

SEN Information Report 2026/27

Our SENDCO is Miss Alison Chapman

Next Review Date: Sept 2027 (Annually reviewed document)

Inclusion Statement

Woodfield Academy is an inclusive school where all staff are proud to be part of a team which strives to ensure the well-being and progress of every pupil. We have high expectations of all our pupils and all our staff members - working collaboratively to ensure that all pupils achieve to the very best of their ability.

Following the Graduated Approach outlined in the SEND Code of Practice, we utilise a range of evidence-based strategies to encourage and inspire challenge for every pupil and to overcome any barriers to learning. Individual pupil needs are catered for within their own class and, if deemed appropriate, pupils may be withdrawn from class for short periods of time to follow targeted and specific interventions in small groups or individually.

Specialist support and advice will be sought where appropriate, and any specialist guidance/strategies implemented.

At Woodfield Academy we work collaboratively as a school team to ensure all pupils have equal access to the curriculum.

Our SENDCO, Miss Alison Chapman, has an open-door policy where parents/carers are encouraged to share any concerns or queries as they arise.

What is the Local Offer?

The Children and families Bill was enacted in 2014. The Local Authorities and School are required to publish information about the services and provisions they offer. Please click the link below to access the Worcestershire Schools Offer. localoffer@worcschildrenfirst.org.uk

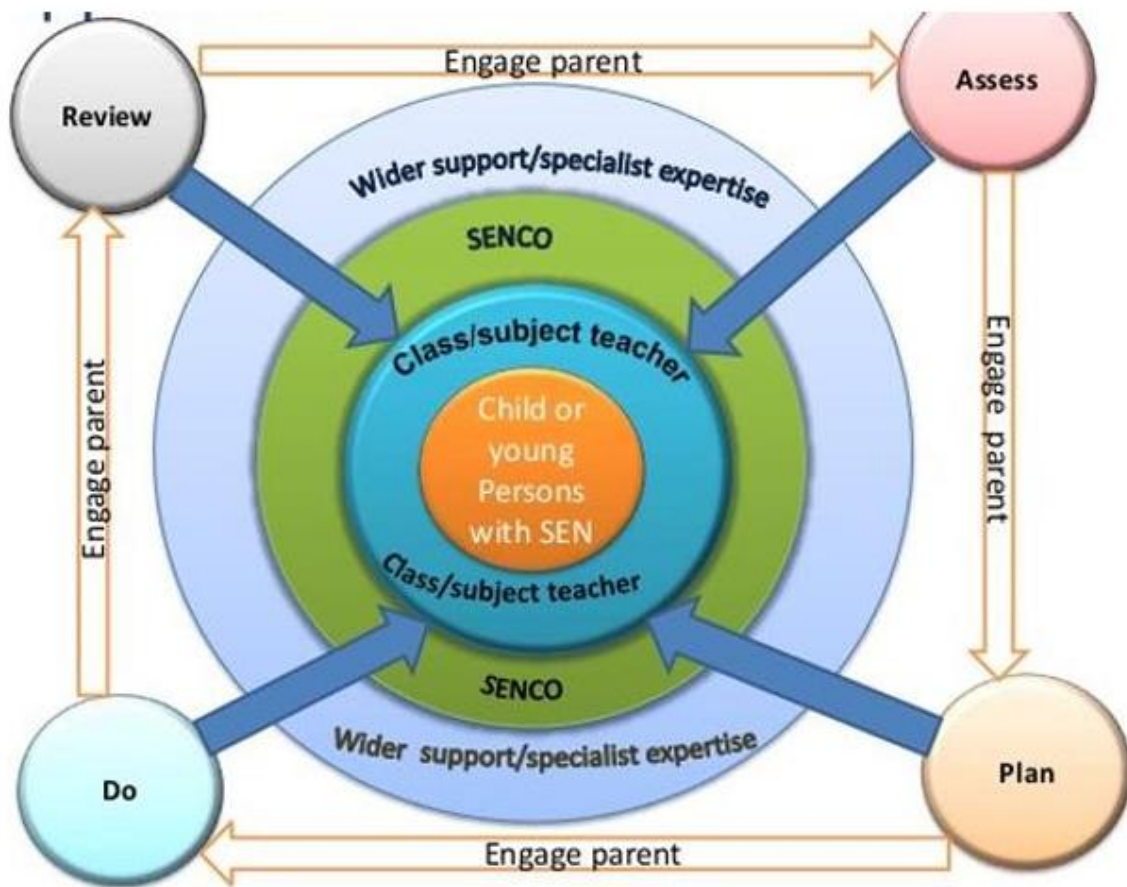
The range of SEND supported within the school currently includes.

