



Woodhouse
Primary Academy

SEN Information Report

Woodhouse Community Primary Academy

September 2025

To be reviewed: September 2026

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Woodhouse Primary Academy welcomes all children and values them as individuals, treating them equally and with respect. We believe that all children have the right to have their own particular needs recognised and addressed in order to achieve success. At Woodhouse Primary Academy all teachers are teachers of children with SEN and it is therefore a whole school responsibility to ensure that these children's needs are identified and supported. Through staff working together as a team, and in partnership with pupils and their parents, we strive to ensure that the following aims are met:

- To follow the guidelines set out in the SEN Code of Practice.
- To ensure that all pupils have equal access to a broad, balanced curriculum, which is differentiated to meet individual needs and abilities;
- To identify children with SEN as early as possible and plan a program of support and intervention to address their needs;
- To regularly track the progress of children with SEN through school tracking systems, review meetings, lesson observations and provision maps and support plans;
- To provide good quality and regular training for staff in relevant areas of SEN;
- To evaluate the impact of staff training and provision/intervention programs;
- To develop good relationships with parents/carers to ensure pupils with SEN are supported well both at home and at school;
- To ensure that all staff working with SEN children are clear about their roles;
- To ensure that the SEN budget is used appropriately to fund high quality resources for children with Special Educational Needs.
- To work effectively with a range of other external agencies;
- To make good links with other mainstream primary schools, secondary schools, and special schools.

Catering for different kinds of SEND

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age. (CoP 2015, p16)

There are four broad areas of special educational need, these are:

- **Communication and Interaction:** This includes pupils with Autism Spectrum Condition and those with Speech, Language and Communication Needs.
- **Cognition and Learning:** This includes pupils with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties.

- **Social, Emotional and Mental Health Difficulties:** This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn.
- **Sensory and/or Physical Difficulties:** This includes pupils with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

Key staff and expertise

Name of staff member	Area of expertise	Level of qualification (e.g. BA (Hons), MA)
Louise Templeton	Executive Headteacher	BA Hons Primary Education, NPQEL, NPQH
Laura Cleminson	SENDco	Teaching Degree NASENDCo qualification
Kirsty Ovington	Parent Support Advisor Safeguarding Leader Mental Health Practitioner Attendance Manager	Level 3 CACHE Child Care and Young persons education TDA Parent Support Advisor Mental Health First Aider

The SENCO

Name of SENCO	Email address	Phone number
Laura Cleminson	SENDco	Teaching Degree NASENDCo qualification

Securing and deploying expertise

Class teachers and TAs are responsible for:

Class and subject teacher responsibilities under the 0-25 SEND Code of Practice (2015) can be categorised under the three headings below. Class and subject teachers will work closely with and be supported by the SENDCo in a supportive and strategic role.

Teachers have responsibilities:

- Directly to children/young people at risk of or with special educational needs/disabilities (eg identification, assessment, intervention, monitoring and review);
- Working with families;
- Working with other professionals.

To ensure that staff can meet these responsibilities staff are asked to contribute in termly SEN staff meetings and complete an annual questionnaire. Additionally, staff have discussions with the SENCO and the SLT at termly data meetings and annually at Performance Management meetings. The SENCO also works closely with all staff on a daily basis. This helps us to understand and meet any training or support needs. Training and support is then arranged and has included:

- Individual courses for members of staff
- Whole school twilights for all staff
- Training for groups of staff such as Tas, early years staff and lunchtime supervisors
- Training for ECTs and new members of staff

We recognise that new members of staff, students and newly qualified teachers may need additional or bespoke training or support and this is identified and offered through discussion with these members of staff.

