



SEND Information Report for Woodthorpe Church of England Primary School September 2025

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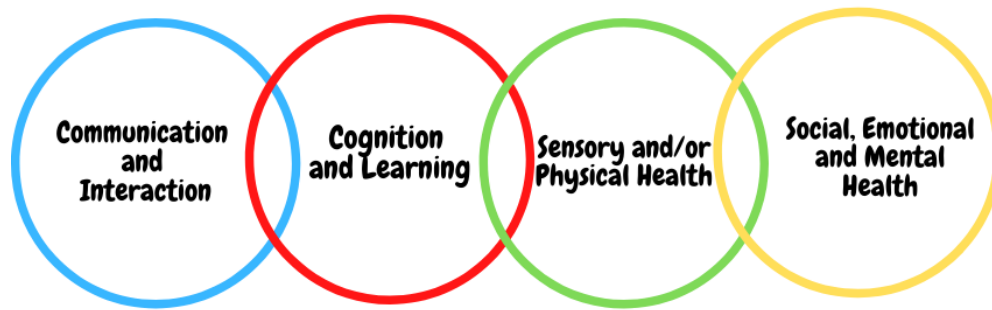
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At Woodthorpe Church of England Primary School we take all possible measures to ensure that all of our children receive the best education possible, in a happy, supportive and inclusive environment. We take pride in the family feel to our school, and value each child and all the wonderful attributes they bring to our Woodthorpe family.

Within SEND, there are four broad areas of need, which are outlined below:

The 4 Broad Areas of SEN



Communication and Interaction - Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASC, including Asperger's Syndrome and Autism Spectrum Condition, 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.

For more information regarding Autism, useful links include:

<https://www.autismeducationtrust.org.uk/>

<https://www.autism.org.uk/>

Cognition and Learning – Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD).

Useful Website for Dyslexia: <https://www.bdadyslexia.org.uk/>

Social, Emotional and Mental Health Difficulties – Children experiencing these difficulties may demonstrate this in many different ways. For example, their behaviour may be disruptive or they may become withdrawn. These behaviours often reflect underlying mental health issues such as anxiety or depression, self-harming or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit hyperactivity disorder or attachment disorder.

Sensory and/or Physical Needs – Some children require special educational provision because they have a specific need which may prevent or hinder them from

making the use of the educational facilities generally provided. For example, vision impairment, hearing impairment and multi-sensory impairment.

We respond to any identified areas of need through the school's graduated response. Following an 'assess, plan, do, review' cycle, we consistently take responsibility as a whole staff approach to identify areas of need. We then plan an inclusive approach to respond to this with support of the SENDCo and deliver specific learning strategies through quality first teaching and creating Individual Learning Plans. Finally, we are consistently reviewing both the need of the child and our practice through the support of parents and our SEND team. We can also work together to decide whether there is a need for further support from external agencies or funding.



If you have any concerns that your child may have SEND that school have not discussed with you, please speak to your child's class teacher or directly with the SENDCO - Miss C May.

Identifying children with Special Educational Needs and Disabilities

Children may be identified as having Special Educational Needs if they need extra support in school, which is over and above the support that they would normally receive in class through quality first teaching.

Children can be identified as having Special Education Needs in various ways. These are some of the main ways of identification:

1. The child is showing difficulties at school in learning and/or social/emotional difficulties.

2. Parents of a child are concerned about their child's learning and/or social/difficulties.
3. There are medical conditions for which a child may need extra support.
4. The child is making less than expected progress, given their age and individual circumstances.
5. In the Foundation Stage 2 all children are assessed for speech and language difficulties in the early stages of their entry to school.

If any of these difficulties arise, they will be addressed in line with our identification of SEND schedule (also available on our website). In brief this comprises:

1. The teacher will bring the area of difficulty to the parents' attention. This could relate to, but not confined to, the four broad areas of SEND.
2. The area of difficulty will be brought to the attention of the school SENDCO, Miss May.
3. A cycle of targeted intervention will be implemented and reviewed regularly. This will be directly related to the area of need that the child requires to support them with any challenges they are facing, alongside any emotional support that the school can offer to the child and family.
4. It will then be decided whether or not the child needs a SEND Individual Learning Programme (ILP), which is a record of support over and above what is normally available through school's regular resources. This consists of targets for the child, and small steps that need to be taken in order to make progress towards these. This will be constructed by the class teacher, any support staff and the SENDCo. The child's parents will also be invited in as a collaborator to this. This will be reviewed termly.
5. If a child has an ILP, and is still having difficulties and not making age appropriate progress after 2 terms, then outside professional support may be requested. For example, by contacting the Educational Psychologist to come and assess the child's needs. This will only occur when parent/carer consent is obtained and is a collaborative process with the children's adults at home. If the parent/carer is concerned there may be a specific learning need and would like a diagnosis for their child, Woodthorpe may advise that they seek advice from their

GP and other professionals. School will subsequently work collaboratively with these professionals to submit questionnaires and information to support a diagnosis.

