Woodside Junior School
Headteacher Mr Owen Lloyd

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SEN Information Report 2026-27

Our Vision

At Woodside Junior School, our values of curiosity, kindness and collaboration are at the heart of everything we do, and they shape our inclusive approach to supporting every child. We are a caring community rooted in learning, where all children are welcomed, valued and encouraged to celebrate their individuality in a safe and supportive environment.

We hold high ambitions for all our children, including those with SEND. We aim to provide an inclusive, high-quality universal offer with quality first teaching at it's heart, delivered through a curriculum that is carefully planned, ambitious and appropriately adapted so that every child can access it, make progress and achieve their potential. We believe that having a special educational need or disability should never limit a child's aspirations, so we adapt how the curriculum is taught, not the level of expectation we hold. Our goal is for all children to thrive and to be well prepared for the next stage of their education.

Supporting children with special educational needs and disabilities (SEND) is a shared responsibility across the whole school. We work collaboratively between and across year groups, share information effectively, and use shared strategies and a consistent approach so that children receive the right support, whoever is teaching them and whatever their age or stage.

This report sets out how we identify and support children with SEND, and how we work in partnership with families and external professionals to help every child succeed.

September 2026 information

We have 240 children on roll at Woodside Junior School. Currently 20% of children are on our SEN register, including those with an EHCP.

• 20% have an Individual Provision Map or support plan which contains a child's strengths, needs and expected provisions and / or interventions which should be made available to them.

• 4.5% have their needs met through an Education, Health and Care Plan (EHCP) for support over and above standard classroom provision.

Our SEND Team

Headteacher: Mr. Owen Lloyd

SEND Governor: Mrs. Annie Norfolk Beadle

SENDCO: Mrs. Katy Hassan

Family Liaison Officer: Mrs. Julia Mead

Email**:** office@wsd.odbst.org

Special Educational Needs

At Woodside Junior School, we support children with a variety of differing special educational needs, and we pride ourselves on being highly inclusive with an ethos which encourages and celebrates diversity and difference. SEND is categorised into the following areas in the SEN Code of Practice 2015:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and Sensory needs

Please look at the SEND Code of Practice for detailed description on the four areas of SEND, pages 97 - 98.

Reasonable Adjustments

We make reasonable adjustments to our practices to meet the needs of pupils with special educational needs, so as to comply with the Equality Act (2010). We recognise that all teachers are teachers of pupils with SEND. Teachers take full responsibility for the progress and well-being of all pupils in their class and adapt teaching skilfully to remove barriers to learning. Inclusive practice is embedded consistently across classrooms and subjects, ensuring that pupils with SEND are integral members of the school community.

Identifying and assessing needs

Woodside Junior School uses the definition of SEND as outlined in the SEND Code of Practice (2015) which states that a pupil has SEND where their learning difficulty calls for special educational provision, namely provision different to or additional to that available to pupils of the same age.

Monitoring

Staff work collaboratively to identify pupils' needs early and accurately. Where concerns arise, teachers adapt provision and work closely with parents and carers to build a shared understanding of the pupil's needs. Staff access the Ordinarily Available Provision (Buckinghamshire Local Offer), standard support strategies available in every classroom to support learning. This proactive "Assess, Plan, Do, Review" (APDR) approach ensures many pupils' needs are met through high-quality, adaptive teaching. However, if after two

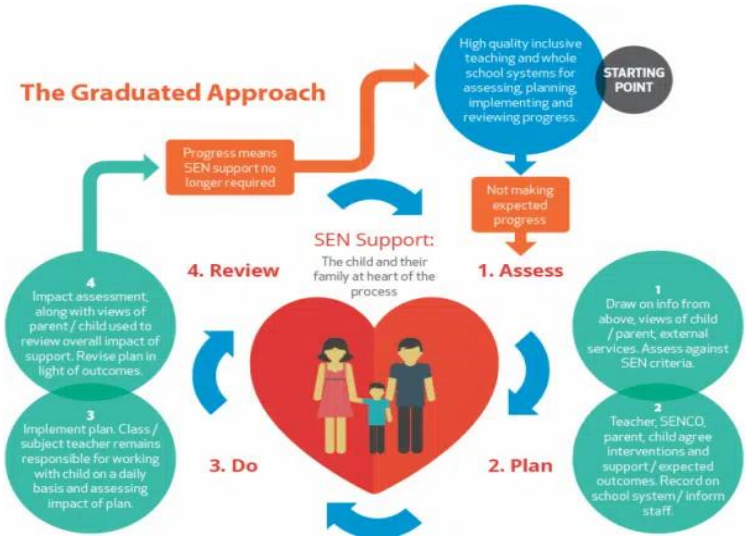
cycles of the APDR, the child does not make progress, parents/ carers will be informed, and the SENDCo will become actively involved.