Identifying and assessing pupils with SEND

In order to assess whether a child needs special educational provision, or whether their needs can be met through Quality First Teaching Practices we consider the following:

On entry to Nursery and Reception staff complete baseline assessments. On entry to Reception pupils will also be assessed using the statutory baseline assessment

- Records from previous schools will be used when children transfer from another primary school. On entry to the school each child's attainment will be assessed. This will help to inform the teacher of child's aptitudes, abilities, and attainments, and will be used to improve continuity in learning.
- Teachers, support staff and all other staff spend a lot of time getting to know the children in their class. This helps us to identify any needs that a child may have.
- Parents and guardians are key to helping to establish whether a child has a need that may need to be supported and we work closely and collaboratively with them.

- The teacher and SENDCO then use this information to assess and identify the need as well as what provision can be made. This is also done in conjunction with parents and the child. This will be done with the use of SEN Toolkit and Planning Tools.
- If a child can be supported through Quality First Teaching Practices, advice and strategies are shared with staff to enable this. This will be done with the use of SEN Toolkit and Planning Tools.
- If it is felt that a child requires special educational provision to meet their needs then children are added to the SEN register or monitoring register and supported with a Support Plan or a short note which outlines their needs and provision to meet that needs. This will be done with the use of SEN Toolkit and Planning Tools.
- Advice from outside agencies for training, advice or assessment may be sought.
- Parents are invited to collaborate with school as frequently as they like and to raise any concerns as and when they occur. In addition, termly meetings are offered in order to review plans and plan future provision.

When reviewing plans, the impact of provision provided is assessed so that it can be changed to suit the emerging needs of the child.

We believe that early identification helps to provide the best support for pupils. For this reason, we have robust systems in place to ensure that children receive timely intervention and support. These include:

- In house screening tools
- Use of a school monitoring list and short notes to support children initially
- Use of SEN register and support plans to support children with identified needs
- Ensuring that the 'assess, plan, do review' cycle is at the heart of our provision.
- Annual reviews for children with EHCPs
- Referrals to outside agencies for assessment and advice
- Regular learning walks to ensure the best provision
- Applications for top-up funding and EHCPs
- Performance management meetings
- Termly monitoring of progress and attainment
- Termly meetings with class teachers where children whose attainment and progress has slowed are discussed and strategies put in place
- Open access for parents to address concerns
- Termly parents' meetings with class teacher during which concerns and support plans are reviewed.
- Termly parents' meetings with SENCO during which concerns and support plans are reviewed.
- Termly meetings with children who receive support.
- Scrutiny of teaching plans and work in books to ensure that all needs are met, work is appropriated differentiated and appropriate support given
- Use of differentiated curriculum where appropriate. Children's progress and attainment then assessed against this curriculum.

Consulting with pupils and parents

Parents

It is essential that trusting relationships are established between children, parents/carers and staff. This is especially important when it comes to supporting children with SEN. We are committed to working with parents and carers and to do so in the following ways:

- Termly parents' carers/meetings with both class teacher and SENCO
- An open-door policy where parents and carers are welcome to come into school to discuss the support for their child or any concerns they may have.
- Termly opportunities to contribute and review SEN support plans
- Annual opportunities to contribute and review EHCP plans
- Ongoing discussions between parents/carers and teachers/TAs/SENCO.
- Working closely with parents/carers and children is an integral part of school practice as well as being identified within the SEND Code of Practice as a key principle of SEN provision. In order to ensure that the views of parents/carers and children directly forms our provision we:
- Use parent and pupil questionnaires to gather views on SEN provision so that our provision can be continuously developed.
- We ask for parental feedback continuously and provide in house feedback forms as well as the opportunity to email suggestions and feedback to school.
- Ensure that parents and pupils are involved in setting outcomes for support plans.
- Work closely with parent governors and SEN governor to ensure that policies and practice are reviewed, evaluated and adapted.

Pupils

Teachers and all support staff work very closely with children in order to identify their need and subsequently the support and provision that each individual child requires. All support and provision is planned with the children and detailed on support plans. We base all of our provision on the individual needs of the child and always consider their thoughts and feelings. We hope that this helps to foster a climate of independence and empowerment for our children. Pupils are actively involved in their progress and in setting future outcomes and shaping future provision. Each year we ask pupils for feedback on what they think has worked best for them that year in terms of their SEN provision, and what they would like to be different for the next coming year.