6. If support from the school and additional support from outside professionals is not having enough impact on progress for the child, the next step is for school to apply to the Local Authority for an Education Health Care Needs Assessment (EHCNA) if the gap in the child's progress and attainment is still at least two years behind their age-related expectations. This may result in them receiving an Educational Health Care Plan (EHCP). This is a legal document that is reviewed annually, outlining the provision the child should receive from an educational setting and provides the school with funding to support this need.

Often when a child is showing difficulties in school, it can be influenced by a variety of factors, including : mental health issues, housing, family or domestic issues. In these cases, an Early Help Assessment form will be completed with the parent/carer and a partnership with Positive for Young People (P4YP) may be sought. This can then ensure that there is a multi-agency approach to supporting the child.

Other issues can also cause a child to have difficulties in school such as bereavement, bullying and divorce. These issues can be supported in school through our 'Lego Therapy' and 'Forest School' interventions. Our school teaching assistants have been trained in the delivery of this intervention to support children.

We are aware of the link between SEND and safeguarding, to this end posters are displayed in prominent locations so all children are aware of our key safeguarding leads (Mr. Matt Loader, Mrs Elaine Gamble and Mrs Nicky Trundell). Both SEND needs and Safeguarding concerns will be recorded as per the school policy through CPOMS.

Consulting with Parents/carers and Children

At each stage of identification and support, the class teacher will contact the parent/carer as soon as an area of difficulty arises. Where appropriate, the SENDCo may also contact parents to communicate the difficulties that are being experienced in school and gain an insight to how this translates to children's home life. Parents/carers at Woodthorpe will always be informed as soon as a child is being considered for a Learning Programme.

In the Woodthorpe ILP, there is a section on parent/carer views. We prioritise hearing everyone's voice, and want to take a team approach with parents/carers to build support and targets for the children. Parents are invited into school for this meeting with their child's teacher, which may also be supported by the SENDCo where

appropriate.

Once a child has an ILP, parents will be kept informed on how the child is progressing towards their identified targets - these will be reviewed on a termly basis by appointment, and updated with new information and data. Consent will also always be gained via a form before a child accesses any intervention, such as Lego Therapy, or Forest Schools.

Wherever possible, it is also important to involve the child in their Learning Programme and for them to help to formulate their targets in a child-centred approach. In Woodthorpe's ILPs, there is a section for a child to communicate their thoughts and feelings in their one page profile. Children may also be invited to meet and to be involved in their target review at the end of each full term if this is appropriate.

If a child has an Education and Health Care Plan (EHCP), then there will also be an annual review, where other professionals involved with supporting the child will also be invited to submit a report and attend the meeting.

Involving Key Stakeholders

All schools within Derbyshire have access to Derbyshire Inclusion Support Advisory Service. We have been assigned an Inclusion Support Advisory Teacher who supports the school to develop whole school inclusion. This is a service that we can seek training and advice from to ensure we provide quality, inclusive education. We are also able to refer specific children to the service should they require targeted and specialist support. Referrals can be made to this service if a child is receiving more than £6,000 of additional support through the school's graduated response. The service works in partnership with schools, parents, carers and other professionals to support school staff to deliver high-quality teaching and inclusion.

At Woodthorpe, our Early Help service is delivered by Positive 4 Young People (P4YP). They support our Woodthorpe community through creating safe spaces for young people and providing a support system for the child and their families. This service has limited numbers at our school, and it is a whole staff decision on the need and priority of pupils and families that are referred to this. Our P4YP worker currently works at Woodthorpe every Friday, working with a variety of children and families throughout the day.

Speech and Language is another agency that we may refer children to. This service supports children with speech, language and communication, and/or eating, drinking and swallowing difficulties. They work with children in school during school hours of the

day. They provide school with speech and language targets for children, which are also delivered to parents and carers. The needs in the following list may be associated with wider needs or a diagnosis (such as autism, hearing impairment, learning disabilities, cerebral palsy, cleft lip and palate etc) or may exist on their own.

