



SEND Information Report

Spring 2026

Introduction and Vision for Inclusion

At Wood End Primary School, we are deeply committed to the principle that every child, regardless of their starting point, deserves equal access to high-quality learning experiences. Our vision is to cultivate an environment where all pupils - including those with Special Educational Needs and Disabilities (SEND)- can thrive academically, socially, and emotionally. We empower our learners to build the skills necessary for independence, ensuring they are prepared for the next stage of their education and for adulthood.

This report outlines how we implement our SEND policy and work towards the objectives of the local area [SEND and Inclusion Strategy 2023-2027](#). We recognise that parents and carers are the foremost experts on their children; as such, we value them as essential partners in this collaborative journey.

Understanding Special Educational Needs (The Four Broad Areas)

In alignment with the SEND Code of Practice 2015, we provide support across four broad areas of need. We recognise that children's needs are often holistic and may overlap across these categories:

- **Communication and Interaction (C&I):** This includes Speech, Language, and Communication Needs (SLCN), where children may have difficulty expressing themselves (expressive language), understanding others (receptive language), or navigating social rules of communication. This also encompasses Autism Spectrum Disorder (ASD).
- **Cognition and Learning (C&L):** This involves pupils who learn at a slower pace than their peers. This includes Moderate Learning Difficulties (MLD); Severe Learning Difficulties (SLD), where pupils may need support in all areas of the curriculum; Profound and Multiple Learning Difficulties (PMLD), involving severe and complex learning needs alongside physical or sensory impairments; and Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia, and dyspraxia.
- **Social, Emotional and Mental Health (SEMH):** Pupils may experience a wide range of social and emotional difficulties manifesting as becoming withdrawn or isolated, or displaying challenging behaviours. This includes Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD), anxiety, depression, and attachment disorder.
- **Sensory and/or Physical Needs:** This area provides for children with a disability which prevents or hinders them from making use of the educational facilities generally provided. This includes Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), and Physical Disability (PD)

3. The Graduated Approach: The Assess-Plan-Do-Review Cycle

Wood End Primary School employs a "Graduated Approach" to SEND support. This is a purposeful, four-part cycle used to determine if a child requires **SEND Support** (provision that is "additional to or different from" universal provision):

1. **Assess:** We gain a holistic overview of the child's strengths and barriers to learning. This involves analyzing teacher assessments, pupil progress data, and parent/pupil input, and may involve external professional advice.
2. **Plan:** In collaboration with parents and the pupil, we identify desired outcomes. These are recorded in a personalised Learning Plan using school-wide **Provision Maps**. Targets are **SMART** (Specific, Measurable, Achievable, Realistic, Time-bound).
3. **Do:** The class teacher remains responsible and accountable for the pupil's daily progress. They implement the agreed adaptations and interventions with guidance from the SENCO.

4. **Review:** The impact of support is evaluated termly. We review progress against SMART targets and adjust the Provision Map as necessary. If the child makes expected progress, the cycle may end; if concerns persist, we refine our strategies.

Targets and strategies in reading, writing and maths are monitored with teachers, senior leaders and the SENCO on a termly basis. The SENCO with other school leaders and teachers will monitor books and observe lessons to assess the impact of the class teaching and decide on an intervention to support learning.

Teachers continually assess all pupils' progress and achievement in every lesson to ensure that all pupils meet their targets. Children with SEND support have a learning plan that includes SMART targets and strategies specific to their needs. Twice a year, SEND meetings are held with the parents, teacher and SENCO (where appropriate) to review and agree targets from the child's provision map. A copy of the plan is given to the parents as soon as it has been agreed.

As part of the assessment cycle, children with an Education Health Care Plan (EHCP), will have an annual review meeting where the child will present their views about their learning and any additional support. This is shown at the beginning of the meeting.

4. Staffing Roles and Responsibilities

Inclusive education is a whole-school responsibility. Key staff include:

- **SENCO:** Mr Ajay Gohil (Coordinates day-to-day SEND provision and maintains the SEND register).
- **SEND/Inclusion Leadership:** Mr Ajay Gohil (Strategic oversight of inclusion across the school).
- **Pupil Premium:** Mr Warner Stainbank (Strategic oversight of Pupil Premium strategy)
- **Attendance:** Mr Warner Stainbank and Mrs P Nandra (Strategic oversight of Attendance)
- **Class Teachers:** Accountable for the progress of every pupil in their class. They are the primary deliverers of high-quality, adaptive teaching.
- **Speech and Language Teaching Assistant:** Mrs Kavita Narang (Delivering SALT interventions).
- **Dyslexia Teaching Assistant:** Mrs Punam Topiwala (Delivering targeted Dyslexia interventions)
- **EAL (English as an Additional Language Teaching Assistant):** Mrs Jasminder Manku (Delivering targeted EAL interventions)
- **Support Staff (TAs/HLTAs):** Our dedicated support staff team—including Higher Level Teaching Assistants (HLTAs), Special Educational Needs Teaching Assistants (SEN TAs), and Learning Support Staff—play a vital role in promoting the progress and wellbeing of pupils with SEND.
- **SEND Governor:** Mrs May Sule (Monitors the effectiveness of SEND/Inclusion provision and reports to the Governing Body).

