

**Statement: September 2025**

**Review; Annually**

**This report should be read in conjunction with other policies such as the SEND Policy, Inclusion Policy, anti-bullying Policy and Behaviour Policy.**

## **Woodford Valley Primary Academy SEND Information Report**

Following the publication of the Special Educational Needs and Disability (SEND) Code of Practice 0-25 years 2014, schools are required to publish information about their SEND provision. In Wiltshire this forms part of the Local Offer.

### **What is the Local Offer?**

This provides information and guidance on services available for children and young people, aged 0-25, with SEND, and their families. Information regarding education, health, social care, preparing for adulthood and leisure can be found on this dedicated website.

For information about **Wiltshire County Council's Local Offer** please refer to their website (below). Click on the link below to be taken directly there.

<https://www.wiltshire.gov.uk/local-offer>

or contact **Wiltshire Council SEND SPOC** (Single Point of Contact) on 01225 712620 to speak with a duty SEND Lead Worker.

The **WPCC (Wiltshire parent carer council)** offers independent support for parents and carers of children / young people with SEND. Their website address is

[www.wiltshireparentcarercouncil.co.uk](http://www.wiltshireparentcarercouncil.co.uk)

**Tel:** 01225 764647

**Email:** [admin@wiltspcc.co.uk](mailto:admin@wiltspcc.co.uk)

**Wiltshire SENDIASS** (Special Educational Needs and Disabilities Information Advice and Support Services) offers information, advice and support for parents and carers of children and young people with special educational needs and disabilities (SEND). This service is also offered directly to young people.

**Tel:** 01225 255266

**Email:** [Wiltshire.Sendiass@family-action.org.uk](mailto:Wiltshire.Sendiass@family-action.org.uk)

**Website:** <https://family-action.org.uk/services/wiltshire-sendiass/>

In this report, you will find information about how we identify children's needs and the wide range of provision that we offer to support children with SEND.

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12. **How does Woodford Valley Primary Academy involve other agencies to support my child and family?**
13. **What do I do if I have a concern about my child and the provision being made?**

## 1. What kinds of SEND does Woodford Valley Primary Academy make provision for?

The proportion of pupils with Special Educational Needs and Disabilities at Woodford Valley Primary Academy in the year 2024-2025 was 13.7%.

During the year we had particular experience in supporting children with a range of Special Educational Needs, including:

- Moderate Learning Difficulties
- Specific Learning Difficulties (Dyslexia), either with a formal diagnosis or displaying associated difficulties.
- Sensory Processing difficulties
- Speech and Language difficulties
- Autism spectrum / communication and interaction difficulties
- Physical difficulties, including dyspraxia
- Social, Emotional and Mental Health difficulties

Our SEND provision is detailed below according to the four categories identified in the Code of Practice (2014):

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

Within each of these areas we have listed our **Universal Provision For All Pupils**, including quality first teaching, our targeted provision which is ‘additional or different’ from our universal offer, and our specialist provision.

## Cognition and Learning

Universal Provision for all pupils - Quality First Teaching	Targeted Provision	Specialist Provision
<ul style="list-style-type: none"> <li>Quality first teaching.</li> <li>Seating plans.</li> <li>Adaptive boards, coloured backgrounds, fonts.</li> <li>Wordbanks, working walls, concrete resources, feedback marking.</li> <li>Visual timetables.</li> <li>Buddy reading.</li> <li>Adaptive teaching in class in terms of levels of activities/tasks and support.</li> <li>Classroom aids to help learning including word banks, classroom support mats, additional use of ICT (e.g. use of ipads, dictaphones, ), use of pencil grips, support seats, coloured overlays and bookmarks, numberlines, counters and concrete resources.</li> <li>Positioning of child in class (e.g. role models, view of whiteboard).</li> </ul>	<ul style="list-style-type: none"> <li>Individual provision identified and recorded on the school provision map.</li> <li>Booster groups.</li> <li>Phonics Interventions.</li> <li>Reading comprehension, handwriting and maths groups.</li> <li>1:1 reading.</li> <li>Toe by Toe intervention.</li> <li>Staff run groups for children who need a boost with phonics, maths, writing etc. Targeted support over a specified time period.</li> <li>Group interventions and 1:1 for KS1 and KS2 pupils to help children who need extra support in phonics.</li> <li>Use of ICT programmes to help produce work.</li> <li>Class TA’s carry out 1:1 targeted sessions for children who have been identified by their teachers as requiring extra support in maths and literacy.</li> </ul> <p>Individual sessions using specialist resources and interventions such as Wordshark and Precision Teaching.</p>	<ul style="list-style-type: none"> <li>Agency referrals to Special Educational needs Support Service (SSENS), Educational Psychology Service, Speech &amp; Language Service. Children are assessed and advice/recommendations given to school and parents.</li> <li>Programmes of support / recommendations given by these professionals are put in place to support children as appropriate.</li> </ul>

