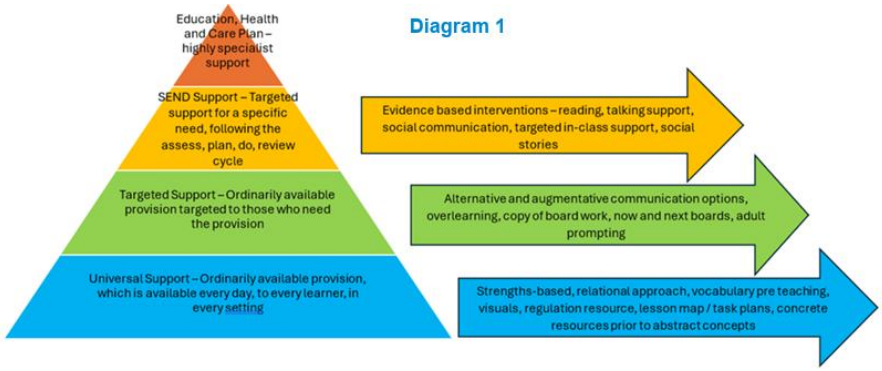
Special Educational Needs and Disabilities (SEND) Information Report

School name and type of school	The Schools of Woolton Hill (St Thomas C of E Infant School and Woolton Hill Junior School). Mainstream infant and junior (Federated).

Core offer	The Schools of Woolton Hill are caring and inclusive schools where children have access to a broad, balanced and relevant curriculum. We aim to ensure that the needs of each child are met to the best of our ability and that each child achieves highly, according to their ability. We are committed to making the whole curriculum accessible to all pupils through quality first teaching, differentiation and by using a variety of teaching styles according to the individual needs of the children. We believe that all children, including those with Special Educational Needs and Disabilities (SEND), flourish and thrive in a nurturing environment where they are given appropriate support and opportunities to participate in all activities.

Policies	The following school policies are available on the website.	SEND	Yes
		Safeguarding	Yes
		Relationship (Behaviour)	Yes
		Equality and diversity	Yes
		Equality	Yes
		Complaints	Yes
		Admissions	Yes

Identification of Special Educational Needs and Disabilities (SEND)	
How do The Schools of Woolton Hill know if children need extra help	At Woolton Hill Junior School we follow the Special educational needs and disability code of practice 2015 guidance for identification. Our SEND policy and SEN Information Report complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (January 2015) and has been written with reference to Section 20 of the Children and Families Act 2014 and Equality Act (2010).

and what do I do if I think my child has special educational needs?	The code of practice (2015) states that special educational needs refers to those learners who have "significantly greater difficulty in learning than the majority of others of the same age" and for those who require a "special educational provision to be made" for them. The code also refers to those who have a disability which can make it more difficult for them to make use of the educational facilities available to their peers (pages 15 and 16). There is a graduated approach to support which is summaries by this diagram:  'Ordinarily Available Provision' refers to the baseline support and adjustments that all mainstream schools are expected to provide for all learners, including those with SEND, using their own funding and resources. This includes simple, routine changes to teaching and the learning environment that are considered good practice for all pupils but are particularly important for removing barriers for children with SEND. Class teachers ongoing monitoring can identify children whose progress: • Is significantly slower than that of their peers starting from the same baseline. • Fails to match or better the child's previous rate of progress. • Fails to close the attainment gap between the child and their peers. Widens the attainment gap. Pupils are identified in a range of ways: • Early identification and intervention. • Transition meetings between pre-schools, Infant and Junior School. • Parental Concern • Teacher Identification • Professional diagnosis • Involvement of outside agencies including: Speech and Language Therapy, Educational Psychologist Service, Hearing Impairment Teacher, CAMHS (Child and Adolescence Mental Health Service). • Through data analysis and continued monitoring of progress.