5. Identification Process and Monitoring Progress

We prioritise early identification through:

- Induction process
- Teacher or parent concerns
- Observations and parent consultations
- Regular Pupil Progress Meetings (PPMs) and Focus Five meetings between teachers and Senior Leadership.
- Rigorous analysis of assessment data, book scrutiny, and behaviour logs.

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

Step-by-Step Guide for Parents

Step 1	If you think your child might have SEND, raise your concern with the class teacher: <ul style="list-style-type: none">• By informally talking to the class teacher• Arranging a meeting with the class teacher• Parent and carer consultation meeting
Step 2	Your child's class teacher will meet with you to explore your concerns and gain a deeper understanding of your child's strengths, needs, and learning profile. Through open and collaborative discussion, we will agree on the desired outcomes for your child and identify the next steps together.
Step 3	Your child's class teacher, in conjunction with the SENCo will follow a graduated approach to support, ensuring that support is tailored, responsive, and built around your child's emerging needs. This is underpinned by structured cycles of documented Assess–Plan–Do–Review, allowing us to monitor progress and refine strategies and ensure interventions remain effective and personalised. The class teacher will implement the agreed strategies and monitor these over an agreed period (typically 6-12 weeks) and review impact with you. Where a child makes expected progress, the cycles end. Where there are ongoing concerns- a referral to the SENCO is made.
Step 4	Where we identify that your child has a special educational need and requires support that is additional to or different from universal provision, the SENCO and class teacher will discuss this with you in detail. In partnership with you, we will add your child to the school's SEND register and co-develop a personalised Learning Plan. This is called the 'SEND Support' stage. This plan will be reviewed using the AssessPlan–Do–Review cycle, ensuring that interventions remain effective, responsive, and aligned with your child's needs.

7. What happens if the school identifies a need?

We recognise that early identification is key to ensuring pupils with SEND receive timely and effective support. We closely monitor pupil progress and development so that, if a gap in achievement or wellbeing emerges, we can implement targeted support through a graduated response.

As soon as initial concerns are raised, the class teacher begins documented cycles of Assess-Plan–Do–Review, over 6-12 weeks, ensuring that interventions are purposeful, evidence-based, and tailored to the pupil's individual needs.

For pupils with social, emotional and mental health needs, or those with communication, sensory, or physical differences, identification is informed by staff observations, collaboration with parents and carers, and, where appropriate, input from external specialists. This holistic approach ensures that support is both accurate and meaningful.

If a concern is raised by the school, we follow the same structured process outlined in Section 3. This includes initiating a cycle of Assess–Plan–Do–Review, in collaboration with parents and carers, to identify needs and implement appropriate support.

Who else supports children with SEND?

If a child with SEND has a more complex need or is not making progress against their Learning Plan targets, the SENCO may discuss a referral with the parent to an external service which will provide specialist advice. Advice given by these services will be discussed with you in person or provided in a report. There are a range of external services available, including:

- Outreach support from Springhallow School
- Outreach support from Mandeville School
- Child and Adolescent Mental Health Service (CAMHS)
- Education Psychology Service (EPS)
- Occupational Therapy (OT)
- Hearing Impairment (HI) Service
- Ealing Primary Centre Team (EPCT)
- Speech and Language Therapy (SaLT) Service
- Supportive Action for Families in Ealing (SAFE)
- The school nurse

Occasionally, a Team Around the Child (TAC) meeting is organised with the child's parents, SENCO and professionals from one or more of these services to discuss next steps for the child's area of need. The SENCO may also be instrumental in completing an EHAP (Early Help and Assessment Plan) referral when a problem or issue is emerging. This referral is made to external agencies/social care as required.

8. Adaptive Teaching and Targeted Interventions

Classroom Adaptations

"High-Quality Teaching" is the first step in our graduated response. We utilise **Rosenshine's Principles of Instruction**, including small-step instruction (I do, We do, You do), and clear modelling.

To support access, we provide physical resources such as a wobble cushion, ear defenders, concentration screens, pencil grips, coloured overlays, fidget tools and calm areas, where appropriate.

If a child is not making the expected rate of progress in an area of the curriculum, specific strategies and additional resources will be provided to support their learning. The SENCO, in collaboration with the class teacher and other school leaders may organise a targeted intervention. Interventions may be taught by a teacher or teaching assistant.

