Special Educational Needs and Disabilities Information Report
School Offer 2026-27

The SEND information report has been prepared by the SENCo and approved by the board of trustees for publication on the school website.
The SEND information report is part of a wider suite of documents relating to SEN, disability and inclusion which can be found on the school website. This report should be read alongside the Trust's SEND policy.

1 The school and ethos

- Wootton Park School is a school in which the learning and teaching, achievements, attitudes and well-being of every young person matter. All learners are entitled to a varied education and should be provided with support and opportunities to enable them to become lifelong learners.

- The approach to learners with special educational needs and/or disabilities is set within the context of the Code of Practice 2015 and the aims of Wootton Park School and Wootton Park Academy Trust. It follows the guidance set out in part 3 of the Children and Families Act 2015.

- Wootton Park School recognises that learners may have a range of different needs and this guidance should be read in conjunction with the Trust's SEND Policy and Supporting Learners with Medical Conditions Policy, alongside Wootton Park School's Equality and Diversity Policy and Accessibility Plan.

- Wootton Park School ensures that learners with physical disabilities are treated on equal terms with their peers and follows the principles of the Equality Act 2010 to implement all reasonable adjustments to enable the same opportunities to be available to these learners as their peers.

- The ethos of Wootton Park School supports the requirements set out in the Special Educational Needs and Disabilities Code of Practice that ***'every teacher is a teacher of every pupil'***. We promote the view that ***'all learners are 'range 1' learners and all teachers are teachers of learners with SEND.'***

2 Admissions

- Each school within the Trust follows LA admissions criteria. Learners with special educational needs and/or disabilities are admitted in accordance with section 69 of the Children and Families Act 2015 and via the usual LA procedures. The admission of learners with special educational needs and/or disabilities involves close liaison with the SENCo throughout the admissions process, which will otherwise be the same as for any other student.

- Learners with SEND but without an EHCP will be treated on an equal footing with other applicants for admission, based on the school's published admissions criteria, and will not be refused admission on the grounds that they do not have an EHCP or are currently being assessed.

- Learners with EHCPs will be admitted to the school on the basis of the school's published admissions criteria and when consultation with the Local Authority has confirmed that the school is able to meet the needs of the child.

- The SENCo and SEND team will liaise closely with parents/carers, partner schools and early years settings to ensure a smooth transition for learners to both the primary and secondary phase.

3 Who co-ordinates provision for learners with SEND at Wootton Park School?

- Provision for learners with SEND is co-ordinated by the SENCo, Mrs Claire Woodbridge who is also the Head of the Learning Development Department. The LDD team includes a small number of Teaching Assistants who work within the primary and secondary phases to support whole classes, small groups and individuals to develop learning and skills. The team works with the School's Wellbeing Team to support the emotional development and wellbeing of learners.

- The SENCo can be contacted via the main school telephone number or via email:
  Telephone: 01604 931139
  Email: c.woodbridge@woottonparkschool.org.uk

4 What is the school's approach to SEND?

- The school works within the 4 areas of special educational needs, as stated in the Code of Practice:
    - Cognition and Learning (including moderate learning difficulties)
    - Communication and Interaction
    - Social, Emotional and Mental Health Needs
    - Sensory and/or Physical

- Support and provision at Wootton Park School is personalised according to individual needs, with information from parents/carers, learners, staff, assessment data and, where appropriate external agencies, used to identify the support or provision required.

5 How do we identify learners requiring additional support or intervention?

- All primary phase learners are assessed on entry against the EYFS standards in Reception or for literacy and numeracy in other years
- All secondary phase learners are assessed on entry for literacy. Results from the baseline assessment in maths are used to identify learners for further numeracy assessment.
- Learners attending the sixth form who were awarded access arrangements at GCSE are also reassessed.
- Pre-school setting, primary and secondary school transition information is used to identify learners who may have additional needs in any of the four areas of SEND.