- The most common type of need among pupils with an EHC plan in school is autistic spectrum disorder (ASD).
- We support pupils with attention deficit hyperactivity disorder (ADHD).
- The most common type of need among pupils with SEN support in school are speech, language, and communication needs.
- This is followed by pupils with social, emotional, and mental health needs (Anxiety, PDA, self-harm) and pupils with moderate learning difficulties.
- We support pupils with moderate Visual Impairment.
- We support pupils with multi-sensory difficulties.

The Graduated Approach

Begins with assessing individual pupils' needs; developing meaningful and effective interventions for social and academic achievement.

Whole School Approach



Assess

On entry to Woodfield Academy, the pupils are given time to settle into the school and form relationships with their peers and staff. During this period the staff, having reviewed any available documentation from previous settings, begin to assess pupil needs. If SEN or EAL are suspected, if unknown, the class teacher completes a teacher concern form detailing concerns and then liaises with the SENDCo.

The SENDCo will then carry out an observation and then feed back to the class teacher, set action points, and arrange a meeting with the parents to discuss concerns and gain their viewpoints. If new pupils are known to have additional needs, the SENDCo will contact previous settings and gather information on previous provision and on-going concerns.

The SENDCo then produces an overview of additional needs (known as a Pupil Passport) which will have specific targets and strategies. Outside agencies can also be involved in suggesting specific or generic strategies and targets. All pupils on the SEND Register have, or are in the process of receiving, a Pupil Passport.

Plan

Following the settling in period and initial observations by class staff and the SENDCO, the SENDCO will plan appropriate interventions based on class teacher concerns, pupil voice – what they feel their needs are (if the pupil is able to articulate their needs) and parental insights and aspirations.

Information and guidance from outside agencies, if available will also inform the planning stage.

- Pupils receive specific and individual targets.
- Class Teachers use these targets when planning their lessons.
- The planning stage also includes assessing whether additional support and resources need to be purchased.

Do

The SENDCO and trained Teaching Assistant's (TAs) carry out interventions based on pupil needs.

Interventions include:

- Fresh Start phonics.
- Lexia Core 5 (KS 2 pupils).
- Lexia Power Up (KS 3 pupils).
- Speech, language, and communication interventions: Word Aware, Language for Behaviour and Emotion.
- Fine/Gross Motor Skills.
- 1:1 and small group EAL interventions.
- Specialist provision for pupils with high levels of need, including those with Education, Health and Care Plans (EHCPs).

Review

Individual Target Progression Sheets are reviewed at the end of every term. The SENDCO meets with teachers before parents' evenings. The pupils also complete a pupil voice questionnaire to gain their insights into how they feel they have progressed and anything that they feel that they need continued or additional support with.

- The SENDCO meets with parents / carers at parent's evening.
- Parents /carers are also able to call or request appointments at any point and as needed.
- The SENDCO has regular contact with the parents of pupils with higher levels of needs.
- Pupils and teachers also review progress and targets together.

How do I speak to the SENDCO if I have a concern about my pupil?

SENDCO: Miss Chapman

Please contact her through the school office or email.