Involving key stakeholders

It may be appropriate to consult with a range of people and services who may help to provide support and services for children with SEN and their families, including:

- Cognition and Learning Team
- Speech Language and Support Programme
- Autism and Social Communication Team
- Speech and Language Therapy
- Assistive Technology Service
- Occupational Therapy
- Early Years Support Team
- Emotional Wellbeing and Effective Learning Team
- Movement Difficulties Service
- Educational Psychology
- School Nursing
- CAMHS
- Emotional Wellbeing Nurse
- Paediatricians and specialist nurses
- Barnados
- SENDIASS
- Parents Support Groups such as 'Daisychain'

These external specialists and other bodies may:

- Act in an advisory capacity
 - Provide training to staff
 - Provide assessment,
 - Help to create appropriate support and provision for children
 - Complete therapeutic work with the child
 - Complete other work with the child
 - Provide equipment for the child or school
 - Provide support to parents and carers
- School and outside agencies will always work together in partnership and consultation with parents and children.

More information on support and services available with County Durham can be found on County Durham Local Offer <http://www.durham.gov.uk/localoffer>

Progressing towards outcomes

Where a pupil is identified as having a special educational need school will follow a graduated approach which takes the form of cycles of “Assess, Plan, Do, Review”

- Assess a child’s special educational needs – use assessment information, classroom observations, discussion with parents and screening tools in order to assess.
- Plan the provision to meet your child’s aspirations and agreed outcomes –use the Planning Tools alongside specialist advice as well as input from parents/carers, staff and the child to plan the provision.
- Do put the provision in place to meet those outcomes – ensure that provision is in place in order to help the child achieve outcomes related to their area of need.
- Review the support and progress – in collaboration with the child, teacher, parent and SENCO discuss the progress towards the outcomes and the effectiveness of provision in order to inform future outcomes and provision.

This is generally done in meetings but can be done on a more informal basis if parents/carers prefer.

Transition support

Beginning school, transferring school or moving onto another phase of school can be a particularly anxious time for children with SEN and parents. Additionally, as each year group moves up, special arrangements are made due to of the anxiety this often creates for pupils with SEN. In order to reduce the anxieties and ensure consistency of support we have the following arrangements in place for transition between classes/phases/schools:

- Personalised transition plans
- Dedicated time for end of year meetings between staff to transfer and gather information about the new pupils entering their class.
- Dedicated transition days
- Additional transition visits for children with SEN to spend time in their new surroundings and with new teacher
- Transition booklets
- Meetings with parents and carers

- An enhanced transition between Nursery School and School
- Visits to other nursery/early years settings by early years staff which includes meeting with SENCO and staff at these setting.
- New parent afternoons at which the SENCO is present.
- Liaison with transition workers for secondary schools.
- Completion of pupil passports
- Sharing of information with new schools
- Staff from new schools invited to EHCP review meetings
- Use of Microsoft Teams for virtual transition

Teaching approach

Inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. Our curriculum includes, not only the formal requirements of the Early Years Foundation Stage Curriculum and National Curriculum, but also a range of additional opportunities to enrich the experiences of pupils. Our curriculum also includes the social aspects that are essential for life-long learning, personal growth and development of independence.

- In order to ensure that we are truly inclusive here at Woodhouse Primary Academy, and that all children are appropriately supported to be able to access this curriculum, regardless of the level of need we adhere to the following principles:
- We provide extracurricular programmes and evaluate their effectiveness in meeting children's special educational needs.
- We review learning outcomes to monitor individual progress on a regular basis.
- We identify staff training needs in the allocation of the in-service training budget. This training includes training to meet the broad range of special educational needs.
- We allocate an appropriate proportion of resources in order to meet identified special needs with practical resources, support from outside agencies and small group work.
- We invite parents to contribute to support plans three times a year.
- We work collaboratively with other agencies and professionals.
- We ensure that each child is taught at an appropriate pace, at the appropriate level and with the appropriate support.
- We strive to encourage children from Nursery onwards to be independent and resilient learners and equip them with strategies to overcome their difficulties.
- We want children to be involved in their learning and want them to be involved in their provision.
- We believe in developing the whole child – not just academically, but also the child's self-esteem and wellbeing.