	• Impact of school-based interventions. • Use of interpreters to support pupils with EAL (English as an Additional Language) and potential SEND (Special Educational Needs). We take note of the 4 broad areas of need: • Communication and Interaction. • Cognition and Learning. • Social, emotional and mental health difficulties. • Sensory and/or physical difficulties. Our aim is to work in partnership, parents, children and professionals to support the needs of a child. Parents are encouraged to: • Initially contact your child's class teacher and discuss your concerns. The Class Teacher knows each child in their class well and will be able to discuss your child's progress and possible needs in depth. • Contact SENDCO (Special Educational Needs and Disabilities Co-ordinator). The SENDCO works in collaboration with Class Teachers to ensure children's needs are being met. The SENDCO can observe and assess children where a concern has been raised by parents or teachers. The SENDCO also oversees progress of children with SEND. • Contact GP (General Practitioner). Occasionally a GP can make referrals to different health services, for example CAMHS and Right to Choose. Your GP may also be able to offer support for your family.
Support for children with special educational needs	
If my child is identified as having SEND, who will oversee and plan their education programme?	Every Teacher is a teacher of children with SEND. Quality first teaching, adaptation and 'ordinarily available provision' meet the needs of a child on a daily basis. The School SENDCO has an "umbrella" role to oversee all provision for pupils with SEND. Class Teachers have a responsibility for day-to-day provision. • The Class teacher in collaboration with School SENDCO will discuss a child's areas of need, agree and form a personal plan (we call these a Passport to Success). • Parents are involved in agreeing and reviewing Passport to Success. • Passport to Success are reviewed termly or more frequently if appropriate. Where appropriate children are involved in the review process with teachers and SENDCO. • SENCDO, class teachers' and parents liaise with outside agencies and professional to ensure the best provision is in place. • The Class teacher, in liaison with colleagues, may also provide a school based strategy card (defining approaches which work best for the child).

How will I be informed / consulted about the ways in which my child is being supported?	Upon joining The Schools of Woolton Hill parents and professionals are invited to a transition meeting to plan a joint approach. This may include additional school visits, meetings with the class teacher and SENDCO. • Termly or more frequent meeting to discuss a child's progress can be arranged. • Informal meetings with teachers at an agreed time to discuss needs. • Termly review and Passport to Success documentation. • Pupils with an EHCP (Education, Health Care Plan) will have an annual review/transition meeting at key points in the year.
How will the school balance my child's need for support with developing their independence?	The Schools of Woolton Hill are committed to providing inclusive practice within main- stream environment. Reasonable adjustments are made to ensure inclusion. • Provision is carefully planned with a child's need at the forefront. • Where appropriate additional interventions/learning programmes are timetabled these can be 1-1, small group, in or out of class. • Independence is achieved through careful management of support from the class teacher and SENDCO. • Children are given every opportunity to succeed independently. • Where teaching assistants support a child they encourage independence.
How will the school match / adapt the curriculum for my child's needs?	All children are assessed using a range of assessment tools. • Appropriate interventions approaches are offered. • Class teachers adapt planning to remove barriers and cater for children's individual needs. • We follow the process of assess, plan, do and review in collaboration with staff and outside agencies (where necessary).
What additional staffing does the school provide from its own budget for children with SEND?	We encourage children to be independent learners and can make reasonable adjustments to a child's provision to support. Additional staffing could be provided if: • Education Health Care Plans (EHCPs) outline a need for additional adult support and hours are funded by Hampshire SEN Department and the school. • Some adults are trained in delivering interventions across the school and children with Special Educational Needs may take part in these school-based interventions.
What resources and equipment does the school provide for	We are an inclusive school and have a range of resources we can draw from. 'Ordinarily available provision' can be grouped under these broad categories: learning spaces, pedagogical principles, and visual support. This is offered at a universal and then targeted level. If monitoring shows that a learner

children with SEND?	is not making progress, despite consistent application of ordinarily available provision, this suggests that there could be a need requiring further investigation. Examples of provision can be found here: https://search3.openobjects.com/mediamanager/hampshire/directory/files/oap_and_send_support_-_march_2025.pdf
What special arrangements can be made for my child when taking examinations?	• Arrangements can be made for pupils to be in a small teaching room with a teaching assistant either 1:1 or in a small group. • Extra time to complete an examination can be applied for. • Movement/rest breaks can be applied if pupils require this intervention and this is a part of their regular day-to-day routine. • Specific resources, for example a paper specially designed for visual impairment. • Support by a reader or scribe can be applied for if this is common practice for the child.
What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one basis or in small groups?	One to one interventions: • Individual Reading/Priority reading • Targeted, specific interventions planned by the Class Teacher (Phonics, English, Maths and Reading). • Emotional Literacy Support (ELSA). • Online programmes for individuals; Nessy Reading and Spelling, Mathletics. Small group interventions: • Targeted, specific interventions planned by the Class Teacher (Phonics, English, Maths and Reading). • Social Skills (Socially Speaking, Talk About, Lego Therapy, Circle of Friends, lead by ELSA). • Ready to learn group (Acorns). Boundaries, resilience, focus, respect, self-regulation and independence • Sensory Circuits. • Fine motor control (Clever Hands). • Gross motor control (Clever Bodies).
My child's progress	
How will the schools monitor my child's progress and how will I be involved in this?	Parents are fully informed of all progress. • Class teachers monitor pupils' progress and attainment towards targets on a daily basis. • Achievement is measured termly and yearly either by teacher assessment or assessment tasks. • Achievements are shared with SENDCO and Senior Leadership team in Pupil Progress meetings.