## Communication and Interaction

Universal Provision for all pupils - Quality First Teaching	Targeted Provision	Specialist Provision
<ul style="list-style-type: none"> <li>Staff model correct speech for children.</li> <li>Oracy techniques.</li> <li>Staff ensure that children understand what is being said, what instructions are being given by simplifying language, using visual clues, 1-1 additional verbal support, and chunking or breaking down instructions or repeating them.</li> <li>Staff ensure that children understand social rules</li> </ul>	<ul style="list-style-type: none"> <li>Use of the Communication Tracker to develop a precise understanding of a child’s difficulties which enables specific interventions to be put in place.</li> <li>Individual provision identified and recorded on school provision map.</li> <li>Personalised timetables.</li> <li>Advice is sought from the Speech and Language Advice Line.</li> <li>Supporting sheets and activities are sent to enable us to support</li> </ul>	<ul style="list-style-type: none"> <li>Referrals are made to Speech &amp; Language, children are assessed and where necessary provided with targets for home and school. Some children may require more intense support and 6-weekly blocks of Therapy is provided.</li> <li>1:1 support to follow individual SALT programmes: The TA works with children given targets from Speech and Language. Targets are returned when completed or reviewed by the Speech and Language Therapist if progress is not made, and children re-assessed.</li> <li>TA’s support pupils with speech and language difficulties.</li> </ul>

through good role models and using picture clues. Class rules are developed by the children.	children. <ul style="list-style-type: none"> <li>• EYFS/Yr1 Phonics groups</li> <li>• Communication and language groups.</li> <li>• SALT games.</li> <li>• Lego skills group.</li> <li>• Use of reward charts.</li> <li>• Now / Next visuals.</li> </ul>	<ul style="list-style-type: none"> <li>• Token Economy systems, language jigs and social stories are put in place when required. These are used for children, including those on the Autistic Spectrum, to help with social interaction difficulties and social situations.</li> <li>• Individual visual prompts and timetables.</li> </ul>
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## Social, Emotional and Mental Health

Universal Provision for all pupils - Quality First Teaching	Targeted Provision	Specialist Provision
<ul style="list-style-type: none"> <li>• Pastoral care in the classroom. This includes TA support.</li> <li>• PSHE</li> <li>• Well-being boards,</li> <li>• Worry boxes.</li> <li>• Friendship stop.</li> <li>• Mindfulness clubs.</li> <li>• Young leaders.</li> <li>• Peacemakers.</li> <li>• Buddy system – for new children starting school, playtime buddies.</li> <li>• P4C (philosophy for children)</li> <li>• Pupil Voice</li> <li>• Early morning support at transition into school.</li> <li>• Soft start to day support.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual provision identified and recorded on the school provision map.</li> <li>• ELSA (Emotional Literacy Support Assistant) Provision includes support for: Self-esteem / Anxiety ; Friendship; Feelings; Bereavement &amp; Loss; Bullying.</li> <li>• Reward system / social stories / token economy</li> <li>• Forest Outdoor Learning provides children with activities to develop social interactions, self-evaluation.</li> <li>• Access to physical swinging and hanging equipment in a safe area. This provides a safe haven for children requiring additional support, and time for them to de-stress and enable them to rejoin their class.</li> <li>• Emotions games to develop social awareness in Year 4.</li> <li>• Year 6 play leaders.</li> <li>• Transition Support for Year 6: Support from SENDco and Year 6 teacher to enable a smooth transition for children moving to secondary school.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Counselling Service is provided in partnership with teaching staff, parents and pupils, maintaining confidentiality.</li> <li>• School Nurse: Provide support for children and their parents regarding medical and emotional issues e.g. diet, sleeping, toileting.</li> <li>• CAMHS: These teams offer an intervention to any child that has an identified emotional, mental health or behavioural concern. Criteria has to be met.</li> <li>• Alternative Provision</li> </ul>