Telephone: 01527 527 081

Email: chapmana@woodfield.bmat.co.uk or send@woodfield.bmat.co.uk

SEND Governor: Mrs Judith Doidge

Please contact her through the school office or email.

Telephone: 01527 527 081

Email: doidgej@gov.bmat.co.uk

How will the SENDCo ensure that necessary people know about my pupil's needs?

Pupils entering Woodfield Academy will have transition visits in the term prior to them starting. Information will be gathered regarding any special needs and disabilities and any necessary support put in place on their entry into school. Additional visits to school are encouraged for those pupils who may find the transition difficult between home and school. Meetings will be arranged for those pupils who are already known to have Special Needs and Disabilities, to make sure school are aware of their needs and to ensure the correct support is in place.

Miss Chapman will ensure that all necessary school staff are aware of your pupil's needs and worries. A pupil overview (Pupil Passport) is written for every pupil who is on our SEND register. The overview contains areas of concern, specific identified additional needs, and strategies to help the Class Teacher and TA cater for the individual needs of the Pupil. Overviews are shared and are accessible by Woodfield Academy Teachers and Support Staff only.

- If your child has been identified as having additional learning needs, a learning plan may be produced and a termly target progression sheet created in liaison with the class teacher, targets will be shared with you and your child. Some pupils will also be in receipt of an EHCP which is shared with staff responsible for working with your child.
- If your pupil has emotional or behavioural needs, a Pupil Support Plan (PSP) will be produced in liaison with the class teacher, The Pastoral and Inclusion Team and shared with you and your child.
- If your child has medical needs, a plan will be written and shared with you and all necessary staff.

When your pupil transfers to another school, the SENDCo will share all appropriate information regarding your pupil's additional needs with the new school's Inclusion Team to ensure continued progression and that any reasonable and necessary adjustments are made to make sure that your pupil's individual needs are met.

Before your child transfers to High School, meetings are arranged between the schools for key people to come and speak to the pupils. The Inclusion Teams from each school meet with the Head of Year 8 to discuss the pupils with Special Educational Needs and Disabilities and any pupils who are in receipt of an EHCP.

At the end of each academic year, staff meet with your child's new teacher to discuss any additional needs and provision required for your child. Miss Chapman liaises with class teachers and teaching assistants at the end of every term to review Learning Plan to review progress and next steps. Any additional barriers for individual pupils are discussed and further targets are put in place.

How will my child's progress be reviewed and when will I be invited to discuss this?

Your child's progress will be reviewed termly towards their targets, and you will receive a written report via Provision maps. Pupils with an EHCP will also receive an annual meeting to review this documentation and their progress towards targets. Any external agencies, parents and pupils will all be involved in commenting and amending this document each year, to accurately update progress and set future targets.

We use a range of data to be clear about your child's progress. We use a set of criteria to assess some pupils who are working below or significantly below national benchmark levels. Assessments from

interventions are also reviewed to enable us to see progress and make decisions together about areas a pupil may need to develop and work on. Teachers and teaching assistants do this collaboratively. This helps us to identify any targets your pupil may need to make faster progress in English or Mathematics.

If your pupil has made good progress, reaching Age Related Expectations, they will no longer receive a Learning Plan but will continue to be monitored to ensure continued progression.

Parental and pupil voice are essential to ensure all viewpoints are considered when producing education plans. Collaborative working practice between school, parent and pupil are vital.

If my pupil needs additional support, will I always be spoken to about this?

If school thinks your pupil needs additional support, we will always talk to you about this before putting any additional resources or interventions in place.

Your pupil's teacher will talk to you about the progress that has been made during Parent Consultation evenings. We also operate an open-door policy, and you can make an appointment to speak to your child's teacher or the SENDCo at any point during the year.

Will information be made clear and easy to understand?

You can read our Inclusion and Special Needs Policy on our website. This policy explains how we identify and assess pupils who we think might have special educational needs.

