



WOODMANSEY CE PRIMARY SCHOOL

SEND Information Report

2026 - 2027



This report is written to help parents and carers understand how Woodmansey CE Primary School identifies and supports children with special educational needs and disabilities (SEND). For further information about our SEND provision, please also see the school's SEND Policy and the East Riding Local Offer.

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Our School

Woodmansey CE Primary School is an inclusive primary school. We aim to ensure that every child is able to participate fully in school life, access an ambitious curriculum and make progress from their individual starting points.

As of September 2026, the school has 112 pupils on roll. 13 pupils were identified with SEND, including 2 pupils with an Education, Health and Care Plan (EHCP).

Special Educational Needs

We support children with a wide range of needs. The SEND Code of Practice groups special educational needs and disabilities into four broad areas:

- Communication and Interaction - including speech, language and communication needs and autism.
- Cognition and Learning - including specific and general learning difficulties such as dyslexia and dyscalculia.
- Social, Emotional and Mental Health (SEMH) - including difficulties with emotional regulation, anxiety and attention.
- Sensory and/or Physical Needs - including hearing, visual, physical and sensory needs.

A child may have needs across more than one area. We consider the individual child rather than relying on a diagnosis or label alone.

Identifying and Assessing Need

Woodmansey follows a graduated approach. Class teachers are responsible for identifying emerging concerns and work with the SENCO, parents and carers to understand the child's strengths, needs and progress. We consider classroom observations, assessment information, progress over time and, where appropriate, information from tools such as Boxall Profiles and advice from external professionals.

1. Ordinarily available provision	The class teacher identifies a concern, discusses it with parents/carers and adapts high-quality classroom teaching. Targeted, time-limited support or intervention may be used and its impact is reviewed.
2. Pre-SEND / Monitoring	Where concerns continue, the teacher discusses the pupil with the SENCO. The East Riding Matrix of Need is used to support consistent decision-making. Provision is monitored and reviewed at an agreed point.
3. SEND Support	Where a pupil requires provision that is additional to or different from that ordinarily available, the pupil may be identified as requiring SEND Support. A support plan is developed with measurable outcomes and reviewed termly using the Assess-Plan-Do-Review cycle.
4. EHCP / specialist input	Where needs are significant, complex or persistent, external professionals may be involved. If SEND Support is not sufficient to meet need, school and parents/carers may consider an Education, Health and Care needs assessment. Where an EHCP is issued, provision in Section F is implemented and the plan is reviewed annually.

Our Approach to Teaching Children with SEND

Teachers are responsible and accountable for the progress and development of every pupil in their class, including where pupils access support from teaching assistants or specialist staff. High-quality, adaptive teaching is the first response to pupils who have or may have SEND.

- Clear modelling and explicit instruction.
- Breaking learning into manageable steps and using task planners where helpful.
- Visual timetables, visual prompts and social stories.
- Pre-teaching, over-learning and additional practice.
- Appropriate use of small-group and 1:1 support.
- Word banks, concrete resources and multisensory approaches.
- Sensory supports such as ear defenders, wobble cushions, fidgets or therapy bands where appropriate.
- Calm spaces and classroom regulation strategies.
- Personalised learning and individual timetables where these are necessary to enable access and progress.

The effectiveness of provision is evaluated through the Assess-Plan-Do-Review cycle. Support should enable children to participate in whole-class learning and develop independence wherever possible.

Interventions and Additional Provision

Provision is selected according to assessed need and may include:

Cognition & Learning	Power 1/Plus 2 maths programmes; First Class @ Number; Mastering Number catch-up; DANSK maths assessments; Little Wandle phonics catch-up; Word Wasp; Toe-by-Toe; Active Literacy Kit; Lexia; pre-teaching and over-learning.
Communication & Interaction	Time to Talk; Bubble Toolkit; Talk Boost; individual Speech and Language Therapy programmes; Circle of Friends; Intensive Interaction where appropriate.
Sensory & Physical	Speed Up; Teodorescu; Start Write, Stay Write; theraputty; Pegs to Paper; sensory equipment and adaptations. A sensory circuit space is being developed for 2026-27.
SEMH	ELSA support; Build to Express; Lego Therapy; nurture activities; Boxall assessment; calm corners and individual regulation strategies.

