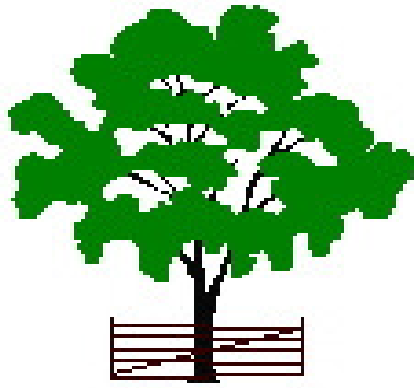




Woodgate Primary

**SEN Information Report
(School Offer)**

September 2025

This document gives you lots of information about how Woodgate Primary supports our children with Special Educational Needs & Disabilities (SEND) in order that they realise their full potential. We are a fully inclusive primary school and we aim for all children to achieve personally, socially, emotionally and academically regardless of their educational needs.

At Woodgate we always offer an open-door policy and you are welcome to come in and discuss any concerns with your child's teacher or with the SENDCo, Miss Carroll. We pride ourselves on honest and open communication and we do our best to make sure that you understand and are clear about information given to you.

You can contact Miss Carroll on 0121 464 2315

Email: **d.carroll@woodgate.bham.sch.uk**

Who is responsible for the provision of children with SEND needs?

Head teacher – Mrs Colley

The head teacher is responsible for the day to day management of the school and that includes support for children with SEND. Mrs Colley gives the responsibility for SEND to the SENDCo and class teachers but she is still responsible for your child's needs being met and reporting to the Governing Body about any issues relating to SEND.

Special Educational Needs & Disabilities Coordinator (SENDCo) –

Miss D Carroll

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

Ensuring that **you** are:

- Involved in supporting your child's learning
- Kept informed about the support your child is getting
- Involved in reviewing how they are doing
- Liaising with all the other agencies who may be coming into school to help support your child's learning, for example, the language, learning and strategic support team. (LLSS)

- Updating the school's SEND register (a system for ensuring all the SEND needs of children in this school are known) and making sure that there are detailed records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Monitoring the impact of policies and the effectiveness of provision in the school.
- Working with the Local Authority and External Consultants to implement and monitor our provision.
- Keep up to date with current legislation and ensure that relevant information is shared and implemented.

Special Educational Needs and Disabilities Teaching Assistant – Mrs Bradford

Mrs Bradford is very experienced in her field of work. She has a foundation degree in teaching and learning. She is a trained ASD lead and has a recognized qualification in supporting children with dyslexia. Mrs Bradford will work closely with all external agencies to submit applications for educational health care plans or send support provision plans.

She works closely with outside agencies and liaises with all teachers at Woodgate to make sure the children are getting the support they need. Alongside external agencies, Mrs Bradford will host regular coffee mornings for parents of children with ASD. These meetings are an opportunity to share information and offer further support to parents. She is a trained drawing and talking therapist providing therapeutic support to our most vulnerable children.

Governor with responsibility for Special Educational Needs and Disabilities is Mr David O'Mahoney.

Responsible for:

- Ensuring that the necessary support is made for any child who attends the school who has SEND.
- Monitoring the effectiveness of SEND provision in the school.

The Governor meets with the SENDCo at least twice a term to ensure that these responsibilities are met by providing challenge and support.

What are the kinds of special educational needs for which provision is made at Woodgate Primary School?

We address the needs of children using the four main areas outlined in the Code of Practice (2014) these are:

Communication and Interaction

Speech, Language and Communication Needs (SLCN)

This includes children who have difficulty saying what they want to or understanding what is being said to them and children who do not understand or use social rules of communication.

This also includes children with Autistic Spectrum Disorder who are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Teachers will adapt their classroom practice in order to provide support. This may include using resources in the classroom to help the child or young person understand or deal with things that are happening for example, visual timetables, task boards or social stories. Children may also take part in speaking and listening interventions such as 'Time to Talk' sessions designed to support children with their speaking skills.

Specialist support may also be requested in order to seek the best advice for the child. This may be Matt Blackburn from the CAT Team (Communication and Autism Team) or from Karen Green, our independent speech and language therapist. We also have support from Sophie Jones from NHS speech therapy and Amy Fowler, ASD specialist, from the Oaks Collegiate.

