

Woodsetts Primary

SEND Report 2025/26

Responsibility	SLT / SENDCO
Date of last review	September 2025
Date of next review	September 2026

Thank you for taking the time to read our information report about our Special Educational Needs and Disabilities (SEND) provision within school. The report has been written in line with the SEND Code of Practice 2014 and links to other relevant policies, which can be found on the school website. This report was written in September 2024 and statistics and data relate to when the report was written. This report will be updated annually. Please also refer to the Rotherham Local Offer for SEND which can be found here:

<http://www.rotherhamsendlocaloffer.org/>

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Governor responsible for SEND: Mr R Lian

Introduction

At Woodsetts Primary School, we are committed to providing an inclusive education for every child. We follow the Children and Families Act 2014 and the SEND Code of Practice (2014, updated 2015) to ensure that pupils with Special Educational Needs and Disabilities (SEND) are identified quickly, supported effectively, and achieve their full potential.

This report outlines how we identify, support, and monitor pupils with SEND, how we involve families and pupils in decision-making, and how we evaluate the impact of our provision. It is reviewed annually and published in an accessible format on our website.

You can also access further support through the [Rotherham Local Offer](#).

Context

School Context (July 2025)

- **Age range:** 3–11
- **Number on roll:** 230
- **Number of pupils with SEND:**
 - SEN Support: 7.89% (18 children)
 - EHCP: 2.63% (6 children)

National context (2024):

- 13% of pupils nationally are on SEN Support
- 4.8% of pupils nationally have an EHCP

We are a one-form entry village school with a strong inclusive ethos. Our building is single-storey and fully accessible, with disabled toilet facilities and a dedicated nurture space.

The kinds of special educational needs which we provide for

We provide for pupils with needs in the following areas, as outlined in the SEND Code of Practice:

- **Communication and Interaction** (e.g. autism, speech and language needs)
- **Cognition and Learning** (e.g. dyslexia, moderate learning difficulties)
- **Social, Emotional and Mental Health (SEMH)** (e.g. ADHD, anxiety)
- **Sensory and/or Physical Needs** (e.g. hearing or visual impairment, fine/gross motor difficulties)

How we identify children and young people with SEND

Here at Woodsetts Primary School we aim to work together to identify children with SEND needs through:

- Regular communication with parents/carers
- Regular communication as a staff body; consisting of pro-active staff who
- will report immediately, any worries or concerns to the school SENDCo or
- another member of the leadership team.
- Transition meetings with the infant school and other feeder schools.
- Regular pupil progress meetings.
- Frequent consultation with parents/carers.
- Termly data analysis.
- Learning walks.
- Work scrutiny.
- Pupil, staff and parent questionnaires.
- Screening tools and advice from external specialists
- Early identification processes in EYFS

All concerns are addressed swiftly and logged through our graduated response approach: **Assess – Plan – Do – Review**.

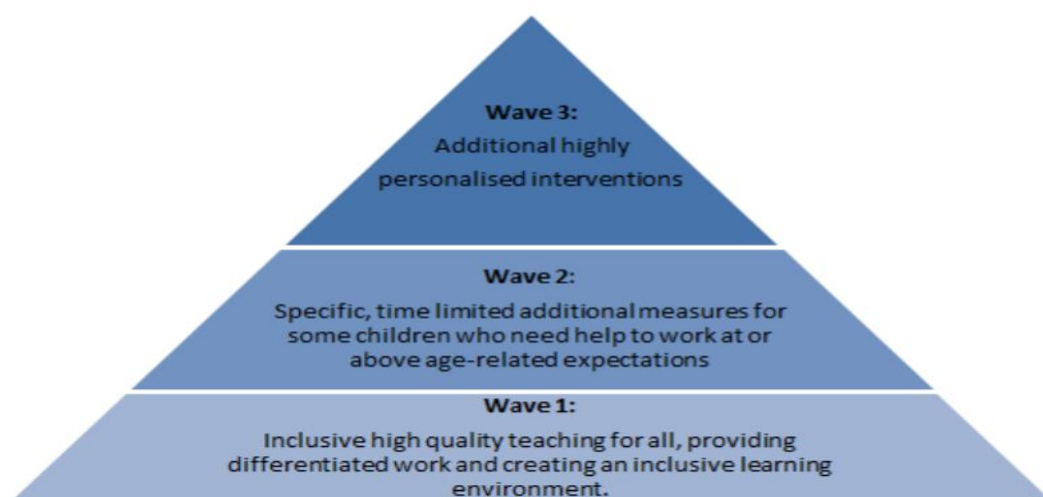
Levels of SEND Need

If a child is on the SEND register, they could be either EHCP, SEN Support or School Support (monitoring). Below you will find a clearer definition of each of these categories and the support that each entails:

EHCP	'Some children or young people with more complex educational needs may need more support than what can be provided in a mainstream education setting (e.g. a college, school or nursery). An Education, Health and Care plan (EHCP) sets out what their needs are and the support they will get to help them achieve their goals. The plan is drawn up by the Local Authority after an EHC needs assessment. Although the plan can include health or social care needs, your child will not get a plan if they only have health or social care needs that do not affect their education.' (Rotherham SEND Local Offer, 2019, Education, Health and Care Plans Explained)
SEN Support	'Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.' (Department for Education, 2014, 6.44, SEND Code of Practice: 0-25 years)
School Support	School Support is targeted is targeted at children working slightly below age related expectations. The intervention in this instance will take place within the classroom.
Monitoring	This is the stage where concerns have first being raised and teachers, staff and SENDCO are beginning to explore needs and what additional support may be needed.

Waves of intervention

At Woodsetts Primary, we use the three waves of intervention model as our approach to planning support for all children including those with SEND. This will be dependent on the child's individual needs.



(Trafford Directory, The three waves model of intervention – graduated approach guidance, the three waves model of intervention)

Our approach

Through the use of regular pupil progress meetings and reviews for children with SEND, we ensure that we follow the Assess – Plan – Do Review approach.



With regards to the paper work we use to support this process:

1) When a child displays some need (e.g. falling significantly behind in their learning), we fill out a Rotherham Graduated Response document. This helps to identify both need, provision and areas to work on.

2) If the Wave 1 support provided through the quality first teaching and the graduated response is not sufficient, we then escalate to a more detailed SEND Support Plan. We still use the graduated response sheet.

3) If the SEND Support Plan is not sufficient, we then make a referral to relevant agencies such as Learning Support and Educational Psychology.

4) This may lead to an application for an Education Health Care Plan to be made if the SENDco, external experts, teacher and parents feel this is right.

Involving the child

Within all meetings, we as a school, endeavour to involve the child within the review process by gaining their thoughts and feelings and acting upon this. Where a child does not feel comfortable and/or confident in attending a meeting, such as a child

with communication needs, then their thoughts and feelings will be obtained through a more comfortable route.

"The views of the pupil should be included in these discussions. This could be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation." (Department for Education, 2014, 6.70, SEND Code of Practice: 0-25 years)

How we support pupils with SEND

Support for pupils with SEND may include:

- Quality First Teaching tailored to individual needs
- Targeted small group and 1:1 interventions
- Adapted resources and learning materials
- Deployment of skilled teaching assistants to deliver specific programmes
- Personalised provision maps and termly reviews
- Pastoral and nurture support for SEMH needs
- Collaboration with external specialists for advice and assessment
- Adaptive teaching methods

Communicating with and involving families

The school regularly communicates with families by phone calls, review meetings, parent evenings and text messages. Some children have a specific home/school communication book, and all children have a reading record book for parents to comment in. Parents are involved in the review process and setting new targets for children with SEN. They are invited to share responsibility and ownership for the targets with school and are given strategies to help their child fulfil their targets. We have parents coffee mornings/afternoons open to all parents to attend, and offer different courses for parents and carers during the year. Through MASH and Early Help support, parents can be signposted to parenting courses for parents of children with special needs. We use translators to help communicate with parents whose first language may not be English. We also translate written material wherever possible.

How we support transitional arrangements for children

All children have the opportunity for transition visits at the end of the school year with their new class teacher. This is to enable the teachers to develop relationships and get to know the children so they can effectively plan for their learning. This means that the children have a flying start to their learning in September. It also reduces any anxiety that the child may have about changing teachers.

Within the school setting we have organised transition events for all children. Children with identified SEND may be given extra opportunities for additional transition visits either to their new year group or new school.

Depending on their level of need, children with SEND coming from other settings may have initial visits, there may be meetings between those involved (e.g. our school, the child, their parents, staff from the child's current setting), and possibly visits to the child in their current setting.

Vulnerable children may also be provided with a photo book to help them with their transition.

Transition to secondary school is a careful exercise. Transition visits take place, with the opportunity for vulnerable children to have multiple visits. Discussions between children's current and future teachers take place, and between parents, SENCOs and pastoral teams from both settings.