The Role of Parents and Carers

Parents and carers are central to identifying need and planning support. If you have a concern about your child, please speak to the class teacher first. The class teacher may then involve the SENCO, or parents/carers can ask to speak with the SENCO through the school office.

For pupils receiving SEND Support, support plans are reviewed termly with parents/carers. These meetings consider progress towards outcomes, the impact of provision and the next steps. Parents and school also communicate throughout the year by email, telephone or additional meetings when needed.

For pupils with an EHCP, an Annual Review is held at least once each year. Parents/carers, the pupil and relevant professionals are invited to contribute.

The Role of the Child

Pupil voice is an important part of our SEND practice. Children are supported to share their views about what helps them learn, what they find difficult and what they would like to achieve. This may be through conversation, observation, visuals, pupil voice activities or contributions to support-plan and EHCP reviews.

Working with Parents: Support and Advice

Families can access information about SEND services through the East Riding Local Offer. Independent information, advice and support for children and young people with SEND and their parents/carers is also available through the local SEND Information, Advice and Support Service (SENDIASS). School can help families identify the most appropriate service or route for support.

Where appropriate, school may also work with Early Help, the School Nurse, Mental Health Support Team (MHST) and other local services to coordinate support for the child and family.

Staff Training

Staff development is planned in response to the needs of pupils in school. The SENCO supports teachers and teaching assistants to implement appropriate strategies and interventions and researches current guidance and approaches.

- The SENCO is currently undertaking the National Professional Qualification for Special Educational Needs Coordinators (NPQ for SENCOs) as part of her ongoing professional development.
- The SENCO attends relevant Local Authority SEND training, SENCO forums and partnership networks to ensure that knowledge, guidance and school practice remain current and up to date.
- ELSA supervision.
- PDA-informed approaches.
- Intensive Interaction.
- Developmental Language Disorder (DLD) training delivered with Speech and Language Therapy.
- Neurodiversity training.
- Training around children's sleep needs.
- SAPT handwriting training.

School also seeks advice and training from external professionals where this will improve provision for an individual pupil or strengthen whole-school practice.

Transition Support

Starting school / EYFS	Where SEND or emerging needs are known before a child starts, we work with parents/carers, the previous setting and relevant professionals to understand need and plan appropriate support. Additional visits, visual information or a personalised transition may be arranged where needed.
Moving class	Teachers hold transition meetings so that important information, support-plan strategies and successful approaches are shared with the next teacher. Some pupils benefit from extra visits, photographs, visual timetables or social stories.
Moving to secondary school	We liaise with receiving secondary schools and share SEND information so that support can continue. Enhanced transition is arranged where appropriate and may include additional visits or personalised preparation.
Joining mid-year	Where a pupil joins Woodmansey with identified SEND, we seek information from the previous setting and meet with the family where needed so that provision can be put in place as quickly as possible.

Across all transition points, support is personalised to the child and aims to develop confidence, independence and readiness for the next stage of education.

Outside Agencies

Depending on individual need, Woodmansey may work with professionals and services including:

- SEND Advisory Consultant / SEND Advisory Teacher.
- Educational Psychologist.
- Speech and Language Therapy (SALT).
- Occupational Therapy.
- Sensory and Physical Support Team.
- Mental Health Support Team (MHST).

- School Nurse.
- Behaviour Support.
- Early Help.
- Dyslexia specialist support.

Clubs, Educational Visits and Wider School Life

We aim for pupils with SEND to participate fully in clubs, educational visits, sport, performances and other aspects of school life. Reasonable adjustments and individual planning are made where needed so that pupils can participate safely and meaningfully.

Social, Emotional and Mental Health Needs

Woodmansey recognises that social, emotional and mental health needs can affect a child's wellbeing, relationships and access to learning. Staff provide opportunities for children to understand and talk about emotions through the curriculum and everyday school life. Support may include ELSA, nurture approaches, Boxall assessment, calm spaces, individual regulation strategies and involvement from the MHST or other services where appropriate.

SEND provision works alongside the school's safeguarding, behaviour, anti-bullying, PSHE and RSHE approaches so that support is coordinated around the whole child.

Children Looked After and SEND

Where a child is looked after by the local authority and also has SEND, school works with parents/carers, social care, the Virtual School and other professionals as appropriate. SEND provision and Personal Education Plan (PEP) priorities are coordinated so that the child's educational and wider needs are considered together.

