

WOODFIELD SCHOOL

SEND INFORMATION REPORT 2026

People with overall responsibility for SEND	Nicola Trolley – Inclusion Lead and SENCo: responsible for interventions, provision mapping and access arrangements Tracy Jenkins – SENCo: responsible for Annual Reviews Deborah Wilson - Principal
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Types of SEND:	<p>Cognition and Learning – this is when a pupil learns at a slower pace than their peers. It may be that they have a low reading or comprehension age, dyslexia, dyscalculia or dyspraxia</p> <p>Communication and Interaction – this is when a pupil has difficulty communicating with others. This may be how they communicate themselves and how they understand others.</p> <p>Social and Emotional Mental Health Difficulties – this is when a pupil struggles with their mental health which could present as anxiety, low mood or avoidant behaviours. Some pupils with SEMH difficulties may display challenging behaviour.</p> <p>Sensory and/or Physical – this is when a pupil has an impairment e.g. sensory processing difficulty or physical disability, that hinders them from using the educational facilities provided</p>
Pupils and staff at Woodfield School:	Current number of pupils on roll: 35 Types of SEN need: ADHD, Autism, Communication and interaction, SEMH All of our classes are led by a qualified teacher. We have 11 teachers with QTS. The Principal and Assistant Principal hold NPQH. Both Senior teachers hold NPQs: leading literacy and leading teacher development Teaching assistants: 10 including an ELSA, Senior Mental health Lead and an Outreach Lead.

<p>Our approach:</p>	<p>Woodfield School provides a nurturing environment for young people who may have found mainstream school a challenge. We support our pupils through specialist teaching and interventions and a tailored, person-centred curriculum. All pupils at Woodfield School have an EHCP. We focus on making regular attendance a priority and remove barriers as much as we can.</p> <p>Class teachers are responsible for the planning, progress and development of pupils in their class, including the support given by teaching assistants and/or external agencies and this is overseen by the school leadership team. We ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development and training.</p> <p>Parents are invited to express their views and are encouraged to keep in contact with school staff regarding their child's development. Communication can be in the form of telephone and email conversations, face to face meetings, home/schoolbooks and parent/carer voice.</p> <p>We invite parents/carers to attend at least 3 face to face meetings a year to meet the class teacher and see examples of pupil work. Parents/carers also attend annual reviews and receive progress reports three times a year.</p>
<p>Teaching and Learning:</p>	<p>Our first response to supporting pupils with Special Educational Needs and Disabilities (SEND) is to provide high quality teaching and a rich, broad and balanced curriculum which targets a pupil's area of development through a personalised plan and bespoke interventions. Our aim is for all pupils to reach at least a reading age 9 and have access to L1 and L2 programmes of study which prepare them for the world of work. Class teachers follow the school's teaching and learning principles: assessment for learning, behaviour for learning, personalised learning for all, a safe environment for everyone, variety in task and style, engagement and enjoyment. All lessons begin with Recap; Q&A time covering the last lesson's learning and end with Recap; Q&A on the current lesson's learning.</p> <p>The Inclusion team meet with all staff to discuss the EHCP for all pupils and devise a plan of support and assessment. We have a rigorous assessment and monitoring process to ensure barriers to learning are removed and effective provision can be put in place to keep track of pupil's progress throughout their time with us.</p> <p>All Woodfield School staff are trained to Level 2 Good Autism Practice and we use Autism Outreach services for advice and guidance. We have a link with a Speech and Language and Occupational therapist company who have completed audits with us and made recommendations for adaptations to our environment and practice. A psychotherapist delivers therapeutic and check-in sessions with pupils one day a week.</p> <p>Our universal approach is to use Zones of regulation incorporated into our day-to-day routine, so that all staff can model how to manage emotions, and a pictorial exchange system (PECs) is in place to aide communication for all pupils. Regulation or sensory breaks/ circuits are incorporated into the school day to aide concentration and learning. We foster a strong sense of belonging through our tutor groups and collective weekly celebrations in assembly, we also support dialogue through comic strip conversations and post incident reflection as well as</p>