## Sensory and / or Physical Needs

Universal Provision for all pupils - Quality First Teaching	Targeted Provision	Specialist Provision
<ul style="list-style-type: none"> <li>• Sensory equipment in the classroom including the use of specially adapted seating.</li> <li>• Vision impairment: teachers know which pupils in their class have glasses and make sure they remember to wear them when necessary.</li> <li>• Positioning of child in classroom, size of writing on worksheet.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual provision identified and recorded on the school provision map.</li> <li>• Fine and gross motor skills groups.</li> <li>• Riding sessions at the RDA (Wilton)</li> <li>• Forest Outdoor learning – Activities to develop physical stamina.</li> <li>• Soft play equipment and other</li> </ul>	<ul style="list-style-type: none"> <li>• Agency referrals: Occupational Therapy, Physiotherapy and Physical Impairment Service.</li> <li>• Advice and recommendations provided.</li> <li>• Programmes are implemented by TA's to develop children's dexterity, gross and fine motor skills.</li> </ul>

<ul style="list-style-type: none"> <li>• Use of coloured worksheets and background on whiteboard.</li> <li>• Fidget toys.</li> <li>• Movement breaks.</li> <li>• Fidget toys.</li> <li>• Sensory basket I Yr R.</li> </ul>	<ul style="list-style-type: none"> <li>• sensory equipment.</li> <li>• Provision of writing slopes and wobble cushions.</li> <li>• Fidget resources available.</li> <li>• Wobble cushions.</li> <li>• Worry box / jar.</li> <li>• Access to sports events off premises.</li> </ul>	
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## **2. How will Woodford Valley Primary Academy identify and assess my child's needs**

At Woodford Valley Primary Academy, we recognise the importance of holistic assessment to inform our practice. We are keen to ensure that any barriers to learning your child may have are identified as early as possible, to ensure that we can put into place any extra support and provision they may need. We continually assess the attainment and progress of all children. We welcome open communication with you as parents / carers and encourage you to discuss any concerns you have about your child. Staff in Early Years have developed strong links with pre-schools and identification of need prior to school starting through TAC meetings and liaison with Early Years Inclusion Advisors. Staff carry out screening during your child's time in reception using the Early Years Foundation Stage Profile.

If teachers are concerned about a child in their class they will discuss their concerns with you, the parents and carers. They will also liaise with the SENDCOs who are available to meet with teacher son a regular basis to discuss any children causing concern and any provision being made for them. We use the Wiltshire Graduated Response to SEND Support which gives us guidance on the four categories within the SEND Code of Practice and placing children on the SEND Register. We use a tiered system of SEND support as follows:

### **Stage 1**

**The child is showing**

**a concern. Support is class based and support is recorded on Provision Map. Teachers will start a concern sheet.**

### **Stage 2**

**The child**

**is receiving additional support for a difficulty, often within a group, or receiving 1:1 with a TA.**

**Support will be recorded on Provision Map and an Individual Progress Plan (IPP) may be started.**

### **Stage 3**

**The child is receiving sustained support which is additional to and different from the rest of the class, often individually. They will have an IPP. They may receive assessment and support from external agencies. A My Support Plan may be started.**

### **Stage 4**

**The child has an Education, Health and Care Plan (My Plan).**

Class Teachers carry out informal and formal assessments throughout the year to monitor the progress of your child.