- Identification is also established through:
    - liaison with teachers and teaching assistants
    - liaison with parent/carers
    - external agency liaison and recommendation
    - learners raising concerns

- Learners do not have to have an Education, Health and Care Plan (EHCP) or external diagnosis in order to receive additional support.

- All interventions are offered and implemented according to individual need rather than a result of diagnosis.

- If learners do not have an EHCP, but require ongoing additional intervention or support, they are placed on the SEND Register under the category *'SEN School Support'*.

- Further details of the SEND categories and how we show a graduated approach of 'assess, plan, do, review' in relation to provision can be found in the Trust's SEND Policy.

6 How do we involve parents/carers in their child's education?

- Parents/carers are encouraged to access the school website and related policies to gain an understanding of the provision at Wootton Park School.

- Parents/carers are encouraged to attend the relevant primary, secondary and sixth form phase open evenings and open days to explore Wootton Park School and discuss any questions they may have regarding our provision. The dates for open evenings and open days are published on our website closer to the time.

- Once Wootton Park School has been named as a child's school, liaison can begin. This may be via email, telephone, or Teams meeting. It may involve a member of the SEND or pastoral team attending a review meeting at a child's current school or it may be via a meeting or visit arranged at Wootton Park School.

- Once learners are attending Wootton Park School, parents/carers are informed of any provision to be put in place via letter. Contact between parents/carers, pastoral teams, teachers or the SEND team is encouraged via email or telephone.

- Meetings are arranged as necessary with the appropriate members of staff. Parents/carers may be invited to attend progress reviews, Learner Passport reviews, annual review meetings or end of year reviews.

- In addition to the meetings and reviews arranged within the SEND team, all parents/carers are encouraged to contact form tutors, heads of year or subject teachers to discuss any specific concerns or queries and are encouraged to attend parent/carer consultation evenings.

7 How do we involve learners in the plans for their education and support?

- Learners are encouraged to be fully involved in their education and the support they receive.
- Learners in the primary phase, and if appropriate in the secondary phase, are encouraged to share their feelings about their learning and wider experiences via 'All About Me' and 'My Journey' type activities. In some cases, this information will also assist us in creating a Learner Passport.
- Learners in the secondary phase attend meetings with parents/carers and are involved in discussing their needs and support in place for them. Where appropriate, learners will assist in creating their 'Learner Passport' and setting their targets for achievement.
- In all lessons learners are regularly assessed and given feedback on their learning and progress, and are encouraged to set targets for improvement. Peer and self-assessment is encouraged across all phases.
- Within LDD lessons and interventions, learners rate their learning and progress towards personalised targets which are reviewed each lesson and in more depth each term. A colour-coded rating scale is used to give opportunities for review in both visual and written form.
- Some learners may see a member of the Wellbeing Team for more intensive small group or 1:1 emotional or wellbeing support to enable them to make progress and achieve their potential.

8 How is the curriculum adapted for learners with SEND?

- All learners follow a full mainstream curriculum and are taught within mainstream classrooms alongside their peers. The school does not have a separate facility, base or unit for special educational needs provision, but adopts a 'whole-school approach', with all staff adhering to a model of good practice, providing differentiated and personalised high-quality teaching and learning. Staff are committed to identifying and providing for the needs of all learners.
- Where appropriate, and as staffing permits, teaching assistants may support learning and progress in lessons.
- Staff ensure that learners with special educational needs and/or disabilities join in the activities of the school together with learners who do not have special educational needs, so far as that is reasonably practical and compatible with the learner receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.
- For some learners, assessments highlight that additional interventions are necessary to develop learning and meet individual needs. These may be delivered in small groups or on a 1:1 basis.
- Some learners may require support for assessments and exams, such as use of ICT, rest breaks or extra time. Allocation of this support is based on teacher evidence, as well as learner assessments completed and standardised by a qualified assessor. The purpose is to remove barriers to learning in order that learners are able to achieve in line with their peers. Access arrangements must not give an unfair advantage to the learner over their peers and must evidence normal way of working in the classroom. All access arrangements awarded must be approved and follow the guidelines of the Joint Council for Qualifications (JCQ).