Complaints and Concerns

We encourage parents and carers to raise concerns early. In the first instance, please speak to the class teacher. If the concern relates specifically to SEND, you can also ask to speak to the SENCO. If a concern cannot be resolved informally, the school's complaints procedure should be followed.

If You Are Worried About Your Child

We want parents and carers to raise concerns early. A concern does not automatically mean that a child has SEND. The first step is to work together to understand what the child is finding difficult and what support may help.

1. Speak to the class teacher	Share your concerns and any information that may help us understand your child. The teacher will consider progress, assessment information and what is seen in the classroom.
2. Adapt and support	The teacher will make appropriate adaptations to high-quality teaching and may put in place a targeted, time-limited intervention or additional classroom support.
3. Review	The impact of support is reviewed. If the child is making appropriate progress, support may continue through ordinarily available classroom provision.
4. SENCO involvement / Pre-SEND	If concerns continue, the teacher will discuss the child with the SENCO. The East Riding Matrix of Need helps us decide whether further monitoring, assessment or a Pre-SEND pathway is appropriate.

5. SEND Support where appropriate

If the child requires provision that is additional to or different from that ordinarily available, SEND Support may be put in place and a support plan will be reviewed through Assess-Plan-Do-Review.

Accessibility, Reasonable Adjustments and Specialist Resources

We make reasonable adjustments to help pupils with SEND and disabilities access learning, communication, the school environment and wider school life. Adjustments are based on individual need and may include changes to teaching, resources, routines, seating, communication, sensory support, equipment or the way an activity is organised.

The SENCO works with external services where specialist advice, equipment or resources are required. The Headteacher, SENCO and governors consider how appropriate equipment and facilities can be secured within the school environment and available resources. Where a child also has a medical need, provision is considered alongside the school's policy for supporting pupils with medical conditions and its accessibility arrangements.

Deployment of Additional Adults and Developing Independence

Teaching assistants and other adults are deployed according to the needs of pupils and classes. Additional adult support is carefully planned so that it improves access, participation and progress while also helping pupils to become increasingly independent. Support may take place within the classroom, through a small group or, where appropriate, through individual work. The class teacher remains responsible for the pupil's learning and progress.

Woodmansey Transition Arrangements

Transition is planned carefully for pupils with SEND. At the end of the academic year, teachers share assessment information, support plans, successful strategies and other relevant information with the receiving teacher. Pupils take part in transition opportunities and additional visits, visual information or social stories can be provided where this would help.

For transition to secondary school, we liaise with the receiving school's SENCO and transfer relevant SEND records. Where a pupil is particularly vulnerable or requires enhanced transition, additional arrangements are agreed with the child, family and receiving school. When pupils join Woodmansey from another setting, we similarly seek information from the previous setting so that support can be planned promptly.

Useful SEND Information for Families

The East Riding Local Offer provides information about education, health, care, activities and support available for children and young people with SEND and their families. Parents and carers can also access independent SEND information, advice and support through the local SENDIASS service. Please ask the school office or SENCO if you would like help finding the appropriate service or current contact details.

Our SEND Priorities for 2026-27

Progress & attainment	Strengthen Assess-Plan-Do-Review; use assessment information to identify precise gaps; ensure support-plan outcomes are measurable and curriculum-linked; review intervention impact termly.
Early identification	Embed a consistent Pre-SEND pathway using the East Riding Matrix of Need, with clear review points and decisions about whether pupils return to ordinarily available provision, remain monitored or move to SEND Support.
Adaptive teaching	Agree whole-school SEND classroom non-negotiables; provide targeted CPD and coaching; use SEND learning walks to monitor implementation; promote independence and ambitious whole-class learning.

Glossary

SEND	Special Educational Needs and Disabilities.
SENCO	Special Educational Needs Coordinator.
SEND register	The school's record of pupils identified as having SEND and the support they require.
SEND Support Plan	A personalised plan setting out assessed need, outcomes, provision and review information.
EHCP	Education, Health and Care Plan.
Graduated approach	A cycle of Assess, Plan, Do and Review used to understand need, plan provision and evaluate impact.
Intervention	A focused, usually time-limited, approach designed to address an identified need or outcome.
Co-production	Parents/carers, pupils, school staff and professionals working together to plan support.
EYFS	Early Years Foundation Stage.
Social story	An accessible way of explaining social information, routines or situations.