



Great Wood CP School

SEND Information Report

The following document is the SEND Information Report for Great Wood Community Primary School. It is in keeping with the requirements which can be found in the Code of Practice, Section 6:79. This document also acts as our Local Offer.



Great Wood Community Primary School is a mainstream setting. We are committed to working with all members of our school community. We believe in achievement for all. We want all adults and children to participate in learning and we celebrate all members of our community. We strive to create an inclusive culture in our school and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills, so that all children regardless of individual need make the best possible progress.

What kinds of Special Education Needs do we provide for?

At Great Wood Community Primary School we provide for a wide variety of Special Educational Needs and Disabilities (SEND).

Our current SEND profile (September 2025) shows that we have 20% of children identified as having SEND. Percentage is made up of the following groups (primary area of need identified):

- 30% Cognition and Learning Needs
- 26% Communication and Interaction Needs
- 4% Physical and/ or Sensory Needs
- 39% Social, Emotional and Mental Health Needs

1.7% out of the whole school population have an Education, Health and Care Plan.

A Graduated Approach

At Great Wood Community Primary School, we have a graduated approach to children with additional needs.

Level 1 – The majority of the school pupils will be on the Level 1 continuum. The child is working at age related expectations, above them or just below them. Children may be having additional support e.g. group interventions/extra reading/medical/attendance support but they are making progress.

Level 2 – The child requires special educational provision that is different from or additional to that normally available to pupils of the same age. At this point, the child will be placed on the school's **SEND Register**. For some children, we will access support from other professionals including Speech and Language Therapists, Occupational Therapists, Physiotherapists and Specialist Teachers. For some children at this level they will then have a Pupil Passport written, using information gathered by their teacher following discussions with their parents/professionals. Most children who have SEND, have their needs met through this level which is known as **SEN Support**. This involves **Quality First Teaching** with reasonable adjustments.

Level 3 – If the child does not make adequate progress, despite appropriate support, we will seek the specialist advice of an Educational Psychologist. If the child is seen by an Educational Psychologist, a **SEN Support Plan** will be written by the school, alongside the child and parents, using the information from the Educational Psychologist's Report. The SEN Support Plan will identify longer term outcomes. If there continues to be concerns about the progress of a child or the complexity of their needs, a request will be made for an **assessment by the Local Authority** to identify whether the child needs an Education, Health and Care Plan.

Level 4 – A child will be placed at **Level 4** if the Local Authority agree to issue an **Education, Health and Care Plan**. This plan is for children and young people aged up to 25 years who need more support than is available through SEN Support. Education, Health and Care Plans identify educational, health and social needs and set out the additional support to meet those needs.

Children at **Level 2 and Level 3** are identified as receiving '**SEN Support**'. Those children at **Level 4** are identified as having an **Education, Health and Care Plan**.

How does the school know if pupils need extra help?

All teachers at Great Wood Community Primary School are responsible for identifying pupils with SEND and, in collaboration with the SENDCO, will ensure that those pupils requiring different or additional support are identified at an early stage.

Pupil's skills and levels of attainment are assessed on entry and used to identify possible SEND needs early. This will build on information from previous settings.

At Great Wood Community Primary School, we will monitor and review the progress and development of all children throughout every year. Pupils are identified as having SEND in a variety of ways, including:

- Liaison with the previous setting such as pre-schools, nurseries or schools
- Concerns raised by parent/carer
- Concerns raised by a teacher
- The pupil is performing significantly below the expected levels
- Liaison with external agencies e.g. Educational Psychologists, Paediatricians, Physiotherapists
- Use of our Well-being Continuum
- Assessments carried out internally and externally

In class, assessments are used to identify any pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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

For those children whose first language is not English, we look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

We believe early identification is vital. The SEND Code of Practice (2014) states, 'For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident as they develop' therefore we continually monitor the progress made by individuals throughout their time here. The school uses appropriate screening and assessment tools from both in school resources and, where needed, outside agency support. By gaining accurate and informative assessments, the school can gain an understanding of the child's needs, which enables the planning and delivery of effective adjustments, support and interventions.