We can also refer children to an Educational Psychologist. This is a Derbyshire Service, who are registered to practice by the Health and Care Professionals Council (HCPC). The Educational Psychologist works with school in many ways, including:

- Consultations: meeting with the adults around the child or young person to jointly discuss ways forward.
- Direct work with a child and observations.
- Intervention work with a child or young person.
- Training to school staff on a wide range of topics

Sometimes we may also contact the Educational Psychologist to write a supporting report for an example, for an EHCNA. Please follow the link to Derbyshire's Educational Psychologist page: <https://www.localoffer.derbyshire.gov.uk/education-and-learning/all-age-inclusion-service-aais/educational-psychology-service-eps/educational-psychology-service-eps.aspx>

We also have a link that bridges Education and Health Services with our School Nurse. The school nursing service works in partnership with children, young people and their families to ensure that children's health needs are supported within their school and their community. School nurses are public health nurses who work closely with education, social care and other health professionals, to help children and young people to remain healthy and accessing education.

Teaching and Learning of Children with SEND

Everyone at Woodthorpe is responsible for an inclusive approach to the curriculum that all children can access. The class teacher(s) is responsible for ensuring that all of the children make progress in their class. Quality first teaching has the most impact on a child's ability to progress. Quality first teaching ensures that all children's learning needs are well-considered within the class, by adapting every lesson so that all children can progress at their own level. On the Woodthorpe planning documents that teachers are required to use, there is a box for each lesson where teachers must

identify the adaptations they will make to ensure inclusivity of a lesson. This means that monitoring of this is also completed by subject leaders and the SENDCo, where advice and guidance can be given where needed.

In some instances, the child may be taught in small intervention groups by other members of staff, but the teacher always retains responsibility for the pupil. At Woodthorpe, these intervention groups are either structured through a programme (for example Read, Write Inc., Talk Boost and Fresh Start), or planned by the class teachers. These interventions will be delivered on a needs basis and therefore may change throughout the year. The SENDCO is there to help and support the teachers with assessing needs, finding resources and as a point of contact for any issues arising.

Subject leaders are all expected to consider suitable adaptations to their subject to ensure all pupils with SEND can have equal access. These adaptations might include:

- Providing children with topic-linked word banks/ pre-teaching of key vocabulary;
 - Use of coloured paper or overlays;
 - Oral presentations/ expectations are supported with diagrams, pictures or real objects to make the information accessible to all;
 - Minimisation of handwritten exercises to prevent the writing down of information becoming a barrier to success;
 - The use of word processing devices and spell-check;
 - Chunking of information in to manageable amounts for children with known attention difficulties
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- Use of concrete resources such as Numicon, Unifix, Counting objects

At Woodthorpe Church of England Primary School we strive to meet the needs of all learners so that they are able to make at least good progress as a result of high quality teaching in combination with well-matched support for any additional needs.

If a child needs adaptations to their environment to ensure that they can equally access the curriculum, the school will do everything possible to ensure that this can happen. For example:

- Altering the layout of a classroom for a physical disability;
- Reducing light glare for a child with visual impairment.

If parent/carers feel that their child is not offered equal access to the Curriculum, please bring this concern to the attention of the class teacher or SENDCO and be assured that relevant action will be taken to address this.

Supporting Emotional and Social Development

At Woodthorpe, we prioritise children's emotional and social development, and we are consistently striving to find new initiatives and ways of supporting this, outside of the referrals to the external agencies outlined above.

In the 2025/26 academic year, the three main interventions we will be providing in relation to emotional and social development are Forest Schools, ELSA and Lego Therapy. Each term, teachers will make referrals to these interventions to the Forest School Lead (Miss C May) and the Lego Therapy Lead (Mrs C Cooke). Staff members will then discuss the areas of need and outline targets for the children for these sessions. For Forest Schools, teachers will also complete a Boxall assessment prior to, and following this to monitor the children's progress. For ELSA, teachers will complete a referral form and this will be discussed with the ELSA teacher (Mrs E Shaw).

Lego Therapy is a social development program that uses LEGO activities to support the development of a wide range of social skills within a group setting. Playing with LEGO in a therapy setting promotes social interaction, turn-taking skills, sharing, collaborative problem-solving and the learning of concepts. It can be used to target goals around social skills, language and motor skills, and a great sensory break for children who need this smaller group time in a school week. This takes place at Woodthorpe each afternoon, and is ran by our trained Teaching Assistant Mrs Cooke.

Forest Schools is a child-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting. At Woodthorpe, we have a specialist Forest School Teacher visit us every week to deliver these sessions on a Tuesday afternoon. This is a mixed age group of all ages that have been referred by teachers. This is overseen by the SENDCO.