If you prefer information on paper, please ask for a copy of our SEND Inclusion Policy at the school office.

You can attend our SEND workshops or drop-in sessions, held termly, you will be warmly welcomed, and fully supported with any concerns, questions relating to anything SEND. The SENDCo aims to ensure that all information shared is accessible and, with technical vocabulary explained clearly.

Mrs. Judith Doidge is our school governor responsible for special educational needs.

How will Woodfield work with me to identify my child's needs?

At Woodfield Academy we will work with you to identify your pupil's needs through regular discussions and put in place support that suits you and your family. Such support may include:

- Liaison with professionals involved in working with your child.
- Liaison with our Year Group Pastoral Mentors.
- Liaison with staff / teachers / teaching assistants / intervention practitioners.
- Liaison with community support and services.
- Family Support.
- Early Help.
- Workshops in school.

We will always be clear about what these services can offer and how they might support your family and child in the community.

How will the SENDCo ask for my permission to involve other professionals to work with my child?

Woodfield Academy works with a lot of external agencies to help identify special needs and provide support.

These are:

- CAMHS (Child and Adolescent Mental Health Services)
- Chads Grove outreach support
- Educational Psychologist
- The Forge PRU
- Learning Support
- WEST
- Neurodevelopmental Practitioner
- NHS Speech and Language Therapy
- Occupational Health
- Sensory Support – (Hearing and Vision)
- Speech and language Therapy Team
- Worcestershire Visual Impairment Team

If your child requires support from any services, school will always consult you and request consent for the external agencies involved with helping us to meet your child's additional needs. We will always explain the purpose of involving other people and share feedback, reports, or assessments with you. There are also opportunities for parents and carers to speak directly with these professionals. Woodfield Academy is committed to supporting pupils and young people with Special Educational Needs and/or Disabilities and works alongside professionals at Worcester Children First to ensure best outcomes.

Will I be involved in all decisions and have my views listened to?

We will work in partnership with you to identify the needs of your child and put in place the correct support including family support as required. Your views are important to us, you know your pupil well, so we encourage you to share important information and contribute to meetings.

If your pupil has a learning plan, you will be given a written report each term where you can add your views and request a meeting if you would like to discuss your views in person. This will be available via Provision Maps.

For pupils with higher levels of additional needs in receipt of an EHCP, a written invitation to attend all reviews will be given.

How will my pupil be involved in decisions about their learning?

Your pupil is given opportunities to make decisions about their learning. These opportunities are provided in a variety of ways:

- If your pupil has a Passport their views about their progress towards their targets are collected on a pupil friendly questionnaire.
- Pupils are asked by subject leaders how they feel about their lessons and learning, their view is important to us, and we seek out their ideas to provide better learning opportunities frequently in subject reviews.

Will I be given support in contacting organisations who can give me advice and support?

We will be happy to give you contact details for organisations who can give advice and support for you and your child. Please speak to Miss Chapman if you need any other contact details.

- Barnardo's Family Space: Barnardo's Family Space | Barnardo's Family Space (barnardos.org.uk)
- Bens group peer support and youth groups: (bensgroups.co.uk)
- Complex Communication Needs Team - Tel: 01905 844328
- CAMHS: (Child and Adolescent Mental Health Services) 01905 760444
- Daisy Chain Project; www.daisychainproject.co.uk/parents-and-carers/
- Disability Information Advice Line: 01905 27790 - Disabled Children's Services | DIAL South Worcestershire (dialsworcs.org.uk)
- Early Help Family Support: 01905 844479
- Kidderminster Youth Trust Youth clubs: KDYT Kidderminster & District Youth Trust
- Mindful meet ups (New dads' group) Thursday 10am. What's On? – The Old Needle Works Foundation
- Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) - Tel: 01905 768153
- Virtual Family Hub | Worcestershire County Council
- You can find more information about the local offer issued by the Local Authority by visiting SEND Local Offer | Worcestershire County Council
- Worcester Childrens' and family centres
<https://www.startingwellworcs.nhs.uk/familyhubs>

How will my school ensure that children with additional needs are fully included in all school activities?