"To support transition, the school should share information with the school, college or other setting the child or young person is moving to. Schools should agree with parents and pupils the information to be shared as part of this planning process."
(Department for Education, 2014, 6.57, SEND Code of Practice: 0-25 years)

Our approach to teaching children on the SEND register

In accordance with the 'Code of Practice,' at Woodsetts Primary School we set high expectations that expects those working with children and young people with SEN or disabilities to include them in all the opportunities available to other children and young people, so that our children can achieve well. We ensure this by differentiating the curriculum, offering adult support, further learning opportunities and by using relevant resources. Furthermore, we promote positivity and praise and believe that this enables each child to see the best in themselves. In addition to the above, in school we have staff who offer 1:1 support for children with specific learning needs and those who have received support from Learning Support Services. In order to ensure targeted teaching, LSS will converse with class teachers and assess accordingly. This will ensure the identification of any gaps and enable teaching to be tailored towards filling the gaps. This also links with the additional support in place for any child who is on the SEND register and can work in place of, or aside of booster sessions and further adult support.

"High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered." (Department for Education, 2014, 6.37, SEND Code of Practice: 0-25 years)

Accessibility

We are committed to ensuring our school is accessible to all pupils. We have:

- A single-storey building with wheelchair access
- Accessible toilets and changing facilities
- Adapted learning materials (e.g. large print, visual supports)
- Assistive technology where appropriate

How we support our staff

Our staff team regularly engage in professional development and training to help ensure they have the necessary skills and knowledge to best support children with

additional needs. We work closely with our trust schools and our SENDCO is part of our trust-wide support group. We learn from working alongside other professionals such as the educational psychology and learning support services.

Training for staff

During 2024/25, staff have received training in:

- Autism Education Trust (AET) strategies
- ADHD and SEMH support approaches
- Speech and language development techniques
- Precision teaching for literacy and numeracy
- Drop-ins from the Educational Psychology Service
- Support from the Hearing Impairment Service
- Support from our Trust Inclusion Lead

This ensures staff have the knowledge and skills to meet a wide range of needs effectively.

How we evaluate the effectiveness of provision in place for pupils on the SEND register

Once a child has been identified as having an SEND need, class teachers, as with all children, will regularly assess learning. Formative assessments take place each term; these are used as a basis to see the measurable progress that has been made and the effectiveness of interventions put into place. The SENDCo will then collate this information and use it accordingly to ensure that each child is making progress throughout the academic year and that they are provided with the right tools in order to do so. Following the termly data-analysis, interventions will be put into place such as: 1:1 support, specific targeted programmes or pastoral support for any child who is working below age related expectations or who hasn't made the expected progress. After a minimum of 6 weeks, these interventions can then be evaluated and the impact analysed – this will then help to see if the specific form of intervention is the right form for the child in question.

"The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil." (Department for Education, 2014, 6.54, SEND Code of Practice: 0-25 years)

Resources and equipment to support children with SEND

As with all children, when resources or equipment are required, we work closely with our trust (WWPAT) to ensure that these are procured to help us meet need. Any resources are stored securely within the school. Each year we allocate a proportion of our school budget to help ensure we have provision in place to support.

Support for improving social and emotional development

As a school, we understand that various factors can easily become a barrier to learning and therefore, we work hard in order to ensure that our children feel happy, safe and enjoy coming to school. The staff within school are compassionate and understanding and support both the child and their family. Furthermore, in school, we have adults trained to offer pastoral support to children and their families who may be going through a turbulent time due to various reasons such as bereavement, illness or friendship issues.

Extracurricular activities for children with SEND

Within the school learners with identified SEND are able to access the same activities as other children as much as their needs allow them to. Parents and carers of vulnerable children are involved in the planning of all visits and trips to ensure that their children can access them to the best of their ability. We may also use support staff to allow children with SEND to participate in activities. Breakfast club, lunchtime and after school clubs (for children and for families) are all available to all.

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. We work to make reasonable adjustments and remove barriers (by providing support and resources) so that pupils with SEN can enjoy activities alongside their peers. All pupils are encouraged to go on our residential trip(s). Extra adults support children with EHCP or specific SEMHN. All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

How the school involves other bodies in meeting pupils' SEN and supporting their families

- LSS – Learning Support Services 01709334077
- ACT – Autism Communication Team 01709336413
- Autism Family Support Team AutismFamilySupportTeam@rotherham.gov.uk
- Educational Psychology
- CAMHS – Child, adolescence, mental-health services
- EH – Early Help
- HIT – Hearing Impairment Team 01709336412
- VIT – Visual Impairment Team 01709336415
- SALT – Speech And Language Team 01709423229
- OT – Occupational Therapy team 01709423834
- PT – Physiotherapy team 01709428859
- EHCAT – Education, health and care assessment team 01709822672
- SENDIASS - Special Educational Needs and Disability Information, Advice and Support Service 01709823627