Cognition and Learning

This includes children whose learning difficulty could result in them learning at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs and includes, for example, children who have Moderate Learning Difficulties (MLD) and children who have a Specific Learning Difficulty (SpLD) which encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. These children may need additional support in one or more areas.

Jessica Jones from LLSS Team provides additional support through observation and reports to staff and parents for children with cognition and learning needs.

Social, Emotional and Mental health difficulties. (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging behaviours along with children who may have disorders such as Attention Deficit Hyperactivity Disorder (*ADHD*) or attachment disorder.

All staff have received training from Birmingham Psychology Service in trauma informed practice which recognizes the impact trauma can have on the educational outcomes and the emotional health of our children.

We have a child psychotherapist on site who works two days a week supporting our most vulnerable children in this area.

In addition, we have our Woodgate Recovery and Positivity Room (WRAP). This safe space is managed by a skilled teaching assistant and provides a place where children can complete work with support or somewhere to have some quiet time until they are able to return to their classroom.

We also have a lunchtime nurture group for those children who find social interaction at lunchtimes a challenge. Managed by Mrs Bradford, the children are encouraged to develop their self-esteem and social skills.

We also offer therapeutic support to our children via Lego therapy, 'Drawing and Talking' therapy and employ additional experts to provide emotional support to children either directly or through observations in class.

Beacon School Support Service provide trained behaviour therapists to observe, work alongside staff, and model strategies in order to support behaviour in the classroom. Michelle Bentley, a highly specialised counselor, provides additional hours of counselling to our more vulnerable groups of children.

My Happy Mind is a whole school approach to improving the resilience and emotional health of our children and is delivered on a weekly basis to all our children.

Sensory and/or physical needs

This includes children who require special educational provision because they have a disability which prevents or hinders them from making use of educational facilities generally provided. This includes Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI) and Physical Disability (PD). We work with specialist services to access appropriate support to enable these children to access their learning.

At Woodgate Primary we are aware that these needs will be inter-related and that children may have more than one area of need.

What are the policies for the identification and assessment of children attending the school?

We follow the four-part cycle (Assess, Plan, Do, Review) and recognise that identifying needs at the earliest point and then providing the right support, improves outcomes for the child.

Children are identified as having SEND through a variety of ways, usually a combination, which may include some of the following:

- Concerns raised by a parent
- Child performing below 'age expected' levels or equivalent or lack of progress over time.
- Information from previous schools
- Information from other services
- Concerns raised by a teacher
- Liaison with external agencies for example, for a speech and language difficulty.

Observations are made in a variety of contexts and across the different areas of the curriculum. Termly SEND meetings between the class teachers and SENDCo take place. At these meetings, class teachers discuss any concerns they have about a child. The SENDCO also looks at children's data and discusses with teachers any children causing concern. Strategies to support the child are then agreed and actioned. The graduated response adopted in the school recognises that there is a continuum of needs. This is recommended in the SEN Code of Practice and is in line with the LA policy. The different stages are;

- SEND Concern
- SEND Support
- SEND SUPPORT PROVISION PLAN
- Education, Health and Care Assessment
- Education, Health and Care Plan (EHCP)

What is the provision for children at Woodgate Primary School and how is it evaluated?

At Woodgate Primary School, children are at the heart of everything we do and we want them to be happy, confident and successful learners.

To achieve this every child is entitled to ***Quality First Teaching***. This means:

We all have high expectations for all children.

All teaching is based on building on what the child already knows, can do and understands.

Different ways of teaching are in place so that the child is fully involved in learning in class

The teacher plans and delivers stimulating lessons that capture imagination and creativity, building up various skills which develop the whole child.

The teacher carefully checks on each child's progress and may have decided that the child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.

If a specific intervention is needed, this will mean:

Small group or individual work which will focus on the areas where the child has gaps in learning

Interventions are led and monitored by a Teacher and may be carried out by that Teacher or Teaching Assistant

The interventions have been identified by the Class Teacher, SENDCo or outside agencies such as the LLSS , CAT, or a SALT (Speech and Language Therapist)

The intervention may only require a small number of extra sessions or it may be a longer programme which is more in depth or builds on skills each session.