If we believe that your child has additional needs, we will invite you to attend a meeting where we will share our concerns. This discussion will be recorded on our internal record keeping system and will focus on gathering information about your child in a number of areas including:

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

The information shared will be used to identify areas of need. Following this meeting, school, alongside parents will decide on an appropriate course of action including whether to place the child on the **SEND Register**. The child will be put on the SEND Register if it is decided that they require special educational provision that is different from or additional to that normally available to pupils of the same age.

What should I do if I think my child has SEND?

At Great Wood Community Primary School, we have an 'open door' policy and encourage parents who have concerns to come into school and discuss them with the class teacher and/ or SENDCo.

If you, as a parent/carer, have concerns regarding your child's progress, then you should make an appointment to see the class teacher along with the school's Special Educational Needs and Disability Co-ordinator (SENDCo) Miss Nicola Dixon or our Learning Mentor, Mrs Danielle Dewhirst. They can be contacted on 01524 416971 or via the school office, email senco@greatwood.lancs.sch.uk or office@greatwood.lancs.sch.uk.

How will I know how my child is doing?

We will formally share information about your child's progress at least 3 times per year. These meetings will usually be aligned with our school cycle of discussions with parents of all pupils. You may also attend TAF (Team Around the Family) meetings with the SENDCo and other professionals involved or have regular meetings with the SENDCo. During these meetings, your child's needs will be discussed and actions agreed by all parties involved. If your child has a Pupil Passport then a meeting will also be held at the end of each academic year in which the SENDCo, your child's current teacher and your child's next teacher will meet with you to discuss their progress and to share best practice.

Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months. If the child is under five years old, the review will take place every six months. Often, we convene and hold the Annual Review on behalf of the local authority. During this meeting, we review a number of areas including strengths and areas of special needs, progress made over the past twelve months, progress made towards meeting the outcomes in the EHC Plan and next steps for the year ahead. The child, parents and professionals involved are invited to both attend the meeting and contribute by providing written reports.

What is Great Wood Community Primary School's approach to teaching children with SEND?

Great Wood Community Primary School understands that it is the responsibility of all teachers to cater for the special needs of our children within their classes on a daily basis. The class teacher caters for the child's needs through Quality First Teaching when delivering the National Curriculum. Interventions, either one-to-one or small group, are delivered either by the class teacher or a teaching assistant. Examples of the different types of support and interventions (A Graduated Approach) can be seen in the appendices of the SEND Policy. The impact of the support is overseen and monitored by the SENDCo (Miss Dixon) and Learning Mentor (Mrs Dewhirst).

The SEND Code of Practice (2015) states, "All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to: achieve their best; become confident individuals leading fulfilling lives; and make successful transition into adulthood, whether into employment, further or higher education or training." As part of our endeavour to provide the best possible provision for children with SEND, that is appropriate to their needs and promotes high standards and the fulfilment of potential, children sometimes access provision in different classes across our school. This could be for individual lessons such as phonics, or for larger proportions of the day so that the child can access provision and curriculum appropriate to their needs and next steps such as continuous provision. This decision will be made in conjunction with parents and will be reviewed regularly as part of our Assess, Plan, Do, Review Cycle. Following identification of SEND we follow a cycle of '**Assess, Plan, Do and Review**'. This approach enables staff and parents/ carers to identify the child's areas of need, plan a programme to address the need, give time to deliver the programme and then review its impact. Staff continually monitor the impact of the strategies and adapt if necessary. The child and parents/ carers play an active part in this process.

Assess - Identify strengths and barriers to learning (area of need/s). This is based on assessments and observations from a range of people including teachers, SENDCo, parents, pupils and external professionals such as specialist teachers.

Plan - SMART targets are identified which link directly to the area of need/s.

Do – Strategies, interventions and adaptations are identified. Included within this situation will be 'Quality First Teaching' (what will happen in lessons across the school day), 'SEN Support' (intervention/ 1:1 support) and 'Support from Home' (how parents can support their child in working towards the target).

Review – Targets are then reviewed and evaluated. This will then feed into the analysis and assessment of the child's needs.

How will the curriculum and learning environment be matched to meet my child's needs?