Establishing School SEND Support

If a child does not make expected progress after 2 cycles of APDR, or if a specific diagnosis is identified, the SENDCo becomes actively involved, an individual support plan or Individual Provision Map (IPM) will be created. Children who require additional monitoring will be placed on our 'Watch list'. A child will be added to our SEND Register if they have a diagnosis of a SEND need:

Individual Support Plan: These are designed for children who may have a diagnosis or specific need (for example moderate ADHD, a hearing need or an SpLD such as dyslexia). These children are making good academic progress, meaning they do not require personalised learning targets. However, they do require a higher level of reasonable adjustments and specific supportive strategies to navigate their school journey successfully and ensure effective transition between year groups. A support plan may also be put in place where a child is on our 'Watch List' where further work is needed to understand and identify a child's needs.

Individual Provision Map: For children requiring more intensive intervention, parents/carers are invited to meet with the Class Teacher and SENDCo to discuss an IPM with personalised long-term outcomes and targets. Both approaches are used purposefully to secure sustained improvements in pupils' learning and well-being and are reviewed regularly so that support remains responsive and effective. Our watch list and SEN register are dynamic and constantly change according to need.



Where a child continues to make less than expected progress, despite evidence- based support and the interventions highlighted in SEND Support, we will consider making

referrals and seeking specialist support from multi-agency professionals. Parental permission will always be sought before any referrals take place.

Teaching children with special educational needs

We are an inclusive school. The class teacher is responsible for daily lesson planning in line with our curriculum (taken from long term plans agreed by subject leaders). All class teachers work with all children and progressively support (scaffold) learning to ensure all children can access it, are challenged and make progress. Teachers adapt their high-quality teaching to cater for their pupils' needs. Children are taught alongside their peers in flexible teaching groups and strive to include all children within their classroom. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

Curriculum Adaptations

The curriculum and learning environment are adapted thoughtfully and consistently according to pupils' needs. Adaptations focus on removing barriers while maintaining high expectations, enabling pupils with SEND to engage meaningfully with learning and develop independence and confidence over time. Examples of 'Universally Available Provision' adaptations include the following:

- Small group work
- Sensory support strategies
- Movement breaks or sensory circuits
- Universal oracy strategies

We use a range of strategies across lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment. We also seek advice and equipment from outside agencies as and when the need arises. As an inclusive school, we are happy to discuss individual access requirements, and endeavour to make reasonable adjustments where necessary.

Mental Health and Well-being

Mrs. Harrison is our Mental Health Lead. She is available to provide support between home and school for parents/carers and pupils and works in close partnership with the Mental Health Support Team (Bucks Mental Health Support Team | Oxford Health CAMHS). Mrs. Mead is our Family Liaison Officer she is Mental Health First Aid trained and has an in-depth understanding of young people's mental health and factors that affect wellbeing including neuro-divergence. Our ELSA practitioner is Miss. Lyndsay. Miss. Lyndsay advises other support staff on ELSA principles and works 1:1 or with small groups of children who require additional emotional wellbeing support. Well-being

check-ins are delivered by support staff throughout the school. Well-being is now a statutory part of the curriculum and is taught and discussed through lessons delivered in class and whole school assemblies, as well as through our PSHE curriculum which is led by Mrs. Cave Hawkes. All members of staff are always available for pupils who wish to discuss issues and concerns and have undergone 'Attachment Informed Approaches in School' training delivered by the Virtual School team. Our support staff are trained in Theraplay principles too. Mr. Lloyd and Mrs. Harrison are our Behaviour leads, and they work closely with the SENDCO in understanding if behaviour represents an unmet need. We use a restorative approach to encourage our pupils to think about how their behaviour has affected others. It is based on respect, responsibility and truth telling. We understand that children with SEND (and in particular those with Social, Emotional and Mental Health Needs) require a differentiated approach to behaviour management and therefore adaptations are made and additional support is put in place where needed.

SEND Consultations

At Woodside Junior School, we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND. Most days, Class Teachers are available at the end of the day for short informal discussions and longer meetings can be made by appointment through the school office. Parent/carers are invited to meet with teachers three times a year at parent consultations where progress is discussed. Additionally, the SENDCo is available via appointment to review progress towards the outcomes on their child's IPM or support plan or discuss any concerns about their child.

IPMs and support plans are updated and shared with parents and carers on a termly basis.

Annual reviews will be held for children with EHCPs (Education Health and Care Plans), to which parents/carers and all involved agencies will be able to contribute. These statutory meetings are used to celebrate the child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps. Leaders work in close partnership with parents and carers and actively seek their views. We send out a yearly parent/ carer feedback questionnaire. This informs the ongoing refinement of SEND provision. As a result, families express confidence in the school's ability to meet their child's needs and work collaboratively with staff to support sustained progress.

Child Consultations

Pupils' views are central to decision-making. Pupils with SEND are actively involved in reviewing their support and evaluating progress in an age/ stage appropriate way. This ensures that provision reflects pupils' lived experiences, they are aware of the support that surrounds them and strengthens their sense of belonging and self advocacy. Children are fully involved and their views feed directly into all policies, procedures and

daily teaching of children with SEND. Pupils are given regular opportunities to share their views via teacher meetings, discussions with the SENDCO, through support staff.