Pupils with additional needs will have the opportunity to participate in lunchtime and after school clubs. Registers of attendance at after school clubs are monitored and updated regularly.

The school curriculum includes trips out to enrich the experiences pupils have. Our risk assessments are inclusive of pupils with additional needs and one to one adult support is provided as required. Parents are consulted regarding specific needs, including those with medical needs, so that all pupils have a safe and enjoyable experience.

How will Woodfield Academy provide good teaching for my pupil and additional support when needed?

The school's Governing Body has a duty to ensure that the school adheres to the Code of Practice under the Children and Families Act 2014. This means that the Head teacher, Mr. Straw and the SENDCo, Miss Chapman, regularly report back to Governors relating to SEND. Governors then provide a relevant challenge to ensure that SEND provision is in place and effective. The SEND Governor is Mrs. Judith Doidge.

One of the key responsibilities of the Governing Body is to make sure that the school's policy for pupils with special educational needs and or disabilities (SEND) is published on the school website. The information on the school website must be reviewed annually by the School's Governing Body.

Woodfield Academy staff use a range of strategies to monitor the progress of pupils and to ensure that good teaching is in place for all. We do this through tracking your child's progress and holding teachers to account through termly pupil progress meetings. We offer extra support to pupils through key interventions to improve skills in reading, writing and numeracy. We identify pupils by looking closely at their progress and what we can do to support them.

Senior Leaders, Faculty Leaders and Subject Leaders regularly monitor the quality of teaching and learning outcomes of pupils.

This involves:

- Monitoring of lessons; content and delivery.
- Book trawls.
- Pupil voice.
- Feedback is given to teachers, and they receive appropriate training and information sharing processes to ensure that they are aware of any additional needs and strategies to meet these.

How are, Children who are Looked After (CLA) supported?

Children who are looked after, will be supported with all resources and services available to us, as required. The SENDCo will conduct termly reviews with the nominated caseworkers from the Virtual School. These reviews will include information and evidence to review the progress being made towards allocated targets. Parents and pupils are often involved in the review meetings, and all have a say in the new targets set and support required. The responsibility for adaptations and provision will be confirmed at each meeting.

Woodfield's approach to Quality First Teaching (QFT) for SEND

Quality First Teaching is an approach that emphasises high-quality, inclusive teaching for all pupils in the classroom. QFT aims to provide every pupil with the opportunity to succeed by creating an inclusive and supportive learning environment.

It involves key strategies:

- Tailoring instruction to meet the needs of pupils.
- Support for SEND – implementing strategies to assist pupils.
- Formative Assessment – continuously assessing pupil understanding and progress to inform teaching.
- Personalised learning – Adapting teaching methods to ensure all pupils can grasp new concepts, often by re-teaching in different ways if needed.

What is on offer at Wave 2 and Wave 3?

A Graduated Approach to SEND Support

Stage/Wave 2 (Targeted intervention and support for pupils with SEND)

- Continuation of stage/wave 1 strategies and QFT.
- Regular adult-led interventions that are planned, targeted, and monitored to measure impact and plan for next steps.
- Regular parental liaison.
- Information from other settings.
- Early advice from external agencies.
- Involvement of outside agency support services (where appropriate).
- Individual or small group support within the class setting.
- Additional differentiation / scaffolding of resources and equipment.

This will be monitored through:

- Classroom assessments and monitoring, using Individual Target Progression Sheets and Individual Provision Maps (IPM's) where appropriate.
- Tracking an individual pupil's progress over time using Individual Provision Mapping. Stage/Wave 3 (Specialist intervention and support for pupils with SEND)
- Continuation of stage/wave 1 and 2 strategies.
- Sustained and systematic adult support – Adult led intervention, mix of group work, and planned 1:1.
- Interventions and direct input from external agencies.
- Multi-agency support where appropriate.
- Specific environmental adaptations.