Children with SEND participate fully in the whole curriculum and advice is sought to ensure this is achieved in the most effective way. It is the class teacher's role to differentiate resources and activities to ensure that all children can access the learning. This means that teachers may plan visual, auditory or kinaesthetic activities; small group or 1-1 learning; over of learning topics; pre-teaching content or vocabulary; and provide additional apparatus or materials. Where needed, we work closely with specialist teachers to complete risk assessments for children with physical needs, and in advance of any off-site activity, such as swimming, a school visit or residential trip. Our approach is based on our graduated response however, how we meet your child's needs will be dependent on the individual. Children with SEND will participate in activities and lessons alongside children who do not have SEND.

As mentioned above, as part of our endeavour to provide the best possible provision for children with SEND, that is appropriate to their needs and promotes high standards and the fulfilment of potential, children sometimes access provision in different classes across our school. This could be for individual lessons such as phonics, or for larger proportions of the day so that the child can access provision and curriculum appropriate to their needs and next steps such as continuous provision. This decision will be made in conjunction with parents and will be reviewed regularly as part of our Assess, Plan, Do, Review Cycle.

How will my child be included in activities outside the classroom, including school trips?

Your child is entitled to reasonable adjustments being made to any school trip or to an equivalent alternative being offered. During the planning stage of any trip, the parents/ carers of a child with SEND may be consulted about how best to include their child whilst staying within health and safety guidelines. Alternative arrangements can be made at playtimes and lunchtimes to ensure that all children are included such as, lunchtime clubs and additional supervision to support social skills. Alternative arrangements can be made for children at the start and end of the school day if required.

How do we know if what we provide for the children is effective?

We assess the effectiveness of support by:

- Gathering feedback from the child during pupil discussions.
- Gathering feedback from the parents/ carers about the progress their child has made.
- Monitoring progress against national expectations.
- Verbal feedback from the teacher, SENDCO or external agency.
- Formal or informal observations of the pupil at school.
- If pupils make sufficient progress, they may be removed from the SEND Register and return to Level 1 on our Continuum of Need.
- We monitor the impact of interventions and provision through regular assessments.

This information is shared with the Senior Leadership Team and the Governors.

How are the staff trained and kept up to date and if we need more expert help and advice, what do we do?

At Great Wood Community Primary School, we have a dedicated Special Educational Needs Co-ordinator, Miss Dixon. She is an experienced Teacher and Deputy Headteacher who attends regular update meetings and training within the area of SEND and shares the relevant information with staff. Miss Dixon is currently completing The National Professional Qualification (NPQ) for Special Educational Needs Coordination (SENCO).

We are committed to ensuring all staff are trained to meet the additional needs and their knowledge is updated when necessary. We complete both in-house training as well as training provided by external agencies. This training is linked to the needs of the children within our school. As a school, we work closely with a range of external specialist services which are relevant to our pupils' needs. We dedicate part of our budget to external agency support to ensure children can be assessed accurately and, in turn, staff can receive the appropriate training and support. The support we buy in includes Speech and Language Therapists, Educational Psychologists, Emotional support such as counsellors and Specialist Teachers. In addition, we access support via the District 1 Inclusion Hub including support from Stepping Stones Outreach Team, Educational Psychology support and the Behaviour Support Clinics. This support is available for children who have social, emotional and mental health difficulties. Further advice and assessment is also provided through liaison with outside agencies such as the SEND Local Authority

Team, Speech and Language Therapy, Physiotherapy or Occupational Therapy. If additional guidance is required school can access Educational Psychology and Children's Adolescent Mental Health Service support (CAMHS). We have weekly mental health support which is provided by Barnardos. They can work with children on an individual basis, in small groups and can provide parents with support and advice, offering parent workshops. We have a weekly staff meeting where all staff attend and updates are given. All staff undertake regular Safeguarding Training and are informed of updates in safeguarding training and best practice. Miss Dixon attends Local Authority SENDCo meetings where she is kept up to date with current SEND best practice.

What support will there be to provide for my child's overall well-being including their social and emotional development?