	<p>developing key skills for life using the Skills Builder Partnership, a nationally recognised skills based career development programme.</p>
Reviews:	<p>As all pupils at Woodfield School have an EHCP, parents/carers are invited into school to attend their child's annual review. Here we review the provisions in place for the pupil based on the outcomes and recommendations from the plan. Both parents/carers and their child are encouraged to contribute to the details held within the plan.</p> <p>Short term targets on pupil passports, that are derived from EHCP outcomes, are reviewed by staff termly, this information is monitored by the Inclusion team and used in conjunction with the annual review to reflect on outcomes.</p>
Parents/carers:	<p>Each term, three times a year, parents/carers receive a report on their child's progress. Parents/carers are invited into school to discuss their child's targets and review the progress they are making towards them.</p> <p>There is an annual parent/carer survey, as well as opportunities to leave comments in our visitors' book. Class teachers keep in weekly contact with families so that parents/carers can be actively involved in the child's educational journey.</p>
Pupil Views:	<p>Pupils are invited to take part in creating their pupil passport and to attend their annual reviews; they share their views, wishes and feelings and aspirations for the next phase of their learning.</p> <p>The pupil passport consists of a page full of positive information about a child which enables staff to get to know them, to learn the things that are important to them and the best ways to offer support. The profile is shared with all staff, pupil and parents/carers and updated regularly.</p> <p>Pupils engage in our pupil council and support with the recruitment of new staff, they also have an opportunity to share their voice in our annual pupil voice survey.</p>
Inclusion outside lessons:	<p>Breakfast is provided every day for pupils who want or need it first thing in a morning. Breaks and lunches are also provided and there is an outdoor space to allow pupils to run around and get some fresh air. Alternatively, we have the Snug, a calm safe space, which offers different break and lunchtime activities.</p> <p>All pupils take part in trips and events, and we try to tailor them to match interest and set ambitious challenges. All Lower School and some Upper School pupils go to Brolay farm each half term, to learn about the functions of the farm and the growing of and upkeep of crops. They are all engaged in cooking and outdoor sports, either at the gym or local parks. We take the whole school to the local church for an annual nativity service, and welcome visitors to talk about their career journey. We pride ourselves on being a fully inclusive school.</p> <p>In addition to the taught curriculum, many subject areas run educational visits to enrich our pupils' experiences, such as Cadbury World, Twycross Zoo, National Space Centre, Warning Zone, the National Justice Museum and the Toy Museum.</p>

<p>Staff training and development:</p>	<p>High quality teaching, adapted to pupil needs, is the first way we respond to meeting pupil needs. To support this, teaching at Woodfield School is regularly reviewed. We have a thorough teacher and support staff training programme to ensure understanding of strategies to support and identify vulnerable pupils and their knowledge of SEND and whole school issues is up to date. The Inclusion Team will ensure all necessary staff are aware of specific special educational needs and staff professional learning is carefully planned and targeted throughout the year. We have access to a wealth of webinars and information through the National College, and staff are encouraged to further develop their practice through the completion of external courses such as Speech and Language, Senior Mental Health Lead, ELSA. We work as a team to share best practice and out-source any specialised training. All staff have completed training, for example in Autism Awareness, Trauma and attachment, Speech and Language Therapy.</p>
<p>Support Services:</p>	<p>If pupils continue to make less than expected progress, despite support and interventions that are matched to their area of need, we consider involving specialists or external agencies. Whenever we believe specialists should be involved, we seek parent/carers' permission first. Following an annual review or assessment with a specialist we share what is discussed and/or agreed with the pupil's parents/carers and teachers. Pupils with SEND have their outcomes met by following a strategic plan of action. This can involve bespoke timetables, specialist equipment, access arrangements, interventions, key workers, tutors, therapy, educational psychologists and other professionals.</p> <p>Educational Psychology Service for pupils and families to develop an understanding of even the most complex situations addressing a wide range of child and adolescent developmental issues.</p> <p>Autism Outreach Service support pupils on the Autistic Spectrum and its associated difficulties including the reduction of stress and anxiety.</p> <p>Child and Adolescent Mental Health Service (CAMHS) aim to support, help and intervene with pupils who are experiencing emotional and mental health problems.</p> <p>SENA the Special Educational Needs Assessment Service is responsible for the administration of the procedures related to the assessment and issuing of the Education and Health Care Plan and can support parents/carers with queries.</p> <p>Early Help for when families and pupils need extra support to stop issues escalating.</p> <p>SENDIASS is an independent service that offers free, confidential and impartial information, advice and support to parents/carers of pupils aged between 0-25 with special educational needs.</p> <p>Children's Services address pupils' wellbeing and safety and additionally offer support for Looked After Children</p> <p>Speech and Language Therapy Services provide support to pupils, parents and school staff with issues related to communication difficulties.</p>

