

Woodbrook Vale School

Special Educational Needs (SEND) Information Report 2025-26

1. What types of SEND does the school provide for?

Woodbrook Vale School provides for pupils with a wide range of special educational needs and disabilities (SEND) across the four broad areas of need as defined in the SEND Code of Practice (2015):

Area of Need	Examples of Need
Communication and Interaction	Autism Spectrum Disorder (ASD), Speech and Language Difficulties
Cognition and Learning	Specific Learning Difficulties (e.g. Dyslexia, Dyspraxia, Dyscalculia), Moderate Learning Difficulties
Social, Emotional and Mental Health (SEMH)	Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD), Anxiety and Emotional Regulation Difficulties
Sensory and/or Physical	Hearing Impairment, Visual Impairment, Physical Disability

2. Which staff will support my child, and what training have they had?

The school's SEND provision is led by:

Special Educational Needs Coordinator (SENDCo):

Mr Johnson

Qualified teacher, NASENCO Award holder, experienced SENCO since 2012.

Email: senco@wbvs.co.uk

SEND Administrator:

Mrs Smith

Higher Level Teaching Assistants (HLTAs):

HLTAs deliver targeted intervention across the school in **literacy** and **numeracy**, **autism support**, and **social, emotional and mental health (SEMH)** needs.

All teachers receive regular training in inclusive classroom practice and are supported by the SENDCo to ensure Quality First Teaching for pupils with SEND.

External agencies supporting the school include:

- Educational Psychology Service
- Child and Adolescent Mental Health Services (CAMHS)
- Speech and Language Therapy (SALT)

- Autism Outreach Service
- Specialist Teaching Service
- Mental Health Support Team in Schools (MHST)

The school may also commission assessments from private educational psychologists when appropriate.

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

If you think your child may have SEND, please contact their **form tutor** or **class teacher** in the first instance. They will discuss your concerns and share them with the SENDCo, who will contact you to explore next steps.

You can also contact the SENDCo directly.

Together, we will review your child's strengths and areas of difficulty and agree on next steps. If appropriate, your child will be added to the school's SEND register and additional support will be planned.

4. How will the school know if my child needs SEND support?

Teachers continually monitor the progress of all pupils. Where a pupil is not making expected progress despite high-quality teaching, staff will investigate whether additional support may be required.

Identification draws on:

- Teacher observation and classroom assessment
- Standardised assessments
- Input from parents/carers and the pupil
- Consultation with external specialists, where appropriate

Where significant or persistent needs are identified, the pupil will be placed on the SEND register and support planned in collaboration with parents and relevant staff.

5. How will the school measure my child's progress?

We follow the **graduated approach** of **Assess-Plan-Do-Review**.

- Targets are set for each pupil based on individual need.
- Baseline assessments are used before interventions.
- Progress is reviewed termly, including the impact of any interventions or adjustments.
- Parents are invited to a **termly meeting** with the SENDCo.
- **Student voice** is gathered through the SEND pupil postcards and review conversations.

This cyclical approach ensures that support remains responsive and effective.

6. How will I be involved in decisions made about my child's education?

You will be invited to discuss your child's progress **at least termly**. These meetings focus on outcomes, review progress, and agree next steps.

Parents are key partners in the process and are encouraged to share updates or concerns at any time. Regular updates may also be shared through **pupil postcards**, which summarise key information about your child's needs and strategies that support them best.

7. How will my child be involved in decisions made about their education?

Your child's views are sought regularly and inform all SEND planning. They contribute directly to their **SEND pupil postcards** and are encouraged to discuss what helps them to learn and feel secure.

For pupils with Education, Health and Care Plans (EHCPs), their views are also captured as part of their **annual review** and they will be invited to attend and contribute to the meeting in whole or in part.

8. How will the school adapt its teaching for my child?

Every teacher is responsible for the progress of all pupils in their class.

The school ensures that high-quality, inclusive teaching is the first step in meeting additional needs. Adaptations may include:

- Differentiated tasks, materials, and approaches
- Use of visual supports and scaffolds
- Adjusted pacing, repetition, and pre-teaching of key vocabulary
- Assistive technology and recommended aids such as laptops or coloured overlays
- In-class support from trained staff

HLTAs deliver targeted, time-limited small-group and one-to-one interventions as appropriate.

These adaptations form part of the school's contribution to **Leicestershire County Council's Local Offer**.

9. How will the school evaluate whether the support in place is helping my child?

Effectiveness is reviewed through:

- Termly review meetings with parents and pupils
- Evaluation of progress data and intervention outcomes
- Ongoing teacher and HLTA feedback
- Monitoring by the SENDCo

Where a pupil has an EHCP, a formal **annual review** is held.

10. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All school trips, clubs, and activities are inclusive.

No pupil is excluded from participation due to SEND or disability.

Reasonable adjustments are made to ensure full access to all aspects of school life.

11. How does the school make sure the admissions process is fair for pupils with SEND or a disability?

Admissions for pupils with SEND will be made in accordance with Woodbrook Vale's admissions policy.