- Our staff team believe in building high quality, positive relationships with the children in order to develop high self-esteem.
- The class teacher has overall responsibility for your child's well-being whilst in school, and as such will be your first point of contact. The class teacher will liaise with the SENDCo for additional support with any pastoral care.
- Mindfulness activities are planned and delivered across the school.
- We have support from Barnardo's who provide weekly, 1:1 and group support to children who are identified as having emotional needs. Our practitioners also provide support to parents through 1:1 and group sessions as well as workshops for parents.
- As a school we have a very positive approach to behaviour management. If a child has needs which impact on their behaviour, the child will have time with the Learning Mentor (Mrs Dewhirst) or the Assistant Learning Mentor (Mrs Hollings) to discuss what is happening in their life both in and out of school in order to identify strategies that will help them.
- Attendance of every child is monitored on a daily basis by the office staff and class teachers. Lateness and absence are recorded. Support is given to families if attendance is an issue. This could be through the use of '**Emotionally Based School Avoidance**' resources.
- Playtimes are supervised by teachers and teaching assistants. If there are children who require additional support at these times, staffing is altered accordingly so that social skills groups and additional support can take place.
- Parents can access the Anti-Bullying Policy on the school website.
- Our Values Curriculum and PSHCE curriculum also support the anti-bullying message.
- All medicine is recorded in a medicine folder along with dosages and frequency and parents sign medical forms to grant authorisation to the school to administer to their child. All medicine that is brought into school is kept safe in a locked medicine cabinet.
- If a child has medical needs, they may require a Health Care Plan. This will be drawn up through discussion with the parents and school nurse. Any specific needs will also be shared with all staff members to ensure all staff are aware of a child's specific health needs as necessary.
- A list of first aiders is kept next to first aid boxes in corridors and shared learning areas. When required, specific medical training is provided by the school nurse to ensure the relevant staff are aware of the appropriate action or medical procedure required.
- We have close links with the school nursing team. Support can be accessed via referral from school or self-referral.
- Children who require speech therapy, physiotherapy or occupational therapy will initially be seen at the appropriate clinic but therapy can be provided in school if agreed by the parents and the appropriate therapist.
- Individual risk assessments are completed where required. All trips are risk assessed using the Evolve Website.
- The school has strong links with a number of external agencies who support children and families including Child Action North West, New Start and Encompass. These agencies provide a wide range of support including family support, counselling, play therapy and behaviour management strategies.
- At Great Wood CP School, we work alongside a Mental Health Practitioner from the Mental Health Support Team. The practitioner provides early help and interventions to children who are experiencing difficulties with their mental health. They also support school staff and parents. Children can be identified by both school and parents/ carers.

How does the school manage the administration of medicines and providing personal care?

Please ensure that you have made the school aware of your child's medical needs by speaking to the class teacher or SENDCO. Please complete all of the relevant medical information on the enrolment form so that we can support your child during their time at our school. For children with more complex medical needs, a meeting will be held to ensure that the school has the most up to date information. During the meeting, a Health Care Plan will be written and appropriate provision will then be put in place. This will include any arrangements needed for providing personal care. Please also let your child's class teacher and the SENDCO know if your child develops medical needs during their time in school. The school has adopted Lancashire County Council's First Aid and Medicines policy that it strictly adheres to and under certain circumstances medicines can be administered after consent forms have been completed. First Aid training and specific medical training for supporting children with medical needs is co-ordinated by the Deputy Head and reviewed regularly. A number of staff have completed Paediatric First Aid training. This enables the school to always take a first aider on trips and every phase in school to have a first aider available.

How does Great Wood involve children in their education and in the decision-making process?

- Involvement in setting targets on Pupil Passports and also reviewing their progress towards the target.
- Feedback on their progress, what works for them and what they feel their next steps should be.
- Involvement in TAF meetings.
- Involvement in Annual Reviews for those children with an EHC Plan.
- Taking an active part in all lessons.
- Responding to marking and feedback.
- Reflecting on their learning and sharing how they feel they are progressing during the course of their daily learning journey.
- Contributing to the 'All About Me' profile prior to a request for Statutory Assessment.
- Taking part in a pupil questionnaire which offers their viewpoint on different aspects of school.
- The school seeks to promote pupil voice through subject leader meetings and an active school council, including children with SEND.

How will the school support my child in starting school and moving on?