**Terms 1 and 2:** A range of formal assessments are undertaken including baseline assessments in maths and literacy; spelling and reading tests; EYFS baseline – Foundation Stage Profile; phonics and times tables assessments.

**Terms 3 and 4:** maths and literacy assessments; reading and spelling tests; phonics and times tables assessments.

**Terms 5 and 6:** Years 1,2,3, 4 and 5 - reading, SPAG and spelling tests, maths assessment and writing assessments; Year 1 and 2 – phonics test; Year 4 times tables test; Year 6– KS 2 SATs;

This helps us to track your child's progress and monitor it in relation to national data. Every pupil's progress is tracked and monitored three times a year on the school tracker system.

Occasionally children may require support from external agencies such as Educational Psychology, Wiltshire's Special Educational Needs Support Service (SENSS), Behaviour Support Service (BSS), Speech and Language, Education Welfare Officer (EWO) or the School Nurse. We work closely with outside agencies to support each child's individual needs. Interventions are carefully considered and put in place where necessary to help your child with their area of difficulty (See Section 1). Interventions are carefully evaluated and the progress of pupils is monitored to identify how much progress has been made.

When a child is considered to have SEND, in consultation with their parents, interventions will be identified to support them and they will be included on the schools Provision Map at SEN support. Children on the SEND register and those at SEN Support have their individual interventions / support strategies recorded on the provision map or on Individual Progress Plans.

If children continue to need additional support the school may, in conjunction with parents/carers, start a My Support Plan which will include what goals your child will work towards, and how exactly the school will help your child achieve them. Parents / carers will get a copy of the plan in writing.

If your child has a higher level of need, the Local Authority may identify the need for additional support and funding in the form of a My Plan (an Education, Health and Care Plan (EHCP)). Again, your child's progress is continually monitored and additionally, an Annual Review meeting will be held to review their needs.

### **3. How do I contact the SENDCO?**

The school SENDCO's are Mrs Ruth Massie and Mrs Donna Young. They can be contacted via the School telephone number (01722 782361) or by email: [office@woodfordvalley.wilts.sch.uk](mailto:office@woodfordvalley.wilts.sch.uk). Alternatively parents can make a face to face appointment at the office.

### **4. How will Woodford Valley Primary Academy consult with me and involve me in my child's education?**

The Code of Practice 2014 emphasises the expectation of parental / carer involvement in discussions of the child's provision and review of their progress.

At Woodford Valley Primary Academy the class teacher will discuss concerns about your child with you. If there is a need for additional support to boost your child's literacy or numeracy for example, you will be asked to sign a form to acknowledge that the school is giving your child additional support. This will be reviewed during the year either during parents evening or at other mutually convenient times.

If your child has a My Plan (EHCP), My Support Plan or is on SEN Support their progress will be reviewed with you at least three times a year.

If your child has a My Plan / EHCP (an Education, Health and Care Plan) an Annual Review meeting will be arranged with the class teacher and SENDCO and, if appropriate, other professionals involved with your child. Your child's achievement towards their agreed outcomes will be reviewed and any further provision will be discussed.

If your child is not receiving SEN support and you are concerned, please contact your child's class teacher in the first instance.

At Woodford Valley Primary Academy, we have an open-door policy. You are always welcome to make an appointment to speak to your child's class teacher should you be concerned about anything. Our ethos embraces the importance of home-school communication. We all strive for the same outcome – the best for your child.

## **5. How will Woodford Valley Primary Academy involve my child in their education?**

At Woodford Valley Primary Academy we aim to involve your child throughout their education. We will discuss your child's individual targets with them and involve them in the process. These will be recorded on an Individual Progress Plan. We celebrate the child's successes both in class and in school assemblies.

We will discuss what is working well and what is not working so well.

If your child needs a My Support Plan, they will contribute to it and be involved in reviewing their progress towards the outcomes that we are all working towards. Children with a 'My Plan' (an Education, Health and Care Plan) will share their views within the Annual Review process. If appropriate, the child will be invited to take part in the Annual Review Meeting.

Some children will have a 'one page profile', which is a short one page document detailing their interests and strengths. Children are actively involved in producing these with staff who have good knowledge of them. The aim of this document is to inform anyone working with the child how they can best be supported within class and around the Academy setting.