This will be monitored through:

- Liaison with agencies.
- Feedback from staff / intervention practitioners.
- Completion of end of term standardised assessments (i.e. Boxall Profiles).
- Reports / progress information provided by external professionals and agencies.
- Monitoring the allocation of resources to pupils.

How are staff trained to support the needs of my child?

All school staff will receive appropriate training, so they have the knowledge and the confidence to support children's additional needs.

- At Woodfield Academy we hold weekly staff meetings. These are used to ensure that staff have up -to-date knowledge to teach pupils of all abilities. The SENDCo delivers updates and is always available for staff to ask for advice about resources and teaching approaches.
- The SENDCo will organise relevant training to support staff in effective support of pupils in lessons, this can be internal or external specialists as appropriate.
- Teaching Assistants receive specialist training in areas such as Autism, Speech and Language, SEMH support, Fresh Start Phonics and intervention delivery
- Regular Continuous Professional Development (CPD) opportunities are available to ensure that all staff receive training and that annual statutory updates are delivered.

The SENDCO attends weekly Inclusion meetings as part of the Inclusion team and is therefore in the position to liaise with other members of the team to enable best practice in all areas.

All staff receive training on the following to ensure they can support learners.

- The SEND Code of Practice and SEND department policies, so that all staff know how best to access and use the information and support given by the SEND department for all students with Special Educational Needs.
- The identification of additional support needs and SEND department referral policy.
- As part of their continuing professional development all teaching staff undertake training in relation to students with Special Educational Needs throughout the academic year, in response to staff requests for support and areas for development identified.
- This training can also include:
- Sessions such as "Practical Strategies for Autism Friendly classrooms" or "Dyslexia, Symptoms and Strategies."

- All staff have received Level 1 Autism Awareness Training, delivered by the Communication and Autism Team.
- Identified staff receive annual training on emergency first aid for allergies, diabetes, and asthma training.

How is work differentiated at the right level to ensure that my pupil makes good progress?

Teaching staff accurately assess the level the pupils are working at and adapt the curriculum. We use a range of criteria and evidence to help us identify the level pupils are working at.

This might include a combination of the following activities:

- Use of tests and assessments.
- Checking the words pupils can read and spell independently.
- Observations by SENDCo and appropriate agencies.
- Observations by subject leaders.
- Regular focused monitoring of lessons and provision by SLT, SENDCo and subject / Faculty leads; learning walks, book scrutiny, pupil voice and staff voice. This all helps teachers to plan work for all pupils to make progress. The work and support will be different for different groups of pupils.

We use the following to support pupils with additional needs to become independent learners:

- Interventions pre- teaching / repetition / follow up and consolidation activities.
- One to one or small group support.

What types of learning resources are available for my pupil?

A range of resources will be available in classrooms to support learning for pupils operating at different levels. These are identified on Pupil Passports.

- We have a range of resources to support pupils who have difficulty with poor fine motor skills, for example, pen grips, ergonomic scissors, putty for the pre-exercise of hands before writing.
- There is a range of ICT equipment including workbooks, cameras and recording equipment to support pupils recording and accessing their work in different ways across the school environment.
- Classroom layout / seating plans / position of tables and chairs are always considered to support pupils in accessing resources and learning on the classroom.
- Use of balance cushions / sensory aids.
- Pupils have access to ear defenders.
- Coloured overlays are available where needed.
- Specialist resources / environmental adaptations and changes are made for pupils with specific physical needs such as a severe visual impairment – these are advised and provided through liaison between the SENDCo and specialist teams.

What adaptations are made to the curriculum or learning environment to support learners with SEND?

At Woodfield Academy, learners with SEND are provided with a broad and balanced curriculum. This is achieved in a range of ways.