Adaptations to the curriculum and learning environment

Specific provision for children with SEN includes but is not limited to:

- Differentiated work and resources
- Adaptations to work and resources
- High levels of teacher and TA support
- Lunchtime provisions to provide a higher level of support and access to a quieter environment
- A Service Level Agreement with the EWEL team to provide timely specialist support to our children with SEMH needs
- Staff training on developing, sensory smart classrooms, restorative approaches, adaptive teaching, emotion coaching and strategies and
- techniques to support neurodivergent learners
- Social skills groups
- Speech and Language groups
- Social communication groups
- Appropriate toileting and accessibility facilities
- Personalised Emergency Evacuation Plans for children who may require one
- Use of Assistive Technology to support access to the curriculum
- Purchasing of resources to support access to the curriculum
- Access arrangements for National Test

Inclusivity in activities

In order to assess whether a child needs special educational provision, or whether their needs can be met through Quality First Teaching Practices we consider the following:

- On entry to Nursery and Reception staff complete baseline assessments. On entry to Reception pupils will also be assessed using the statutory baseline assessment
- Records from previous schools will be used when children transfer from another primary school. On entry to the school each child's attainment will be assessed. This will help to inform the teacher of child's aptitudes, abilities, and attainments, and will be used to improve continuity in learning.
- Teachers, support staff and all other staff spend a lot of time getting to know the children in their class. This helps us to identify any needs that a child may have.

- Parents and guardians are key to helping to establish whether a child has a need that may need to be supported and we work closely and collaboratively with them.
- The teacher and SENDCO then use this information to assess and identify the need as well as what provision can be made. This is also done in conjunction with parents and the child. This will be done with the use of SEN Toolkit and Planning Tools.
- If a child can be supported through Quality First Teaching Practices, advice and strategies are shared with staff to enable this. This will be done with the use of SEN Toolkit and Planning Tools.
- If it is felt that a child requires special educational provision to meet their needs then children are added to the SEN register or monitoring register and supported with a Support Plan or a short note which outlines their needs and provision to meet that needs. This will be done with the use of SEN Toolkit and Planning Tools.
- Advice from outside agencies for training, advice or assessment may be sought.
- Parents are invited to collaborate with school as frequently as they like and to raise any concerns as and when they occur. In addition, termly meetings are offered in order to review plans and plan future provision.
- When reviewing plans, the impact of provision provided is assessed so that it can be changed to suit the emerging needs of the child.

Supporting emotional and social development

The Social and Emotional Development of our children is especially important to us here at Woodhouse Primary Academy. We want to support children's social and emotional development and this forms a key part of our school ethos. We believe in fostering nurturing relationships with every child in our school and staff ensure that this nurturing environment is a key principle in their classroom. Kirsty Ovington, our PSA, plays a vital role in supporting the Social and Emotional development of our pupils. Some of the ways in which we ensure that the social and emotional development of our children is central to our school ethos are as follows:

- All staff prioritise spending time 'getting to know' pupils so that subtle changes can be noticed and supported.
- We have a robust recording system to log any causes for concern so that all members of staff around the school are aware of the situation.
- We have a dedicated PSA who seeks to support the social and emotional development of vulnerable children.
- We develop the social and emotional skills of all children so that they can support their peers and find self-help techniques.
- We have a dedicated 'quiet area' at lunchtime staffed by a TA where children can retreat or be proactive in accessing.
- We have a number of interventions to support the social and emotional development of children such as zones of regulation, lego therapy, Getting Along, nurture principles, relax kids, support from the Piece of Mind Team and Time to Talk.