## **6. What is Woodford Valley Primary Academy's approach to teaching children with SEND?**

At Woodford Valley Primary Academy we have high expectations and aspirations for all children. We are an inclusive school where all children are given equal opportunities and access to the stimulating, broad and balanced curriculum which we offer. Teachers differentiate the curriculum so that children can access learning at their own levels. All children have opportunities to work with others of different abilities within their class. They are all involved in evaluating their work and discussing the next steps in their learning.

There is an expectation that Quality First Teaching is the first response to meeting the needs of all pupils. For children who experience greater difficulties a range of interventions are provided. These are carefully tailored towards the child's needs (See Section 1). The aims of the interventions are to assist the child in their work in the classroom and to experience success around the setting. For children with more complex needs who may have an Education, Health and Care Plan, the curriculum will be carefully planned towards their individual needs and regularly reviewed to ensure they are meeting their targets and working towards the outcomes agreed for them.

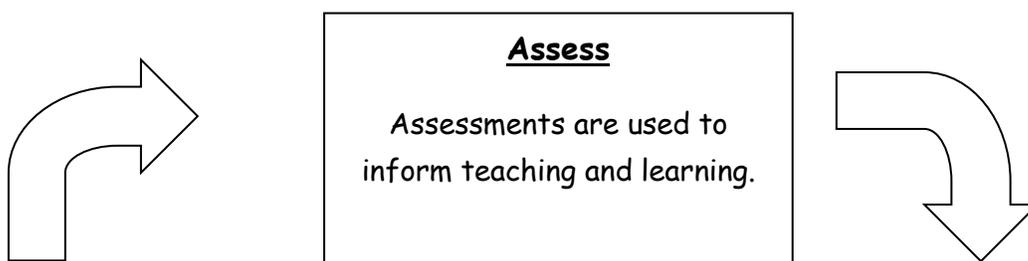
At Woodford Valley we believe that all learners are entitled to the same access to extra- curricular activities, and whole-school experiences, and are committed to making reasonable adjustments to ensure access to participation. We provide a range of clubs, both at lunchtimes and after school. A range of sports activities takes place throughout the year, again for all children irrespective of their academic abilities.

## **7. How will Woodford Valley Primary Academy match the curriculum and learning environment to my child's needs?**

At Woodford Valley Primary Academy we ensure that all children, including those with SEND, have access to high quality teaching, appropriately differentiated to meet their needs. Teaching Assistants are experienced at delivering specific interventions as well as supporting children in class.

Children at Stage 1 will be monitored closely by the class teacher. Those children at Stage 2, 3 & 4 will have their additional support recorded and evaluated on the class provision map and Individual Progress Plans which are reviewed regularly throughout the year and shared with parents/ carers three times a year.

A cyclical four-stage process is used to inform needs, as detailed in the Code of Practice 2014.



### Review

The success of the provision and strategies is reviewed three times a year along with the child's progress. This informs the next cycle of targets. School staff, parents / carers and pupils are involved in the review process.

### Plan

Support is planned for the pupil. Discussions take place with parents and pupil and Individual SMART targets are set with measurable outcomes for the child to work towards, with appropriate support.

### Do

The agreed provision is in place. Teachers and TAs use the appropriate strategies and give regular feedback to the child to support progress.

Parents of children with an Education, Health and Care Plan may have a personal budget through which allocation of support will be made.

### **8. How will Woodford Valley Primary Academy support my child's emotional and social development?**

At Woodford Valley Primary Academy we continually celebrate children's achievements in class and in whole school assemblies. We use reward systems to acknowledge children's successes both in work and in their social skills. We use a range of strategies and interventions to help children who experience difficulties at times in their social development (see section 1). We liaise closely with families to support individuals. For more information please look at our pastoral support section on the school website.