School Clubs

We actively encourage all children to join clubs and recognise that participation gives children a greater sense of belonging. All children can access our clubs and where appropriate and possible, adjustments will be made to ensure that children with additional needs are fully included in these activities.

What are the arrangements for consulting parents of children at Woodgate Primary School and involving them in the education of their child?

All parents of children in our school are invited to attend Parents' Consultation meetings. These are designed to discuss the progress a child is making, the targets they are working towards and how parents may help at home. Annual Reports are sent home once a year to give an overview of the year. Parents can also meet with Class Teachers at other times throughout the term and this can be arranged through the school office or directly with the teacher.

If a child is part of an intervention, this will also be discussed so parents are aware of the support the child is having, how well interventions have gone and what they can do to help. Parents can arrange an appointment with the class teacher or SENDCo to discuss these in more depth.

Parents of children with an Educational Health Care Plan are also invited to attend a review meeting once a year.

We host SEND coffee mornings throughout the year alongside coffee mornings for parents of children with ASD which will allow parents to come together with a professional to share any concerns and build on strategies.

What are the arrangements for consulting with pupils and involving them in their education?

Teachers regularly give feedback to children about their work and the progress they are making and what they need to do next to make further progress or to address a misconception. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do. This is outlined in more depth in the Teaching and Learning Policy and the Marking Policy.

The School Council enables children to contribute and decide on aspects of school life relating to their needs.

Pupil voice activities take place each term and this involves pupils from all groups.

Pupils with an Educational Health Care Plan will also be required to give their views during the annual review or assessment process.

How does the governing body involve others, such as Local Authority and Health and Social Care professionals, in meeting the needs of pupils and in supporting their families?

Our school has a wide range of staff working together within the school to support the children and their families. Some of these are directly employed by the school, some are traded services which the school buy into and others work for the Local Authority.

We value the support and advice of all professionals and endeavor to follow their advice. These are some of the agencies we work closely with:

- Speech and Language Therapist, (SALT)
- Language, Learning and Strategic Support (LLSS)
- Communication and Autism Team (CAT)
- Educational Psychologist Service (EP)
- School Nurse
- Psychotherapist
- Michelle Bentley - counsellor
- Pathfinders
- Partnership for Inclusion of Neurodiversity in Schools (PINS)

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

Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible. SEND issues form part of training for all teachers and teaching assistants. This may be led by the SENDCO or an outside agency coming into school. Any Early Careers Teachers receive support from their mentor and the SENDCO.

The SENDCO holds the National SENDCO Award from Birmingham, University. She regularly attends network meetings to keep up to date with best practice.

Teachers and Teaching Assistants have also received specific training related to the medical and health needs of individual children at our school.

We continually strive to improve our knowledge and areas of expertise and are committed to further training needed for groups of children or specific individual needs.

The deployment of Teaching Assistants reflects their skills, knowledge and experience.

How will equipment and facilities be provided to support pupils at Woodgate Primary School?

All children are given every opportunity to achieve their potential in every aspect of school life. Specialist equipment such as writing slopes, wobble cushions, coloured overlays, writing aids and ear defenders are provided to the children. Laptops and iPads are also available if necessary.

The whole of the school building and outside areas are accessible by wheelchair. We have a fully equipped room for the children with physical difficulties, providing toileting and changing facilities. Adjustments are made for disabled parents, for example, parking permit to allow access down the school drive, toilet facilities.

All children are included in all aspects of school life. We provide the necessary support to ensure that this is successful and may discuss this in advance with parents. A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety. 1:1 support is provided if necessary. It might be appropriate for a parent/carer to be invited to accompany their child on an educational visit, depending upon the child's individual needs.

All SEND children have their test needs met and access arrangements may be put in place to support individual children. This may include:

- Different test room
- The support of a scribe

- Additional time
- The use of a computer

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

We recognise that transitions can be difficult and we take steps to ensure that any transition is as smooth as possible. For our ASD children we hold extra transition sessions and provide a holiday pack of information about their new class for parents to use as extra preparation.