Contact details of support services for parents of pupils with SEND

The government's SEND Code of Practice and a related guide for parents have more information about the topics outlined in this report:

SEND Code of Practice: 0 to 25 years, GOV.UK – DfE

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

SEND: a guide for parents and carers, GOV.UK – DfE

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf

IPSEA is a charity that helps parents and professionals to support children with SEN and disabilities:

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

Rotherham Parent Carer Forum is commissioned by Rotherham to provide peer support for the parents and carers of children and young people who are accessing or about to access mental health services. This includes support with issues around child anxiety, behaviour, emotional regulation, ASD, ADHD, sensory and dietary needs.

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

Supporting Pupils at School with Medical Conditions

At Woodsetts Primary School, we recognise that pupils at school with medical conditions should be properly supported so that they have access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the equality Act 2010. Some pupils may also have Special Educational Needs and they may have an Education Health and Care Plan (EHC) which brings together health and social care needs as well as their SEND provision. In these circumstances, the SEND Code of Practice is followed. Pupil's medical needs are met through the school's policy on managing medical conditions of pupils.

Admission of Disabled Pupils

Woodsetts Primary School welcomes applications from all children, including those with SEND or disabilities. Our admissions arrangements do not discriminate against or disadvantage any pupil with SEND or a disability, and we work with the local authority to ensure appropriate support and reasonable adjustments are in place prior to admission.

Facilities for Disabled Pupils

Our school is fully accessible for pupils with disabilities. We have step-free access throughout the building, accessible toilets and changing facilities, and we adapt classroom layouts where required. We also provide additional resources, such as visual aids or assistive technology, to ensure all pupils can access learning.

Preventing Less Favourable Treatment

We are committed to ensuring that no pupil with a disability is treated less favourably than any other pupil. We make reasonable adjustments to remove barriers to learning and participation, and promote an inclusive school culture where all pupils are valued and supported.

Governor monitoring of SEND

Our SEND governor meets termly with the SENDCO to review provision, progress data, and the effectiveness of interventions. Governors ensure that SEND provision remains a priority within the school improvement plan and challenge leaders to improve outcomes for pupils with SEND.

We also work within our trust and our SENDCO attends regular SEN Forums and networks to ensure our practice is continually evolving and improving.

Complaints

If a parent feels they have the need to complain then they are encouraged to discuss their concerns with the SENDCO at the earliest opportunity. If required, the headteacher will also meet with parents to discuss any concerns. The school aims to resolve all complaints at this informal stage however the process for dealing with formal complaints is outlined in the Compliments and Complaints Policy. This includes working with our Governing Body and Trust.

National data published in June 2023

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

Local data (September 2025)

SEN Status	No. of Students	% of SEN Students with this Status	% of Students with this Status
Education, Health and Care Plan	6	8.82%	2.63%
SEN Support	18	38.3%	7.89%
Monitoring	23	48.84%	10.09%

SEN Need	No. of Students	% of SEN Students with this Need	% of Students with this Need
SEN Support, No Specialist Assessment	4	8.0%	1.8%
Physical Disability	1	2.0%	0.4%
Other medical condition (e.g. epilepsy, asthma, diabetes)	1	2.0%	0.4%
Social, Emotional & Mental Health	8	16.0%	3.5%
Moderate Learning Difficulty	3	6.0%	1.3%
Autistic Spectrum Disorder	9	18.0%	3.9%
Speech, Language and Communication Needs	15	30.0%	6.6%
Specific Learning Difficulty	10	20.0%	4.4%

Outcomes for SEND Children (2025 National Data)

	SEND Children			Non-SEND Children		
GLD	33.3% (National 2024 was 24.3%)			88.2% (National 2024 was 74%)		
Y1 Phonics Screening	66.7% (National 2024 was 44%)			100% (National 2024 was 84%)		
Y4 Multiplication Check (Average Score)	18.63			23.52		
KS2 Combined	100% (National 2024 was 22%)			100% (National 2024 was 72%)		
KS2	Reading	Writing	Maths	Reading	Writing	Maths
	100%	100%	100%	100%	100%	100%

Attendance

We have bespoke programmes in place for children who do not attend regularly to support improved attendance. Attendance figures for 2023/24 were:

SEND Children	Non-SEND Children
94.81%	96.4%