Evaluating Provision

Woodside Junior School uses the graduated approach outlined in the SEN Code of Practice (2015): ASSESS, PLAN, DO, REVIEW, ensuring that sound assessments of children's needs lead into well-planned provision. SEND support plans and IPM's are reviewed three times a year, as a minimum, to ensure relevance and progress. Details of interventions are recorded and can be viewed on a child's support plan or IPM and include staffing, how often the intervention takes place, the length of each session, the number of pupils in the group and the expected outcome. Annual reviews for children with Education Health Care Plans enables monitoring of the provision and progress against the long-term outcomes. The effectiveness of SEND provision is evaluated rigorously by the Senior Leadership Team (including the SENDCo). Leaders analyse quantitative and qualitative information, including progress from starting points, engagement in learning, classroom practice and feedback from pupils and parents. Interventions that do not lead to sufficient impact are refined or discontinued.

Staff training

At Woodside Junior School, we believe in professional development and aim to ensure all staff have the understanding they need to enable them to support your child. The SEND Team and senior leaders are constantly monitoring needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions. When a new member of staff joins Woodside Junior School, we ensure they understand the systems within the school, and that they are given information about the children they are working with. If your child needs specialist support from an outside agency, such as the Specialist Teaching Service (STS), Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first. Our staff members will work alongside experts so that provision can be maintained consistently. Here is some of the most recent training our staff have accessed:

- Theraplay
- Bereavement Training
- Attachment Informed Practice
- Adaptive Teaching

Transition Support

Our Year 3 team visits every child at the previous school before they join us, and we request a comprehensive information handover in advance of a child starting with us. Appropriate and additional transition is offered to those who need it to facilitate building new relationships and support a child to get to know our school environment. We work closely with parents and our feeder schools to achieve this.

Where a child has an EHCP the SENDCO makes a request to join the child's final annual review in Year 2.

Secondary Transition

We liaise closely with our partner schools to ensure that the transition from Woodside Junior School to the secondary school is as smooth as possible and make appropriate arrangements to support children with SEND (such as additional 'soft landing' or familiarisation activities). For those children with an EHCP, the process for transition can start as early as Year 5 and may include secondary school staff visiting and observing children before they join. The receiving school's SENDCo will be invited to join the final annual review at Woodside Junior School in Year 6.

Mid-Year new starter

When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family and speak with the current school, to enable us to gain a greater understanding of the support we need to put in place.

Clubs and Trips

Our extra-curricular activities and school visits are available to all children, including after-school clubs. All children are encouraged to engage with extra-curricular activities such as educational visits, church visits and residential trips. Parents and carers will be encouraged to become involved in planning for a school trip for children with SEND. All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc. All children are encouraged to apply for roles of responsibility in school e.g. School Council, House Captains. No child is ever excluded from taking part in these activities because of their SEN or disability. Any barriers to engagement will be reviewed, with discussions to help us work together to overcome these. Reasonable adjustments will be made to ensure all children can join in regardless of their needs.

Outside Agencies

We work with the following agencies to provide support for children with SEND:

• Specialist Teachers at Buckinghamshire CC (STS)

• Educational Psychologists

• Children's Therapy Teams NHS (Speech & Language/Occupational Therapy / Physiotherapy)

• Mental Health Support Team (including CAMHS)

• School Nursing Service and specialist nurses where appropriate

• Locality Early Help Team (can help with signposting to linking families to other support agencies)

• Social Care (including Family Support Service)

• Virtual School

• Buckinghamshire Attendance Team

We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, we will call you in for a meeting to share the advice. We have a particular duty in ensuring that Children Looked After (those who are in the care of the Local Authority) are given the appropriate support and care to help support their progress. The Designated Teacher for Children who are Looked After is Mr. Lloyd.

Accessibility

Please read the Trust's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children, the equipment and facilities that are available and the arrangements we have made to help children with SEND access our school.

Woodside Junior School - SEND

Complaints

Your first point of contact is your child's class teacher. If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the SENDCo, Mrs. Hassan. If they cannot solve your issue, then an appointment can be made to speak to the Deputy Head Teacher (Mrs. Harrison) or Head Teacher (Mr.Lloyd) via office@wds.odbst.org

If you are not happy with the response, you should follow the Complaints Policy that can be found on our website.

The Local Offer

The Buckinghamshire Local Authority Local Offer can be found at Bucks: https://familyinfo.buckinghamshire.gov.uk/send/

SENDIAS Advice Buckinghamshire: https://www.buckinghamshire.gov.uk/schools-libraries-and-parks/bucks-sendias-service/

Buckinghamshire Council SEND support line: 01296 382135

IPSEA (Independent Provider of Special Education Advice) https://www.ipsea.org.uk/