application of IEP targets across different areas of learning and report on progress

Observation & Communication

- Carry out informal and structured observations to inform planning and review
- Share insights and findings with the class teacher and SENCo to support responsive provision
- Communicate successes, challenges, and concerns with both the teacher and the pupil in a constructive and supportive manner

Professional Collaboration

- Liaise with the SENCo to seek advice, guidance, and training as needed
- Work collaboratively with teaching staff to ensure consistency and fidelity in the delivery of interventions
- Maintain a proactive and reflective approach to supporting pupils with SEND

Parents and Carers: Partnership in SEND Provision

At Woodlands, we recognise that parents/carers are essential partners in supporting the progress and wellbeing of pupils with Special Educational Needs and Disabilities (SEND). We are committed to fostering open, respectful, and collaborative relationships with families throughout every stage of SEND identification, assessment, and provision.

Communication and Consent

- Parents/carers will be informed when their child is placed on the SEND register, with clear explanation of what this means and how support will be provided
- Parents/carers will be consulted when the school considers making a referral to an external agency for specialist assessment
- Written consent will usually be required to proceed with referrals, ensuring families are fully aware of the purpose and scope of the assessment

Involvement in Assessment and Review

- Following any external assessments, parents/carers may be invited to meet with the agency involved (or with the SENCo if the agency is unavailable)
- Families will receive a copy of any reports produced and will be offered the opportunity to discuss findings, ask questions, and receive guidance on how to implement recommendations at home

Collaborative Planning and Support

- Parents/carers may be invited to meet with the class teacher and/or SENCo to discuss their child's needs and the provision in place
- Families will be given the opportunity to contribute to their child's Individual Education Plan (IEP), including sharing concerns and strategies that work well at home
- Once parent/carer comments are recorded, a copy of the updated IEP will be provided for their reference and continued support

Identification, Assessment and Provision

Identification of SEND

The identification of Special Educational Needs and Disabilities (SEND) is a proactive and collaborative process. It is rooted in early recognition, careful observation, and ongoing dialogue between staff, families, and pupils. Identification may be triggered through a range of sources, including but not limited to:

-  **Transition Records:** Information and documentation received from a previous educational setting that indicates existing or emerging SEND needs
-  **Parental/Carer Concerns:** Observations or concerns raised by parents/carers regarding their child's development, learning, behaviour, or emotional wellbeing

-  *Pupil Voice:* Concerns expressed by the pupil themselves about difficulties they may be experiencing in learning or accessing the curriculum
-  *Staff Observations:* Concerns raised by class teachers or support staff based on observed barriers to learning, behavioural challenges, or unmet developmental milestones
-  *Data Analysis:* Termly assessment data that highlights low attainment and/or limited progress, particularly where targeted strategies and interventions have already been implemented without sufficient impact
-  *External Recommendations:* Reports or referrals from outside agencies (e.g. speech and language therapists, educational psychologists) that suggest the presence of SEND and recommend further assessment or support

This multi-faceted approach ensures that identification is not based on a single source, but rather a holistic understanding of the pupil's needs. Once identified, the school will initiate appropriate assessment and provision in line with the SEND Code of Practice.

See App A for flow diagram for identification.

Assessment of SEND Needs

At Woodlands Primary School and Nursery, assessment is a continuous and multi-layered process that underpins effective SEND provision. It ensures that pupils' needs are identified early, understood holistically, and addressed through targeted support.

Whole-School Monitoring and Data Analysis

- The attainment and progress of all pupils in reading, writing, and maths is assessed termly
- Data is systematically entered, tracked, and analysed to identify pupils who may be underachieving or making limited progress
- Pupil Progress Meetings (PPMs) are held termly between Senior Leaders and class teachers to review data and determine appropriate interventions
- This rigorous monitoring enables timely and accurate responses to emerging needs across the school

Individual Observations and Internal Assessment

- For pupils who may be experiencing barriers to learning, initial assessments are conducted through observations by the class teacher, teaching assistant (TA), and SENCo. These observations help build a rounded profile of the child's strengths, challenges, and learning behaviours
- Further assessments may be carried out to explore barriers and learning gaps
- This internal assessment informs the next steps in the graduated response: Assess-Plan-Do-Review

Specialist Assessments by External Agencies

- Where appropriate, pupils may be referred to external specialists (e.g. educational psychologists, speech and language therapists) for further assessment
- These assessments provide detailed insights into specific learning needs and gaps, and are compiled into formal reports

- Reports typically include recommendations and strategies to support the pupil's learning, which are then incorporated into their Individual Education Plan (IEP)

Individual Education Plans (IEPs)

- IEPs are written for all pupils on the SEND register to document the support in place and the intended outcomes
- IEPs serve as a formal record of the additional provision and strategies implemented to meet a child's specific learning needs
- IEPs are developed collaboratively and reflect the pupil's assessed needs, recommended strategies, and agreed targets
- Each IEP includes 3 to 4 focused targets, which are short-term and achievable within the review cycle, and Recommendations from external agencies are incorporated to ensure specialist advice is reflected in the pupil's support plan
- Targets are set in child-friendly language and, where appropriate, co-developed with the pupil to encourage ownership and engagement
- IEPs are reviewed termly to evaluate their effectiveness, monitor progress, and gather the views of pupils, their parents/carers, and teaching staff
- Adjustments to provision are made based on these reviews to ensure continued relevance and impact