This year, we are fortunate to have an Emotional Literacy Support Assistant (ELSA) who works under the guidance of the SENCO to support children's emotional wellbeing. The ELSA provides targeted sessions that help pupils develop skills in understanding and managing their emotions, building self-esteem, improving social interactions, and coping with challenges such as anxiety, loss, or friendship difficulties. This nurturing, child-centred approach enables pupils to feel listened to and supported, helping them become more emotionally resilient and ready to learn. These sessions are run by our newly trained Teaching Assistant - Mrs Shaw.

If we feel that there is a need to seek additional support for a child and their mental well-being, we work closely with Compass Changing Lives. The Service is a comprehensive early intervention service for children and young people aged 0-17 who are experiencing mild to moderate mental health difficulties. This has proven to be a

highly effective service and has helped in supporting families with children experiencing these difficulties.

We may also direct you to your GP if you have any further concerns.

Useful websites for children who need support with Social, Emotional Mental Health:

- <https://www.derbyshirehealthcareft.nhs.uk/services/childrens-mental-health-services-camhs-derby-and-southern-derbyshire>
- <https://www.youngminds.org.uk/>

Participation in Extra-curricular Activities

All children are welcomed at our breakfast and after-school wraparound care provision and the other enrichment clubs we offer. If your child requires additional support during this time, please ensure you contact the Class Teacher or SENDCO (Miss C May) so that additional provision can be organised to support their inclusion. A Risk Assessment may also be put into place for your child in collaboration with Parents/Carers to ensure their safety when participating in extra-curricular activities.

The school takes part in many local sporting competitions; we always ensure that all children have the opportunity to form part of our team.

Training and Professional Development

As part of our continued professional development, all staff have been trained to support children with SEND, which is consistently developed. External agencies that we work alongside, such as ISAS work with teachers and staff to support their development. Currently, our SENDCo (Miss C May) is attending many courses which are then shared to all staff via Google Drive and delivered as part of our development meetings which occur weekly. Miss May is also currently undertaking the new NPQSENCO as part of the new statutory training to be designated SENDCO. Additionally, Miss May is our trained Autism Advocate by Derbyshire County Council, and has provided the training to the other staff on this. Alongside this, Woodthorpe is part of the Academy Trust DDAT which offers a breadth of training and events to support staff knowledge. The school also invests in the National College training resource for the teachers and all staff, where they can complete online courses, obtain qualifications and access webinars for their continuous professional development.

In the 2025/26 academic year, our school has been selected to participate in the Derbyshire PINS (Positively Including Neurodivergent Students) project. This initiative

provides a consistent programme of continuing professional development (CPD) for all staff, supporting a whole-school approach to inclusion. Through the project, staff will engage in specialist training and ongoing support to develop a deeper understanding of neurodiversity, sensory processing differences, and strategies that promote positive engagement and wellbeing for all pupils. This work will further strengthen our inclusive practice and ensure that every child has the opportunity to thrive both academically and emotionally.

If a child comes into school with a difficulty that has not been encountered before, then the school will immediately ensure that the teacher, teaching assistant and any other relevant adults in the school receive training in the specific area of need.

The school may also make a referral or seek advice from other relevant professionals. These may include:

- Educational Psychology Service
- ISAS
- Speech and Language Therapy
- School Nurse Team

Before referring to any outside agency/service, we will always seek parent/carer permission first.

How the school prepares and supports children who are joining Woodthorpe or transitioning to a new setting

Pupils who are new to Woodthorpe C of E Primary School

EYFS Staff will meet with parents prior to pupils starting school. There are nursery visits from school staff and a welcome evening for parents which the SENDCO will attend (at present, our SENDCO is also our EYFS teacher meaning this can be targeted from the very beginning of their school journey). If you have concerns about your child starting school in relation to SEND, please contact the school prior to their start so that additional transition and support plans can be in place ahead of September.

If your child is starting Woodthorpe C of E Primary not as an EYFS member, the SENDCO and staff will liaise with their previous school to ensure that provision and adaptations can be consistent and in line with what has previously been effective in supporting the child. The school will continue to use the graduated response and all of the other strategies outlined throughout this document.

A useful link for school readiness can be found here:

<https://www.derbyshire.gov.uk/education/early-years-childcare/ready-for-school/ready-for-school-in->

Pupils who are moving class

All information from the previous teacher will be shared to the new class teacher in advance via a transition meeting to discuss all children's needs. Additional visits to meet the new teacher may take place if necessary, and meetings with parents/carers can also be arranged to support this. It is likely that the child's new teacher will be invited to the child's final ILP review of the year, so that parents and new teachers can communicate as a part of transition. Being a small school means that staff are familiar with all of the children and regularly come into contact with all children which enables a smooth transition.