Parents are invited to meetings before their child starts school to share information about home and school. Parents and children are invited to 'Introduction to school' mornings. If the child has needs that have already been identified, the Reception teacher and/ or SENDCo will have a meeting with the nursery. Transition sessions take place so that the children meet staff, their peers and familiarise themselves with the classroom environment. Children start school part time (full days on allocated days) for the first two weeks to allow them time to settle in. Parents can discuss with the Head Teacher if they feel that their child would benefit from a longer transition period.

- **Moving year groups:** Transition meetings are held each year to ensure information is passed from one teacher to another. Children also spend transition mornings with their next class teacher near the end of the Summer Term. Teachers hold 'New to Year Group' meetings at the end of each academic year to provide parents/ carers with information about that year group in advance.
- **Year 6:** Access arrangements are used for children who need additional support when sitting examinations such as SATs. This includes having a reader or scribe, timed breaks, additional time or working in a quiet setting in a small group to aid concentration. Each year, pupils visit their forthcoming Secondary school for taster sessions and also Secondary teachers from the local schools visit to help ease transition from Year 6 to 7. Those who would benefit from additional transition sessions are identified and a programme of visits is organised during the summer term. Transition meetings between parents and staff from both schools can also be arranged as necessary. If a child has an EHC Plan, the SENDCo from their high school will be invited to attend the Year 6 Annual Review.

How accessible is the school both indoors and outdoors?

See Accessibility Policy.

How are the school's resources allocated and matched to pupils' SEND?

Each cohort is reviewed on an individual basis and resources are allocated depending on the level of need within a particular cohort. This is reviewed at least termly to ensure that the needs of each cohort are being

met. Staff meet with the Senior Leadership Team to discuss each individual's achievement on a termly basis. Resources are allocated depending on the level of need within a class.

How are decisions made about how much support my child will receive?

The school operates a graduated response to children's additional learning needs. Initially support will be provided through differentiated tasks with the classroom. Further support can then be provided through small group activities that are additional to the resources provided for all children. If children require a higher level of support, they will then receive individual support to address their specific areas of need. This may be provided by someone in school or an external professional such as a Speech Therapist. In addition to this support, adaptations may be made to the classroom environment and additional resources used to support your child. Decisions are made based on the progress your child is making. Progress will be identified and monitored through the 'Assess, Plan, Do, Review' cycle.

What should I do if I have a concern or complaint about the provision for my child?

As a school, we pride ourselves on listening to our school family and acting upon any issues raised. Complaints concerning Special Needs Education should be directed firstly to your child's class teacher or SENDCO (Miss Dixon). If you are not satisfied that your concern has been addressed, speak to the Head Teacher (Mr Ross). If you still feel the issue is not resolved, the SEND Governor of the school Mark Woodhead can be contacted via the School Office.

How do you involve other bodies in meeting the needs of children with SEND and in supporting their families?

We engage with and access support from a range of outside agencies including:

- Lancashire Inclusion and Disability Support Service
- Longlands Child Development Centre
- Paediatric Therapy Services
- CAMHS
- Steeping Stones Outreach
- Mental Health Champions Network
- Children and Family Wellbeing Service
- New Start
- Educational Psychology Services
- Inclusion Solutions Specialist Teachers
- Mental Health Support Team - Barnardo's

Where can I find the contact details of support services for the parents of children with SEND?

Contact details for Lancashire County Council's Information, Advice and Support Team (IAS) can be found at <https://lancssendias.org.uk/> . If you require any support in accessing this, please ask to speak to Miss Dixon who will be able to help you. Information about local events for parents and/ or children with additional needs are posted on our school Facebook page. Miss Dixon will also be able to signpost you to other organisations who may be able to offer support.

Where can I find information about the authority's Local Offer?

As part of Lancashire County Council, the Lancashire Local Offer should be your first point of reference for any further information. This can be found at: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

Monitoring and Review

Monitoring is the responsibility of the Headteacher, Governors (through the School Improvement Committee) and leader with responsibility for SEND. Staff, parents and pupils have been consulted. The policy will be reviewed annually.

The school is aware of our legal duties under the Equality Act 2010, to promote equality of opportunity and to reduce discrimination.