	• Provision is reviewed and next steps and agreed by the class teacher. Targets on a child's Passports to Success are reviewed/written termly. • Progress is fed back to parents at termly parent's evenings (learning conversations) and through Personal Plan planning and review meetings. • Parents work in partnership with school and outside agencies as appropriate. • The child is involved and their views sought.
When my child's progress is being reviewed, how will new targets be set and how will I be involved?	Progress is reviewed by class teacher at Pupil Progress Meetings termly with senior leaders. • Recommendations for next steps, targets and provision are made. • Parents are involved in 'Learning Conversations'. They are informed of progress and encouraged and informed on how to support further learning needs. • Parents are invited to meet with the Class Teacher to review their child's Passport to Success and plan next steps. • The child's views are sought on what helps and hinders their progress.
What arrangements does the school have for regular home to school contact?	• Pupils have a reading diary that parents and pupils can record their reading and or other learning needs. • Teachers sometimes send home brief notes to say how well a child has achieved or contributed in class. • Children may occasionally bring home certificates to reward good choices and achievements. • Parents are invited into school to meet with outside agencies and professionals that are involved in their child's care. • Copies of all reports made by outside agencies and professionals are sent home. • We ask that parents share medical reports/professional reports about their child. • Meetings can be held involving the child.
How can I help support my child's learning?	Parents/ carers can support their children by reading regularly, practicing phonics/spellings and number skills/multiplications tables. • Parents can support their child to complete home learning set weekly and support their child to do regular practice on online learning platforms (e.g. TTRS, Nessy). • Passports to Success suggest opportunities and ideas for parents on how to support their child's individual and on-going needs. • Parents can also share their expertise with the school, to help build a picture of their child's needs.
Does the school offer any help	• School based parents' evenings and curriculum events offer support.

for parents / carers to enable them to support their child's learning, eg. training or learning events?	• Workshops led by SENCO, ELSA and our Family Support Worker. • The school website has lots of links and useful information for parents: https://www.schoolsofwooltonhill.com/wellbeingandfamilysupport • The school's SENDCO may work alongside parents to identify training needs and signpost suitable courses. • Parents can be given information on useful websites or support groups they can access. • Parents can be signposted/referred to professionals that offer more support.
How will my child's views be sought about the help they are getting and the progress they are making?	• The view of the child is important to us as a school. They are involved in review meetings by seeking views and being present at the meetings. • Children are encouraged to be independent and are encouraged to self-assess, share success and suggest next steps.
How does the school assess the overall effectiveness of its SEN provision and how can parents / carers and young people take part in this evaluation?	• Class teachers have termly Pupil Performance Meetings with Senior Leaders – pupil achievement is evaluated against interventions that they have taken part in – parents do not participate in this meeting as a range of pupils are discussed. • Children's views are sought about what helps/hinders their progress. • Pupils with an EHCP will have an annual review with all agencies working with. • Parents are fully involved in EHCP review meetings. • The SENDCO is responsible for tracking the progress of children with SEN and assessing the impact interventions have across the school. • The SENDCO is part of the SLT (Senior Leadership Team) and monitor SEN provision and resources.
Support for my child's overall well being	
What support is available to promote the emotional and social development of children with SEND?	• Pupils with SEND could use social stories to develop their emotional social development. • They could also be part of a small social group supported by an adult. • A play time plan could be written to agree activities and play mates for break times. • Some pupils could take part in a small social skills group. • Year 6 buddies can support pupils at lunchtimes to find someone or something to play. • The school follows the SCARF programme for Personal Social and Health Education.