Education, Health and Care Plans (EHCPs)

- For pupils with an EHCP, targets are clearly defined and tailored to the child's long-term outcomes
- EHCPs are reviewed at least annually in partnership with parents/carers and relevant professionals to assess progress and update provision as needed

Monitoring of SEND Provision

At Woodlands Primary School and Nursery, the monitoring of SEND provision is a continuous and collaborative process designed to ensure high-quality, effective support for pupils with Special Educational Needs and Disabilities. It is led by the SENCo, supported by the Inclusion Team, and at times conducted in partnership with members of the Senior Leadership Team (SLT) and/or the Link Governor for SEND, and relevant outside agencies (e.g. SALT, LSAT, EP).

Quality Assurance and Impact Evaluation

Monitoring focuses on the quality, consistency, and impact of SEND provision across the school. This is achieved through a range of evaluative activities, including:

-  *Lesson Observations*: Focused observations of teaching and learning involving SEND pupils to assess engagement, differentiation, and progress
-  *Book Looks*: Review of pupil workbooks to evaluate the implementation of strategies and the quality of outcomes
-  *Pupil Voice*: Structured interviews and informal conversations with SEND pupils to understand their experiences and perceptions of support
-  *Data Analysis*: Termly review of progress and attainment data for SEND pupils to identify trends, gaps, and areas for intervention
-  *TA Support Reviews*: Observations and feedback on the deployment and effectiveness of Teaching Assistants in supporting SEND learners

Register and Needs Monitoring

- The SEND register is reviewed termly, aligned with the School Census to ensure accurate and up-to-date records
- Monitoring of individual pupil needs is conducted through termly SEND Pupil Progress Meetings (PPMs), where the SENCo meets with class teachers to:
- Review the evolving needs of pupils
- Evaluate the effectiveness of current provision
- Prepare for the termly review of Individual Education Plans (IEPs)

This structured approach ensures that SEND provision remains responsive, evidence-informed, and aligned with the school's commitment to inclusive education.

Partnership in SEND Support

At Woodlands Primary School and Nursery, we believe that strong partnerships are the foundation of effective SEND provision. We are committed to fostering open, respectful, and collaborative relationships with parents/carers, external professionals, local schools, and governors to ensure every child receives the support they need to thrive.

Home-School Collaboration

- We actively encourage parents/carers to be supportive partners in their child's education and development
- Parents/carers are invited to contribute to, and receive copies of, Individual Education Plans (IEPs), ensuring transparency and shared understanding of support strategies
- Prior to any involvement from external agencies, parent/carer consent is sought and respected
- Reports from outside professionals are shared with families, and school staff are available to support interpretation and implementation of recommendations
- The SENCo and class teacher are accessible for discussions, advice, and guidance on how parents/carers can support learning at home
- Regular consultation meetings are held to review progress and provision, with flexibility to arrange additional meetings as needed

Accessible Communication

- The SENCo and Inclusion Team are available via the School Dojo platform, linked to each class for ease of communication
- The SENCo also conducts early morning gate duty, offering informal opportunities for face-to-face conversations during drop-off times

Transition Partnerships

- We maintain positive working relationships with SENCos from local cluster primary schools, feeder nursery settings, and our two main secondary schools
- These partnerships are especially vital during transition points, ensuring continuity of support and a smooth experience for pupils moving between settings

Governance and Strategic Oversight

- Our partnership with the Link Governor for SEND, Mr David Jackson, ensures strategic oversight and accountability
- The SENCo meets regularly with the Link Governor to:

- Review and update on SEND provision
- Co-produce action plans
- Conduct joint learning walks and pupil interviews to evaluate impact
- The SENCo also provides regular SEND update reports or attends Governing Body meetings to keep all governors informed and engaged in SEND developments

Transition Support for Pupils with SEND

At Woodlands Primary School and Nursery, we recognise that transitions—whether between year groups, settings, or phases—can be particularly challenging for pupils with Special Educational Needs and Disabilities (SEND). We are committed to ensuring that all transitions are carefully planned, sensitively managed, and fully supported to promote continuity of provision and emotional wellbeing.

Mid-Year Admissions

- For pupils joining Woodlands during the academic year, the school will request records and educational history from the previous setting
- Any pupil admitted with an identified SEND will be placed on the SEND register and remain on it until the next termly review, following Pupil Progress Meetings (PPMs) between the class teacher and SENCo

Year 6 to Year 7 Transition

- Woodlands maintains strong links and communication with local secondary schools to support smooth transitions
- The Inclusion Manager and Pastoral Team deliver a structured transition program for all Year 6 pupils, with individualised plans developed for pupils with SEND
- Planning is carried out in collaboration with the child, parents/carers, Head Teacher, SENCo, class teacher, and staff from the receiving secondary school
- Transition meetings are held to share relevant data, SEND documentation, and pupil profiles
- Where appropriate, the SENCo from the receiving secondary school is invited to attend annual review meetings and transition planning sessions to ensure continuity of support

Transfer of Records

- All SEND records are carefully prepared and transferred to the receiving school for any pupil leaving Woodlands
- For Year 6 pupils transitioning to secondary school, this transfer occurs at the end of the summer term or early in the autumn term, ensuring timely access to information for the new setting, and will include any 'SEND monitoring' paperwork and historic paperwork, if a pupil is no longer on the SEND register. The SENCo electronically archives all SEND paperwork for any pupil leaving the school, if currently or historically on the SEND register. All SEND paperwork is electronically retained by Woodlands until the pupil is 30 years old.