Pupils with an **EHCP naming the school** are admitted before other applicants.

Oversubscription criteria are applied in a way that does not disadvantage pupils with SEND or disabilities.

12. How does the school support pupils with disabilities?

The school is committed to ensuring equal access for all pupils.

Support includes:

- Adapting teaching and learning materials
- Providing auxiliary aids and services where needed
- Ensuring the physical environment is accessible

Further details are available in our **Accessibility Plan**, published on the school website.

13. How will the school support my child's mental health and emotional and social development?

Woodbrook Vale takes a whole-school approach to wellbeing.

Pupils with SEMH needs are supported through targeted pastoral interventions, sometimes coordinated alongside the school's **Mental Health Lead** and, where necessary, external agencies such as the MHST or CAMHS.

Anti-bullying and restorative approaches underpin all pastoral work, ensuring a supportive and inclusive culture.

14. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

- The SENDCo meets with **primary school SENDCos and Year 6 teachers**, alongside the Woodbrook Vale Head of Year, to plan transition.
- Enhanced visits are offered for pupils with additional needs.

- Pupil information, including postcards and strategies, is shared with receiving staff.
 - Our **Careers Advisor** supports pupils with SEND in preparing for post-16 pathways and next steps.
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15. What support is in place for looked-after and previously looked-after children with SEND?

The **Designated Teacher for Looked-After Children** is **Mr Hayes (Deputy Headteacher)**.

He works with the SENDCo to ensure joined-up support between SEND provision and each pupil's **Personal Education Plan (PEP)**.

16. What should I do if I have a complaint about my child's SEND support?

Concerns should first be raised with your child's class teacher or the SENDCo.

If unresolved, the matter will be addressed through the school's **complaints procedure**, available on the website.

If you remain dissatisfied, you may contact **Leicestershire County Council's SENDIAS service** or consider **disagreement resolution or mediation** as outlined in the SEND Code of Practice.

For details of Leicestershire's local arrangements, visit:

<https://www.leicestershire.gov.uk/local-offer>

17. What support is available for me and my family?

Further guidance and support are available through:

- **Leicestershire Local Offer:** <https://www.leicestershire.gov.uk/local-offer>
 - **Leicestershire SENDIASS**
 - **National Charities:**
 - IPSEA (www.ipsea.org.uk)
 - Special Needs Jungle (www.specialneedsjungle.com)
 - Family Action (www.family-action.org.uk)
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18. Glossary

A glossary of SEND terms is included to help parents understand key terminology.

ADD (Attention Deficit Disorder) – A condition affecting concentration and attention without hyperactivity.

ADHD (Attention Deficit Hyperactivity Disorder) – A condition characterised by difficulties with attention, impulsivity, and hyperactivity.

Annual Review – A statutory meeting held once a year to review the progress and provision in a pupil's Education, Health and Care Plan (EHCP).

ASD (Autism Spectrum Disorder) – A lifelong developmental condition affecting communication, interaction, and sensory processing.

CAMHS (Child and Adolescent Mental Health Services) – NHS services that assess and support children and young people with mental health difficulties.

Cognition and Learning – A broad area of need covering difficulties with learning, thinking, memory, and understanding.

Differentiation – Adapting teaching to meet different pupils' needs and abilities.

EHCP (Education, Health and Care Plan) – A legal document describing a child's special educational needs, the provision required, and outcomes sought.

Graduated Approach – The cycle of Assess, Plan, Do, Review used in schools to identify and meet pupils' SEND.

HLTA (Higher Level Teaching Assistant) – A member of support staff with advanced training who delivers specific interventions or support programmes.

Local Offer – The information published by the local authority about the SEND services and support available in the area.

LSA (Learning Support Assistant) – A member of support staff who assists the teacher in supporting the learning of pupils with SEND in the classroom in some classes.

MHST (Mental Health Support Team in Schools) – A team providing early intervention for mental health and wellbeing needs.

OT (Occupational Therapist) – A professional who supports children with sensory, physical, or coordination difficulties affecting daily life.

PEP (Personal Education Plan) – A plan outlining educational support for a looked-after child.

QFT (Quality First Teaching) – High-quality, inclusive classroom teaching that meets the needs of all learners.

SALT (Speech and Language Therapy) – Specialist support for children with speech, language, and communication needs.

SEMH (Social, Emotional and Mental Health) – A broad area of need relating to emotional regulation, social interaction, and behaviour.

SEND (Special Educational Needs and Disabilities) – A legal term for children and young people who need additional or different support to learn effectively.

SENDCo (Special Educational Needs and Disabilities Coordinator) – The teacher responsible for coordinating SEND provision in the school.

SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) – A free, impartial service offering advice to parents, carers, and young people.

SENA (Special Educational Needs Assessment Service) – Leicestershire's local authority service that manages requests for and reviews of Education, Health and Care Plans (EHCPs).

SEN Support – Support for pupils identified as having SEND but who do not have an EHCP.

Specialist Teaching Service (STS) – A local authority team providing specialist advice and assessment for pupils with specific learning or communication needs.