	• Specific interventions could be used to build a child's resilience e.g. Acorns and Super Seedlings Nurture Groups. • The 6 Strands programme could be used to assess and plan for children with individual social, emotional and behavioural needs. • Children can be refereed to our school ELSA (Emotional Literacy Support Assistant) for support 1:1 or small group for emotional and social needs. • Teachers can provide strategy cards, defining what works or hinders each child.
What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?	• The Schools of Woolton Hill seek advice from the Primary Behaviour Support Service where there is persistent and sustained challenging behaviour. • Individual Behaviour Management Plans (IBMPs) are written with parents, class teachers, and the pupil. It addresses the issues, sets targets, expectations and home/ school rewards. All parties agree to the strategies listed. It can be monitored • At The Schools of Woolton Hill we aim for all children to be included in class activities but where a child finds it difficult to act in accordance with the school rules; they could be removed from class. A pupil will usually be given reflection time and suitable alternative choices discussed. • The class teacher provides a strategy card, based on what works or hinders the individual child. • The school operates a language of choice policy (Good Choice, Wise Choice). • Exclusion is the last resort and will only occur with persistent and challenging behaviour or a serious incident.
What medical support is available in the school for children with SEND?	• Some staff are paediatric first aid trained and are able to support pupils with medical needs. • Adults are able to support pupils who have ADHD (Attention Deficit Hyperactivity Disorder) and need to take prescribed medication at lunch time or other times of the day. • The school is able to seek advice from the Hampshire school nurse service and the Inclusion Support Service (ISS) for further advice should we need to.
How does the school manage the administration of medicines?	• Parents complete a medical form that is kept on file in the office. The form clearly indicates when and how much medication is to be taken. Parents/ carers must sign the form in order for medication to me administered. • First aiders and office staff are aware of medications that pupils need to take and monitor the administration of them. It is always recorded in a log in the office. • Schools have an Administration of Medicines Policy and a policy to support children with medical conditions.
How does the school provide help with	• School are willing to discuss with parents any additional toileting and dietary needs a child may have. Where possible school can implement an agreed plan.

personal care where this is needed, e.g. help with toileting, eating etc ?	• Advice can be sought from the Hampshire school nursing service or other professionals involved in a child's care • A relevant Individual Health Care Plan (IHCP) can be created in partnership with the family and colleagues in school.
Specialist services and expertise available at or accessed by the school	
What SEN support services does the school use, e.g. specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, outreach teachers, behaviour support teachers etc. ?	The schools can access the following services. Need is assessed on a child-to-child basis: • Primary Behaviour Support Service (including the Wellbeing Support Service). • Educational Psychology Service • Outreach Teachers • Education and Inclusion Therapy Service • Hearing Impairment Service • Visual Impairment Service • Speech and Language Therapy • Occupational Therapy • Physiotherapy • School Nurse Team • Inclusion Support Service
What should I do if I think my child needs support from one of these services?	• Contact the class teacher or the schools SENDCO to discuss your concerns. They can signpost you in the right direction or make the necessary referrals. • Contact your local GP. They can signpost you in the right direction or make the necessary referrals.
How are speech and language therapy (SALT), occupational therapy (OT) and physiotherapy	Referrals to these services are made by a GP or by the school SENDCO with parental permission and input. Once referrals have been accepted: • Parents and Class Teacher/SENDCO may be signposted to relevant information and advice. • Over the phone advice may be given by a professional in that field. • Pupils can be seen either in school or clinic by one of the above services following successful referral from either the school or the GP.

services provided?	• A report of findings and recommendations is sent to parents/ carers and the school. • Recommendations by the above services can be implemented by class teachers, teaching assistants and or SENCO where possible. • If implemented by teaching assistants it is under the direction of class teachers and SENCO.
What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?	• Make an appointment to see the school SENDCO or your GP to discuss you concerns. • The school refer to the NHS therapy pack to ascertain thresholds for referrals.
Training of school staff in SEND	
What SEND training is provided for teachers in your school?	• Teachers access training either on site or at other venues. • It is usually delivered by outside agencies and is linked to the need of the staff and school. • Sometimes SENDCO or skilled members of staff deliver weekly staff meeting or in service training.
What SEND training is provided for teaching assistants and other staff in your school?	Teaching assistants access training through the school annual training program. Examples of training include: Precision teaching, questioning skills, differentiating learning, meeting speech and language needs etc. Teaching Assistants also take part in training on the schools 5 annual INSET Days.
Do teachers have any specific qualifications in SEND?	The SENDCO is a qualified and experienced teacher who has been SENDCO for over ten years. The SENDCO holds an accreditation in Special Educational Needs (the National SENCO Award) and a Masters in Education.
Do teaching assistants have any specific qualifications in SEND?	Teaching assistants across the school have a wide range of experience in SEN and have attended a range of courses/training.
Activities outside the classroom including school trips	