Policy Review and Related Documents

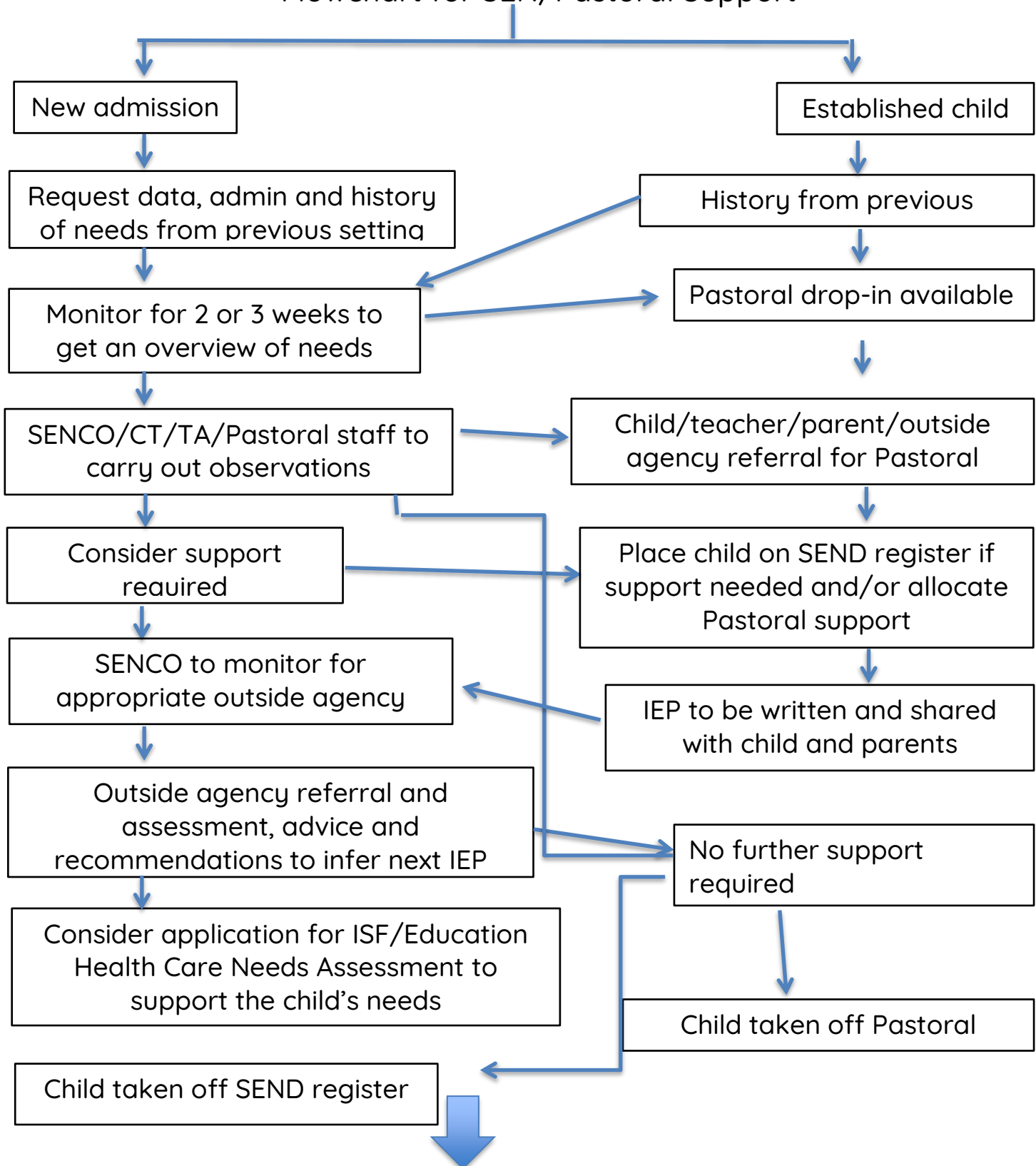
This policy was **reviewed and updated in September 2026** by Tina Murray – Assistant Head for SEND, in accordance with the SEND Code of Practice (2015).

The next review of this policy: **September 2029**.

The following policies complement and support this SEND policy and can be accessed via the policy section of the Woodlands Primary School and Nursery website:

-  Medical Conditions Policy
-  Accessibility Policy
-  Behaviour Policy

Woodlands Primary and Nursery School Flowchart for SEN/Pastoral Support



SENCO/Inclusion Manager/Head to hold strategic meetings to review children on SEND and/or Pastoral registers