



WOODMANSEY CE PRIMARY SCHOOL

Overview of SEND Provision

Academic Year 2026–2027



OUR VISION AND SEND APPROACH

'Building strong foundations, unlocking potential and inspiring a generation'

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

High-quality adaptive teaching is our first response to pupils who have, or may have, SEND. Where additional support is needed, we follow a graduated Assess–Plan–Do–Review approach, working closely with pupils, parents/carers and relevant professionals.

This is our shared definition of Inclusion:

Inclusion at Woodmansey means ensuring that no child is left behind. It is about creating a curriculum for all pupils, where every child is able to access learning, take part fully and make progress regardless of ability, need or disadvantage. This requires staff to know pupils well, provide work that is appropriately pitched and adapt teaching where necessary so that barriers to learning are reduced. At its heart, inclusion is about engaging, encouraging and supporting every pupil, while recognising that some children may need personalised approaches to ensure their needs are met and they can thrive alongside their peers.

Ordinarily Available	Targeted Support	SEND Support	EHCP / Specialist
Ordinarily available, high-quality adaptive teaching for all pupils.	Time-limited support for identified gaps or emerging needs.	Provision additional to or different from ordinarily available provision, reviewed through Assess–Plan–Do–Review.	Statutory and/or specialist provision for significant, complex or persistent needs.

Ordinarily Available	Targeted Support	SEND Support	Specialist / EHCP
Environment • Safe, calm and well-organised classrooms • Clear routines and consistent expectations • Visual timetables, prompts and accessible working walls • Dyslexia-friendly presentation and appropriate resources • Concrete and multisensory resources • Calm corners/classroom regulation strategies	Environment • Access to a calm space • Individual visual/written timetables or checklists • Pre-teaching and additional practice • Sensory supports such as wobble cushions, fidgets or therapy bands where appropriate	Environment • Personalised learning or individual timetable where necessary • Individual regulation strategies • Own work space where appropriate • Additional adult support planned to develop independence	Environment • Specialist equipment/adaptations following professional advice • Reasonable adjustments to environment, routines or communication • Sensory circuit space being developed during 2026–27

Ordinarily Available	Targeted Support	SEND Support	Specialist / EHCP
Cognition & Learning	Cognition & Learning	Cognition & Learning	Cognition & Learning
• Clear modelling and explicit instruction • Learning broken into manageable steps • Word banks and concrete resources • Pre-teaching, over-learning and additional practice • Appropriate scaffolding with ambitious whole-class learning	• Mastering Number catch-up • Little Wandle phonics catch-up • Pre-teaching and over-learning • Small-group maths/English support • Targeted handwriting support	• Phonic Intervention Groups • Teacher supported group work in lessons • Technology to support recording of learning - (voice notes) • Visual stress over lays/ different coloured books • Touch typing with a keyboard for those who struggle with writing • Lexia • Personalised curriculum where required	• Educational Psychologist advice • SEND Advisory Consultant/ Teacher input • Specialist assessment and recommendations

Ordinarily Available	Targeted Support	SEND Support	Specialist / EHCP
Communication & Interaction	Communication & Interaction	Communication & Interaction	Communication & Interaction
• Clear language and explicit instruction • Visual prompts and task planners • Opportunities for talk and oral rehearsal • Vocabulary teaching and word banks • Processing time and checking understanding	• Time to Talk • Bubble Toolkit • Talk Boost • Small-group communication/ social skills work	• Individual Speech and Language Therapy programmes • Circle of Friends • Intensive Interaction where appropriate • Personalised visual supports/ social stories	• Speech and Language Therapy advice/programmes • Specialist professional input according to assessed need

Ordinarily Available	Targeted Support	SEND Support	Specialist / EHCP
Social, Emotional & Mental Health	Social, Emotional & Mental Health	Social, Emotional & Mental Health	Social, Emotional & Mental Health
• Secure relationships with trusted adults • Consistent routines and expectations • PSHE/RSHE and emotional literacy • Calm spaces and regulation strategies • Whole-school wellbeing approaches	• ELSA support • Nurture activities • Build to Express • Lego Therapy • Meet-and-greet/check-in support where appropriate	• Boxall assessment • Individual regulation strategies • Key-adult support • Personalised transition support • Individual support plans/ outcomes	• Mental Health Support Team (MHST) • Early Help and School Nurse where appropriate • Educational Psychology / specialist support where required

Ordinarily Available	Targeted Support	SEND Support	Specialist / EHCP
Sensory & Physical	Sensory & Physical	Sensory & Physical	Sensory & Physical
• Appropriate seating and positioning • Pencil grips and adapted writing resources • Movement opportunities • Multisensory approaches • Sensory supports where appropriate	• Speed Up • Teodorescu • Start Write, Stay Write • Theraputty • Targeted fine-motor/handwriting support	• Individual sensory equipment/adaptations • Sensory programme according to need • Reasonable adjustments for access and participation	• Occupational Therapy • Sensory and Physical Support Team • Specialist equipment/resources following professional advice

Review and monitoring: Provision is selected according to assessed need and its impact is reviewed. SEND Support Plans are reviewed termly with parents/carers, and EHCPs are reviewed annually.