	Woodfield School also has a Designated Looked After Child co-ordinator.
Transition:	Careers is embedded into our curriculum delivery and follows our ambition to prepare pupils to lead as independent a life as possible. We support pupils to move between the phases of education and to prepare for adulthood from Year 9 onwards. We offer impartial careers information, advice and guidance from Year 9 onwards annually with the support of a level 7 practitioner. Extended work experience placements are offered in Year 10 and 11 along with visits to colleges and open days. We use alternative provisions to engage pupils' interests and increase their engagement in education, and sometimes to support their mental health. We communicate effectively with a pupil's previous and new school/college to ensure there is a smooth transfer to and from Woodfield.
Identification and assessment:	We use the Salford reading tests to assess pupils on arrival at Woodfield to confirm the best matched curriculum, and from then 3 times a year alongside the Helen Arkell Spelling test so that we gather a full picture on ability across all age groups where this is stage appropriate. We have recently invested in The Basic Number Screening Test; an assessment tool aimed at measuring a learner's numeracy skills without relying on their reading ability. Our curriculum is dynamic and flexible, adapting and responding to pupil need and interest. Class assessments are completed 3 times a year against the taught curriculum so that we can determine how well pupils have engaged with the content and skills. Interventions or CHAT sessions (Connect, Help, Aspire, Thrive) are planned half termly to close gaps in content and skills.
Emotional and Social Development:	Pupils with SEND will always have a safe and inclusive area to go to at Woodfield School if they have worries or concerns. Pupils regularly attend interventions/CHAT and social sessions with key staff and will know the SENDCos well. Along with their key worker, they will always have someone to talk to and this will help ensure their views are heard and incorporated into their learning plan. Some pupils have a pastoral profile that is used to plan and implement small group and 1:1 intervention to support them with emotional resilience and social skills as advised by their EHCP reports. The SENDCo is in regular contact with medical teams, such as CAMHS, GPs and Paediatricians. We have a trained emotional literacy support assistant (ELSA), and staff who are trained as senior mental health leads. We have a Psychotherapist who attends Woodfield once a week, and pupils receive blocks of half termly sessions depending on need and therapy required.
Bullying:	Pupils are encouraged to talk to a trusted adult if they feel they have any bullying issues. All incidents are recorded on our online communication platform and dealt with promptly. The PSHE curriculum, tutor time and our whole school ethos promotes positive values of ambition, support and kindness which builds respect and acceptance for all.

<p>Complaints:</p>	<p>At Woodfield School we will always work closely with parents/carers to try and resolve any worries or complaints they may have. The first advice is to contact the class teacher who will endeavour to deal with any issues. This could be through face-to-face meetings or telephone calls. If parents are not entirely happy, they should contact a member of the Senior Leadership Team who will work with them to resolve the issue and who will liaise with the principal.</p> <p>Our Complaints Policy can be found on the website.</p>
<p>Evaluation:</p>	<p>Scheduled reviews focus on the pupil and their progress towards achieving the outcomes specified in their EHCP. All pupil class books contain details of their targets so all parties can familiarise themselves with the success criteria needed to achieve the outcomes.</p> <p>At the annual review, we gather data and assess information provided by class teachers in partnership with parents/carers and the pupil. We identify what changes need to be made to the support provided to help achieve outcomes, or whether changes are needed to the outcomes themselves.</p> <p>The overall effectiveness of SEND provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents/carers and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine progress compared to that achieved nationally for pupils with the same starting point. This data will be shared termly with the Proprietary body. In line with the whole school continuous monitoring process, termly lesson visits and book looks will quality assure pupil in class experience.</p> <p>This SEND report should be read in conjunction with our SEND policy and Accessibility plan.</p>