### **9. What kinds of expertise and training do staff at Woodford Valley Primary Academy have to support my child?**

We are fortunate to have a range of provision delivered by trained teaching assistants and teachers. Teaching Assistants are trained in the interventions detailed in section 1. We have a teaching assistant currently training as an Emotional Literacy Support Assistant. Mrs Massie has a B.Ed Honours in SEN and holds a Dyslexia qualification and Associate Membership of the British Dyslexia Association (AMBDA). She has a PGCE in speech and language and both she and Mrs Young have many year's experience of working with children with ASD. Mrs Massie and Mrs Young both hold the National Award for SENDCOs. Mrs Young is the Senior Mental Health lead.

Two of our TAs are ELKAN trained.

All TA's have received PACE Training. This enabled them to have greater understanding of how to support children who have experienced trauma and who, as a result, do not respond to adults in the same way as other children you teach.

Interventions and support for children with SEND is continually evaluated and recorded on the Provision Map. We ensure that our expertise is updated, with staff attending courses to ensure their knowledge is up to date. Staff receive training in new interventions which we see as beneficial to our children's needs.

We have a trained ELSA (Emotional Literacy Support Assistant) who works weekly to support children and help them develop their emotional resilience.

## **10 .How does Woodford Valley Primary Academy evaluate the effectiveness of the provision made for children with SEND?**

The impact of interventions is measured as far as possible through quantitative and qualitative means. Mrs Massie and Mrs Young are available to meet with teachers to discuss each child's provision and review targets. The SEND Governor meets regularly with the Head teacher, Mrs Young, to discuss SEND within the school.

## **11.How does Woodford Valley Primary Academy support children in moving between phases of education?**

Moving Classes: When children with SEND move classes, we ensure that visits to their next class, and visits from their new class teacher take place in plenty of time, in order to allay any fears or worries the child may have.

Joining in Reception: When children join our school in Reception, visits are organised for children to come into school in small groups prior to starting. Meetings with parents ensure that all necessary information is available to make this transition as smooth as possible. All children joining the school in Reception have a Year 5 buddy who meets them in the playground in the mornings and walks them down to class when the whistle blows.

Children at Little Orchards Pre-school, on site, are invited to our school productions and often make use of school facilities such as the field, which acquaints them with the environment. The Pre-school is not linked to the Academy and parents of pre-school children will need to follow the admissions procedure to apply for a place at Woodford Valley Primary Academy.

Joining the school in different classes: We aim to ensure that children settle as quickly as possible if they are joining the Academy at a later stage of their schooling. To help with this we arrange transition visits and contact between settings to ensure we have up-to-date information to help with the transition.

Transferring to a new school: A child with SEND may find it particularly difficult moving to a new school, whether this is at the end of year 6 or in other year groups. The class teacher, together with the SENDCO, provide transition support for those pupils in year 6 transferring to secondary school. Sessions are held to help children find out about the school, discuss their worries and excitements and prepare them for moving on. Visits to Secondary Schools are arranged and additional visits can be organised if necessary. Secondary support staff also make visits to the school to meet the children who will be joining them in September. Additional visits to the new setting are arranged if appropriate.

For children moving to a new school from other year groups, we ensure information is passed to parents or sent to their new school. Where appropriate, telephone calls are made to the SENDCO at the next school to help with the transition period.

For children with My Support Plans and My Plans (EHCPs), transition meetings will be held with parents and other professional agencies, to ensure a smooth move to the new school.

## **12.How does Woodford Valley Primary Academy involve other agencies to support my child and family?**

At Woodford Valley Primary Academy we work closely with a wide range of agencies in order to provide assessments and support for your child. We can make referrals, or support parents in the process, to many external agencies, including:

- Educational Psychologists
- Speech and Language Therapists
- Advisory teachers from the Special Educational Needs Support Service (SENS)
- Occupational Therapists
- Pediatricians
- Physiotherapists
- Child and Adolescent Mental Health Service (CAMHS)
- Social Services
- Behaviour Support

**13.What do I do if I have a concern about my child and the provision being made?**

If you are concerned about anything regarding your child our complaints policy is available online, but we would encourage you to see your child's class teacher in the first instance. Should you wish to discuss your concerns further, you could make an appointment to see the SENDCO or Head teacher.