How do you ensure children with SEND can be included in out of school activities and trips?	• Risk assessments are put in place to ensure so where possible all children with SEND can participate in all out of school activities. • We ensure that trips are inclusive for all.
How do you involve parents / carers in planning the support required for their child to access activities and trips?	• Class teachers discuss activities and trips with parents prior to the event. • Parents, SENDCO, Senior Leadership Team and class teacher meet well in advance of residential visits to make arrangements. • Risk assessments are put in place and shared with all members of the team. • Where necessary additional adults can support on a residential visit to enable the residential to be inclusive for all.
Accessibility of the school environment	
How accessible is the building for children with mobility difficulties / wheelchair users?	The infant school is laid out on two levels, access to most parts of the school is possible using alternative access. The junior school is laid out on one level, access to all parts of the school is possible using ramps or by an alternative access. There is an accessible toilet in both schools.
Have adaptations / improvements been made to the auditory and visual environment?	To support a child with auditory and visual difficulties the school could look at the sound quality of a room and where a child can sit to have the best access to visuals. Specialist support teacher's advice can be sought and where possible adaptions can be made to the main stream school environment.
Are there accessible changing and toilet facilities?	There is an accessible toilet in both schools.
How do you ensure that all the school's facilities can be accessed by	The infant school is laid out on two levels, access to most parts of the school is possible using alternative access. The junior school is laid out on one level, access to all parts of the school is possible using ramps or by an alternative access.

children with SEND?	
How does the school communicate with parents / carers who have a disability?	• The school holds termly meetings with class teachers with parents of all children in the school. • Additional meetings can be arranged with either the class teacher or SENDCO at the parents request. • The schools ensure that parents' needs are met where possible by inviting relevant professionals involved in the adult and child's care to meetings. • Where possible school could arrange interpreters for the hearing impaired and blind. • The child is involved too where possible.
How does the school communicate with parents / carers whose first language is not English?	• School can access support through the EMTAS (Ethnic Minority and Traveller Advisory Service) service when an interpreter is required.
Preparing my child to join the school or to transfer to a new school or the next stage of education and life.	
What preparation will there be for both the school and my child before he or she joins the school?	• School will set up transition meetings for parents and children. Parents and children can be offered a tour of the school and opportunities to take photographs of people and places are given. • Other transition opportunities can be made according to the needs of a child. • A personal transition plan can be put into place according to the needs of a child. • Additional visits will be arranged if required or requested to meet the needs of a child. • Early Years (EYFS) staff and SENDCO meet with nurseries and pre-schools; Transition Partnership Agreements (TPA) are implemented for pupils with more complex needs.
How will my child be prepared to move on to the next stage within school, e.g. class or key stage?	• Transition plans for pupils with SEND are put in place for pupils moving up to the next key stage and next year group. • Class teachers from different key stages and classes are able to meet to discuss the needs of children. • Pupils with SEND are (where possible) offered additional opportunities to visit the next school to familiarise themselves with people and places.
How will my child be prepared to move on to his	• SENDCOs from different key stages meet to hand over information. • Class teacher from different key stages are able to meet to discuss the needs of children.

or her next school?	• Pupils with SEND are offered additional opportunities to visit the next school to familiarise themselves with people and places.
How will you support a new school to prepare for my child?	• Transition plans for pupils with SEND can be put in place for pupils moving to a new school. • SENDCOs from different schools meet to hand over information. • Class teacher from different schools can meet to discuss the needs of children. • Pupils with SEND are offered additional opportunities to visit the next school to familiarise themselves with people and places.
What information will be provided to my child's new school?	• Assessment information is passed on to the new school. • Current books and test papers are passed to the new school. • Relevant notes from current SENDCO are passed to the new SENDCO • Reports from outside agencies and professionals are passed to the new SENDCO.
Who can I contact to discuss my child?	
Who would be my first point of contact if I want to discuss something about my child or if I am worried?	Class teacher who can then refer to SENDCO.
What arrangements does the school have for feedback from parents, including compliments and complaints?	• The school regularly seeks feedback from parents. Compliments are welcomed and complaints are addressed. • Parents can feedback in a variety of different ways: - Arranged meetings with the Class Teacher and/or SENDCO. - Informal meetings before and after school. - Emails - Telephone conversations - Written Communication - Virtual meetings
Contact Details:	Kathryn Knapp SENDCO (Special Educational Needs and Disabilities Coordinator). St Thomas C of E Infant school (01635) 253431. Woolton Hill Junior School (01635) 253364.

Review Process

This report will be monitored and evaluated annually by SENDCO, Senior Leadership Team and SEND Governors. The report will be reviewed and any changes made annually.

Completed by	SENDCO:	Kathryn Knapp SENDCO accreditation award, MA in Education
	Executive Headteacher	Paul Davies
Publication and Review	Published September 2026	Reviewed annually by end of September 2027