Specific Interventions

We offer evidence-based programmes:

- Lego Therapy
- Box Clever
- Attention Autism (Attention Bucket)
- Social communication (identity)
- Phonic intervention programme

- Small group to target reading comprehension and inference skills
- One to one learning support
- One to one pastoral support
- Lunchtime supervision of children with an Education Health Care Plan (EHCP)
- Speech and Language Therapy support groups
- Lego Therapy
- Occupational Therapy including sensory circuits
- Booster writing and maths groups
- Pre-teaching groups (focus on vocabulary)
- Social stories
- Zones of regulation
- Fine Motor Skills
- Handwriting interventions

9. Working with Parents and Involving Pupils

- **Parents:** We recognise you as the expert on your child. You are invited to termly consultation meetings to review the Learning Plan and share insights into effective strategies.
- **Pupils:** We capture "Pupil Voice" on a regular basis. Pupils with an Education, Health and Care Plan (EHCP) are supported to lead or contribute to their Annual Review via personal presentations regarding their aspirations.

10. Transition Support

We ensure transitions are safe and positive through structured handovers:

Transition Point	Support Provided
Between Classes	<p>Hold teacher to teacher transition meetings to discuss each child's strengths, interests and needs and review Learning Plans and EHCPs, if applicable</p> <ul style="list-style-type: none"> • Hold teacher and SENCO meetings to discuss pupil needs in detail • Share all reports and documents relating to a child's needs • Invite new teachers to annual review meetings, where possible • Hold 'Move-Up' mornings as an opportunity for children to meet their new class teacher and classroom environment • Plan additional whole class (year group dependent) and individual opportunities to visit their new classroom and year group area, • Plan additional relationship building opportunities with new class teacher, as needed • Create Social Stories for children to prepare them for the transition

<p>Starting Wood End</p>	<p>Supporting a Smooth Transition to Wood End Primary School.</p> <p>At Wood End, we understand how important it is for every child to feel safe, welcomed, and confident when joining a new school. Before any child starts with us, we make every effort to learn as much as we can about them to ensure a smooth and positive transition.</p> <p>All new pupils are invited to visit the school before their start date. During this visit, they will have the chance to tour the site, meet key members of staff, and ask any questions they may have. This helps them to know what to expect and begin to feel part of our community.</p> <p>To support this process, we meet families which helps us gather important information about each child. We also provide key information to help families and children prepare for their first days.</p> <p>If a child has identified Special Educational Needs or Disabilities (SEND), we will arrange a meeting with parents and carers before they start. Together, we will agree on desired outcomes and co-create a personalised support plan to help the child thrive. A copy of this plan will be shared with families shortly after the meeting.</p> <p>Where needed, we will also develop a Transition Plan to support the child's initial adjustment to school life. This plan is designed to be short-term and will be tailored during the initial meeting to suit the child's individual needs. If appropriate, we may also create a Pupil Passport. This document helps staff understand how best to support the child and outlines the key areas we are working on together.</p> <p>When a child is preparing to move on from Wood End, we ensure a smooth handover by sharing all relevant documentation with their new school. This may include a phone call or meeting with the SENCo at the receiving school to ensure continuity of support.</p> <p>For Early Years, to ensure a smooth transition, we hold 'Stay and Play' sessions, and visit previous settings, where applicable, to ensure continuity of support.</p>
<p>Moving to High School</p>	<p>We work closely with local secondary schools to ensure a smooth and well supported transition for pupils receiving SEND support.</p> <p>As part of this process, the SENCO from the receiving secondary school will typically visit Wood End to meet with Year 6 teachers and the SENCO. Together, they will discuss the individual needs of each pupil currently receiving SEND support, ensuring that the new school is well-informed and prepared.</p> <p>Some secondary schools also offer information sessions for parents and carers of pupils with SEND, providing an opportunity to learn more about the support available and ask questions ahead of the move.</p>

	<p>In addition, some schools arrange for current secondary pupils to visit Wood End and speak with Year 6 pupils. These peer-led sessions offer valuable insights from a pupil's perspective and help to ease any worries about the transition.</p>
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	<p>We share Learning Plans and Pupil Passports with secondary schools to ensure continuity of support.</p>
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11. Local Ealing Support Services and External Agencies

We work closely with the following services to enhance our provision:

- **Ealing Local Offer:** A directory of all local authority services at the Ealing Families Directory website.
- **Ealing SENDIASS (I SAID):** Free, confidential advice. **Phone: 020 8280 2251 | Email: isaidealing@family-action.org.uk.**
- **SAFE Team:** (Supportive Action for Families in Ealing) Early help and family support.
- **Specialist Services:** Speech and Language Therapy (SaLT), Educational Psychology, CAMHS, and Springhallow Outreach.
- **Referrals:** Processed through **ECIRS** (Ealing Children's Integrated Response Service) at **020 8825 8000**.