When a child moves from nursery/pre-school:

The Head teacher holds a meeting for parents of children starting in Reception and there are induction visits for children in the second half of the Summer Term. This is also an opportunity for parent to discuss any concerns with the new class teacher and SENDCo.

The EYFS Coordinator and SENDCo visits the pre-school setting and this is an opportunity to discuss the special educational needs of the child and support needed. Staff also conduct a home visit before they start school.

If a child moves from another school or to another school

We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

When a child moves class:

All information is passed on to the new class teacher in advance and a meeting takes place to discuss the child's needs. Additional visits to meet the new teacher may take place if necessary.

When a child transfers to secondary school:

Year 6 teachers meet with staff from the secondary schools to discuss the children and share information. The SENDCo meets with the secondary schools' SENDCOs to discuss the specific needs of individuals.

All children attend transition meetings in their secondary school and for children with SEND additional visits can be arranged if needed.

For children with an Educational Health and Care Plan (EHCP) we ensure the secondary school SENDCO is available to attend the annual review held early in the summer term, so they have plenty of time to make transition arrangements.

What are the arrangements made by the governing body for dealing with complaints from parents/carers in relation to the provision made at Woodgate Primary School?

The process for all complaints is available for parents to see on the school website. Alternatively, parents can request a written copy.

Where is the information on the Birmingham's local offer published?

The SEND local offer gives information of the services and provision that are available in Birmingham to support children and their families.

<https://www.localofferbirmingham.co.uk/>

It also has information on:

- education
- health and wellbeing
- therapies
- support groups
- home-to-school transport
- early years
- preparation for adulthood
- family help
- specialist SEND support

Who are the support services that can help parents with pupils who have SEND?

Autism West Midlands

Provides activities and events and support for families, an information helpline, offers training for parents and children – tel; 0121 450 7582

https://www.autismwestmidlands.org.uk/?gclid=EAlaIQobChMIIm8a65cncggMVI5NQbh3UzwK1EAAAYASAAEgKWb_D_BwE

Forward Thinking Birmingham.

Forward Thinking work with children with emotional difficulties, behavioural difficulties, developmental difficulties and relationship difficulties.

Parents and Cares can make referrals

<https://forwardthinkingbirmingham.nhs.uk/>

Edwards Trust

Provides a wide range of support services to bereaved families and children.

<https://edwardstrust.org.uk/>

Early Years Inclusion Support (EYIS)

[EYIS](#) provides specialising teaching, advice and support for babies and pre-school children who:

- have special educational needs
- show signs of having special educational needs

Disabled Living

[Disabled Living](#) provides information and advice about equipment and services for disabled people, their families, and carers.

All Age Autism Service Directory

The [All Age Autism Service Directory](#) provides an easy, single point of access to current support services in Birmingham and Solihull and a search function to help find services more easily.

Birmingham Parent Carer Forum

The [Birmingham Parent Carer Forum](#) is a voluntary group of Birmingham parents and carers who act as the bridge between services and families.

They are also a collective voice representing all their members and all disabilities.

Midland Mencap

[Midland Mencap](#) is a charity which works and campaigns for:

- accessible and inclusive services
- a better quality of life for everyone with learning disabilities and additional needs

Sense

[Sense](#) combines health and social care services with arts, sports, and wellbeing activities.

They also support disabled people to access:

- employment
- education

- volunteering
- training opportunities

Birmingham Forward Steps (for children 0 to 5 years old)

[Birmingham Forward Steps](#) aims to help children and young people with SEND across Birmingham to get the help they need.

Caudwell Children

[Caudwell Children](#) provide services for disabled children and their families, such as:

- diagnosis
- equipment
- support

Child development centres in Birmingham

[Child development centres](#) provide help, support, and intervention for pre-school children with physical or developmental delays.

Kids Send Family Support

[Kids Send Family Support](#) is a new service for parents/carers of children and young people with SEND. Family Support Specialists are ready to help families across England who are facing challenges in navigating the education, social and health care systems, or within their own family lives. Initial consultations are free of charge.

Date: September 2025

Review: September 2026