

The SEND local offer 2026/2027.

At Woodfield Academy we have an approach to meeting the needs of pupils with Special Educational Needs as supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible with the needs of pupils with Special Educational Needs and Disabilities are met in a mainstream setting whenever possible.

When identifying areas of need a pupil may have, there are four categories:

- Communication and Interaction
- Cognition and learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

What is the Local offer?

The Children and Families Act 2014 introduced significant reforms to the way support is provided for children and young people with Special Educational Needs and Disabilities (SEND). As part of these reforms, Local Authorities and schools are required to publish information about the services and provision available to support children and young people with SEND.

Please click on the link below to access the Worcestershire Schools offer.

[SEND Local Offer | Worcestershire County Council](#)

You can also watch a short animation on YouTube, [SEND Local Offer animation](#), which explains more about what the SEND Local Offer is.

Your child has Special Educational Needs. What can we offer at Woodfield Academy?

Every child is different, and we will ensure that every child has a personalised assessment to suit their needs. The SENCo, class teachers and teaching assistants will make observations in the first instance to identify the area of need your child may have. If there has been a formal diagnosis the SENCo will talk to the specialists that made that diagnosis.

The Inclusion team will identify the strategies required to help support pupil progress from this point and offer guidance to any staff working with your child. This may include:

- One to one or small group teaching (Personalised Learning)
- Additional adult support may be available where required and identified through the graduated approach to SEND support.
- Provision of mentoring support
- Special arrangements for SATS testing (e.g. Separate room, reader, scribe)

In some cases, it may also be necessary to seek support from outside agencies.

The school may work with a range of external agencies including:

- Educational Psychology Service
- Communication and Autism Team (CAT)
- Speech and Language Therapy Services

- Occupational Therapy Services
- Physical and Sensory Support Services
- School Nursing Service
- Child and Adolescent Mental Health Services (CAMHS)
- Worcestershire SEND Services
- Alternative Provision Providers
- Early Help Services
- Family Support Services

How does the school know if my child needs extra support and what should I do if my child may have special educational needs?

The school has a SEND policy which is available on the website.

We monitor the progress of our pupils in all areas of the curriculum. Our teachers and school staff are encouraged to raise concerns with the SENCO in the first instance. The teachers are trained to look for various indicators:

- Lower than expected attainment or progress
- Changes to previous rates of progress
- The gap between their attainment and that of their peers widening
- Poor or declining attendance
- Behaviour that is affecting learning and getting on with others (the behaviour may indicate an emotional, social or health difficulty)
- Diagnosed or identified social, emotional, mental health, communication, learning, sensory or physical needs

Parents are encouraged to speak to the Form teacher, Heads of Year, pastoral managers or contact the SENCo in school. The SENCo at Woodfield Academy is Miss Alison Chapman who can be contacted by telephone on 01527 527081 or by email at chapmana@woodfield.bmat.co.uk you can also email: send@woodfield.bmat.co.uk

Mental Health and Wellbeing Support

Woodfield Academy recognises the importance of supporting pupils' emotional wellbeing and mental health. The school provides pastoral support through Heads of Year, Pastoral Managers, the Inclusion Team and, where appropriate, referrals to external services. Early identification and intervention help ensure pupils receive the support required to engage successfully in education.

What will happen after my child has been identified as having Special Educational Needs?

Since the start of the updated Code of Practice 2015 all schools must take a Graduated Approach to SEND support. What this means is that your child's progress and the support they receive will be reviewed termly and adjusted to better meet additional needs if necessary. This is the "Assess-Plan-Do-Review" cycle.

It is the teacher's responsibility to ensure that all children experience high-quality teaching. The school monitors teaching and staff are given strategies that can support all pupils including those who may have SEND with their learning.

A Pupil Passport is produced, and the pupil is supported in accordance with their SEND. If a child enters the school with SEND already identified, they will be entered onto our SEND register unless there is some doubt as to their SEND; if this is the case they will be assessed.

Support and provision are reviewed regularly through the Assess, Plan, Do, Review process. Adjustments are made in response to progress towards agreed outcomes and identified needs. Where progress remains significantly below expectations, advice from external agencies may be sought.

Accessibility

If your child has a physical disability in accordance with the Equality Act 2010 we will complete an Accessibility to the Curriculum Audit. It is essential that all children, regardless of their different challenges have the same access to all curriculum activities. We work closely with many outside agencies such as:

- The sensory support team (Visual impairment)
- Mobility Team
- Hospital keyworkers

A meeting with the relevant health professionals identifies any areas that the schools may need to review or any adaptations that need to be made. This includes within the classroom too and the materials used. Medical care plans are then written and shared with relevant staff member. Advice from health professionals shape the reasonable adjustments we then put in place. Some of these can include rooming of lessons, highlighting and labelling of key areas and amended timetables.

How will my child be monitored to ensure that progress is made?

Many of the pupils with SEND may have experienced difficulties for some years, so it is important that accurate baseline tests are completed for appropriate intervention at the right level to be implemented. Different ways we monitor progress include:

- National Curriculum skills allowing comparison with individual's previous performance as well as comparison with peers.
- SATs assessments, as appropriate (including mocks) allowing comparison with individual's previous performance and comparison with peers.
- Lexia phonics and early reading assessments / tracking (Personalised learning assessment).
- Fresh Start assessments.
- Reading and spelling assessment results allowing comparison with individual's previous performance and comparison with peers.
- Criteria alongside targets.

How will the school prepare and support my child to join the school / transfer to a new setting or onto the next stage of education?

At Woodfield Academy we have a thorough Yr.5 transition schedule. During the Summer term the SENCo, Head of Year and TA's will make visits to feeder schools. This is a great opportunity to talk to

teachers who have been working with your child for a significant amount of time. This also allows for valuable information about what works well to be shared. Your child will also have the opportunity to visit the school on open days and transition days. During this time the SENCO will try and meet all children that may have Special Educational Needs. If your child joins us at a different start date and has diagnosed Special Educational Needs, the SENCo will liaise with the previous school and gather as much information as possible. From this point, alongside the Head of Year and pastoral team a transition timetable can be put in place. This allows the teaching assistants, SENCo and pupil to develop a good working relationship and strategies to be put in place to ensure that whole school teaching is successful.

If your child is ready to move onto high school, the inclusion team will offer guidance to carers and parents to help them make informed choices.