- Pre-teaching activities dictated by teaching staff – the dedicated teaching assistant then supports with this, and the pupil rejoins the lesson at an appropriate point.
- Some pupils access English, Maths, Phonics, and early reading in specifically planned intervention groups, separate from the mainstream lessons, with dedicated intervention practitioners or SEND teaching assistants with specialised training (i.e. Fresh Start Phonics program training).
- Staff receive training and support to provide Quality First teaching experiences.
- Staff engage with information provided by the SEN and Inclusion team to support pupils as needs and barriers to learning change or develop.
- The Inclusion Team (Pastoral, Nurture, Mental Health Lead, Attendance Lead, Behaviour Lead) also support as and when required, if pupils become dysregulated or express the need for different support during a lesson (This may be related to anxiety and mental health concerns and need is changeable).

What resources does my school offer if my pupil has significant social and/or communication needs?

Where necessary, appropriate resources will be available to support the learning of pupils who have significant social and/or communication needs. Our Pupil Passports identify the types of needs a pupil may have, for example, Autism, Emotional Behaviour, Cognition and Learning.

- We use visual timetables where appropriate, to support routine and the changes pupils will experience through the school day.
- Some pupils have an individual visual timetable to help navigate the school day.
- Pupils can access task management lists / systems to help with the sequence of learning tasks.
- We work with a Neurodevelopmental Practitioner and the Speech Therapy services. They will observe, assess, and offer advice on ways to support pupils with autism.
- The SENDCo can support families in accessing appropriate referral pathways through GPs and health professionals."

What support is available if my pupil needs support with managing emotions, behaviour or dealing with social situations?

The school will provide support for pupils if they need support with managing their own emotions, behaviour and to build skills and confidence in dealing with social situations.

There is a Pastoral Team and Mental Health Lead Practitioner, along with Mental Health 1st Aiders to support students and a qualified ELSA. They can also provide academic support in the classroom or support pupils in developing social skills in a nurture type setting.

We work with The Forge PRU and The Beacon outreach support team, who provide support for pupils who have difficulty in managing emotions and behaviour. We have worked together in professional training to ensure staff have strategies to support pupils.

We run social skills groups across the school to support pupils who can find social situations difficult. For some pupils a nominated member of staff is put in place so that pupils can visit

them and take time out if their emotions become heightened. Some pupils wear an emotions / mood wrist band to help them to understand, recognise and communicate how they are feeling.

We believe that every action is a communication and strive to meet pupils struggling with emotions or behaviour with empathy and understanding. Pupils are given clear support, and this is bespoke to each pupil. We have a set of sanctions and rewards, as set out in our Behaviour Policy. These are used consistently across the school to encourage the pupils to make the right choices.

Medical Needs

- Key staff are First Aid trained.
- Additional training is sought out and provided as required, i.e. Diabetes training.
- First Aid training and care plans are created and monitored by Mrs. Sharon Little – operations manager.
- All medicine administration adheres to department of Education Guidelines included within Supporting Pupils at School with Medical Conditions (DFE 2014).
- There are individual care plans for pupils with significant medical needs and allergies.

Complaints about SEND provision.

Complaints about SEND provision in our school should be made to the class teacher in the first instance. A meeting can be held with the SENDCo to address concerns. If concerns are not resolved the complaints procedure needs to be followed. The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against a pupil.

Contact details:

School office – 01527 527 081

SENDCo – Miss. Chapman chapmana@woodfield.bmat.co.uk

Headteacher – Mr. Straw strawn@woodfield.bmat.co.uk

SEN Governor – Mrs. Doidge doidgej@gov.bmat.co.uk

Special Educational Needs and Disabilities (SEND) Information, Advice and Support Service (IASS) www.hwsendiass.co.uk

This information report will be reviewed by the SENDCo annually and approved by the Governing Body annually.

Written by: Miss A Chapman AAHT for Inclusion

Date: September 2026

To be reviewed: September 2027