Provision for children as they move to Secondary School

At Woodthorpe, we appreciate that transitioning to secondary school is often daunting for all pupils and parents and therefore we strive to make this process as smooth as possible. We are supportive of our children and families in every step of the transition. Even after children have left our school, our DDSL and Year 6 teacher make termly visits to local feeder schools during Year 7 to ensure ex-pupils/members of our Woodthorpe Family are happy, and to support in addressing any issues or concerns.

During the children's time in Year 6, the Year 6 teacher plans for termly opportunities to attend trips and lessons within the local secondary schools to enable children to feel at ease and less intimidated by the secondary school settings.

Children who have a LP, or those who require additional help, will be given extra support in Year 6 before their move to secondary school. This will include:

- Liaising with the SENDCO from the chosen secondary school;
- Visiting the school;
- Transition lessons within school;
- Transition days at the new school.

Children who have an Education and Health Care Plan will receive all the above plus:

- A Year 5 Annual Review to help support their transition, and to support parents in choosing the right secondary school. All key professionals are invited to attend this review, including the Local SEND/Inclusion Officer.
- All children with an EHCP will receive a review of their plan in the Autumn Term of Year 6 in order to notify the Local Authority of the parent/carer's preferred secondary school placement.

Monitoring the Effectiveness of our Provision

At Woodthorpe, we always strive for the best for the children, therefore those who have an ILP or EHCP are continually monitored by the SENDCO to ensure that they are making progress from their individual starting points.

The class teacher will review ILP targets termly to ensure that the ILP is still meeting the child's needs. Progress towards targets is discussed with:

- The child;
- Parents;
- SENDCO;
- Any other professionals working with the child.

As a school, we acknowledge that all children make progress at different rates, we celebrate all successes and progress. If the child cannot be assessed through the school's assessment system, we also use Brackenfield Assessments to celebrate the smaller steps and successes of the child and create smaller, personalised targets that are SMART. External agencies also monitor these children and conduct assessments to support their progress.

Pupil and parental views are important to us and we seek to collect opinions about the effectiveness of our provision via discussion and questionnaires as part of our annual SEND monitoring cycle. We have an 'open door' policy where teachers and the SENDCO are always available to discuss any parental worries or concerns.

What to do if you are not happy with the provision for your child

If you are unhappy about your child's provision we will make every effort to listen to your concerns and implement adaptations and support where needed. In the first instance, you should talk to your child's class teacher. If you feel that any issues following this are still unresolved, Miss C May, the school SENDCo, can be met by appointment to listen to your concerns and take any further relevant action. Finally, if the matter is not resolved as you would like, parents can then request to see Mrs Gamble, our Head of School, or Mr Loader, our Executive Head. Please telephone the School Office to make an appointment.

Our full Complaints Policy is available on the school's website.

If you need further support with anything related the SEND alongside school's support, the Derbyshire Information Advice and Support Service for SEND (DIASS) website can provide useful contacts and information

The Local Offer

Each Local Authority is responsible for writing 'A Local Offer'. This is a resource designed to support children and young people with SEND and their families. It describes what is available to children locally, including services and provision available to families and children. This includes services across education, health and social care, as well as those provided by the private, voluntary and community services. Derbyshire's local offer is available on: www.derbyshiresendlocaloffer.org

Other Relevant Policies

School policies relating to SEND which are also on the school's website are:

- Special Educational Needs and Disability Policy
- Our School Accessibility Policy
- School Admissions Policy
- Management of Medical Conditions/Administering Medicines Policy.
- Looked After Children Policy
- Curriculum Policy
- Subject Policies

Named Contacts

Name	Role	Email
Mr M. Loader	Executive Head Teacher DSL	mloader@woodthorpe.derbyshire.sch.uk
Mrs E Gamble	Head of School DSL	egamble@woodthorpe.derbyshire.sch.uk
Miss C May	SENDCo	cmay@woodthorpe.derbyshire.sch.uk
Mrs N Trundell	DDSL	ntrundell@woodthorpe.derbyshire.sch.uk

Mrs C Millington	School Business Manager	cmillington@woodthorpe.derbyshire.sch.uk
Miss L Allen	School Business Assistant	llen@woodthorpe.derbyshire.sch.uk
Miss A Eades	Woodthorpe SEND Governor	annabel.eades@waverleyjunioracademy.org

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<https://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made>