Evaluating effectiveness

We must continue to adapt our provision to meet the needs of our pupils. Consequently, we continuously evaluate the effectiveness of that provision by:

- Having robust policies and practice in place so that all staff know what is expected
- Regular lesson observations and learning walks to ensure the best provision is in place
- Regular book scrutiny to ensure that children are receiving appropriate provision
- Termly (or sooner if necessary) reviews of support plans with teachers, SENCO, parents and children
- Performance management and data progress meetings for staff

Handling complaints

We always wish to improve the quality of the experience and education provided for children with SEN and value the feedback we receive from parents and carers about their child's experience. This allows us to review our practice, adapt it and improve it.

We invite parents give feedback by:

- Contacting the SENCO - 01388 602885
- Completing questionnaires sent out by SENCO and by SLT
- Welcoming telephone calls or emails
- Having termly meetings with SENCO. These can be either by telephone or in person.

Arrangements for managing complaints are detailed in our Complaints Policy. If you do wish to discuss a complaint:

- In the first instance you could speak to your child's class teacher or phase leader
- You can make an appointment with the SENDCO or Headteacher
- If matters are unresolved, further information and advice can be sought from SENDIASS <http://www.durhamsendiass.info/>

Lee Terrace
Easington Village
Peterlee
Co Durham

SR8 3AB

Tel: 0191 5873541 or 03000 267007

- A formal complaint can be made by following the procedure within the Complaints Policy

Sometimes parents may have a complaint or concern over matters such as an assessment from an outside agency or related to an assessment for an EHCP. Where this is the case the SENCO is happy to assist parents. Such complaints will however be managed directly by the outside agency or Durham Statutory Casework Team for issues with EHCPs.

Spending the budget

All schools receive funding from the local authority, called SEN Notional funding, which should be used to support students who have special educational needs. In 25/26 the SEN notional budget is £179,000. This funding is used to provide training, secure assessments from traded services, buy resources to support children with SEN and provide support for children through staffing. We also buy service level agreements for external services; Educational Psychology, Emotional Wellbeing Team and EWEL. We regularly review this to ensure maximum effectiveness and efficiency. We strive to ensure equity, transparency and clarity within the Academy for the money spent on all learners and their needs.

Local Offer

On the Local Offer you will find information, advice and guidance about services and support available covering what is available across education, health and social care for children and young people who have special educational needs (SEN) or are disabled. This includes those who do not have an Education, Health and Care Plan (EHCP). Our Local offer can be found here: [Special educational needs and disabilities \(SEND\) and our Local Offer - Durham County Council](#)

Name of individual	Email address	Phone number
Lousie Templeton- Executive HT	l.templeton@alpprimary.org.uk	01388 602885
Kirsty Ovington- DSL Pastoral Support Advisor	k.ovington@woodhouseprimary.org.uk	01388 602885
Laura Cleminson SENDCo Catherine Hall (Temporary Acting SENDCo)	l.cleminson@woodhouseprimary.org.uk c.hall@peaseswestpriamry.org.uk	01388 602885 01388 762380
Durham mediation service	sendinclusionadmin@durham.gov.uk	03000 267 800

Additional support

At Woodhouse Primary Academy the Designated Teacher for Children in Care and the SENDCo work collaboratively and closely to ensure that all staff are aware of the implications for those children who are in care and have SEN. Inadequate support or delay in meetings the needs of Children in Care with SEN can have an impact on their wellbeing and the success of their placement. We actively work with all multi agencies and carers in order to support a child in care with SEN ensuring appropriate information is shared with all parties in a confidential manner. Children in Care with SEN are supported with Sen Support Plans which are shared with appropriate parties and reviewed in line with timescales. Children in Care are also supported with a PEP. This reflects the nature of their need as well as the support in place. Funding may be used to secure additional Educational Psychology time, additional support from services such as speech and language or the emotional wellbeing team for example. Where an EHCP assessment is needed this will be done in a timely manner