9 How do we teach learners with SEND?

- All teachers differentiate learning according to individual need, scaffolding and supporting tasks as necessary and appropriate. Within lessons and interventions, methods of learning could include:
    - Card sorting or sequencing activities
    - Differentiated worksheets
    - Reading for meaning exercises
    - Speaking and listening exercises
    - Use of a structured reading scheme
    - Providing/sharing exemplars to model required outcomes
    - Use of computer-based literacy and numeracy programmes

- Interventions provided for targeted learners could include:
    - Reading accuracy (precision teaching)
    - Reading comprehension
    - Spelling
    - Numeracy
    - Speech, Language and Communication development
    - 1:1 coaching

- In addition, a wide range of enrichment opportunities are available to all learners as part of our whole school programme.

10 How is the learning environment adapted for learners with SEND?

- The accessibility of the learning environment is reviewed annually. The following are aspects of how our learning environment is adapted for learners with SEND:
    - Provision of specialist equipment for specific learner needs e.g. reading rulers, sloping boards, pencil grippers, electronic reading pens
    - Differentiated PE curriculum as appropriate to learner physical needs and disabilities
    - Accessible toilets on all floors
    - High backed stools available in science, technology and art rooms
    - Adjustable height table in each classroom
    - Lift to access all floors
    - Sensor operated or flip lever taps in all toilets
    - Installation of carpeting and acoustic ceiling tiles in the majority of classrooms
    - Allocated accessible parking spaces in the main car park
    - Installation of ramps to all ground floor entrances where there is a change in height
    - Some learners may have an early entry or exit pass to allow them to access the site in line with their specific needs

11 How do we support learners' emotional wellbeing and social development?

- Some learners may need more targeted support for social, emotional and/or wellbeing needs:
    - Protective behaviours development
    - 1:1 coaching
    - Thoughts, feelings and behaviours
    - Social skills and interactions
    - Emotion coaching
    - Peer relationships/healthy relationships
    - Extended transition programme

- In addition, it may be appropriate to seek support from external agencies such as the Educational Psychology Service. A list of the external agencies we currently work with can be found at the end of this document.

12 How do we assess progress of learners with SEND?

- All learners follow a full mainstream curriculum. Learners with SEND follow the same assessment procedures and policy as the rest of the learners at Wootton Park School. All learners are encouraged to work towards personal targets related to either EYFS criteria or their flightpaths in different subjects and to act on feedback from teachers, teaching assistants and their peers to make progress.

- Learners are assessed in a variety of ways for different subject areas and topics, including through:
    - Written assessment
    - Verbal assessment
    - Speaking and listening
    - Practical assessment
    - Performance based assessment

- In addition, progress is monitored termly via whole school assessment and data entry points and reports are sent home to parents/carers at identified points during the year.

- Some learners also have termly Learner Passport reviews. All learners with an Education, Health and Care Plan also have an Annual Review to monitor progress and assess the provision in place to meet their needs.

13 How does this impact on exams and assessments?

- Access arrangements are used to remove barriers to learning and success, but must not give a learner an unfair advantage over their peers. Access arrangements must reflect a learner's normal way of working within the classroom and must be in line with current JCQ guidelines.

- Access arrangement support could include:

    - Use of ICT
    - Use of an electronic reading pen
    - Reader
    - Scribe
    - Read aloud
    - Prompt
    - Rest breaks
    - Practical assistant
    - Colour-naming
    - Extra time

- Primary learners are assessed in year 6 to establish if any formal application for access arrangements for KS2 SATs is required

- Secondary learners are assessed in year 10 to establish if they require an application to be made for access arrangements for GCSE examinations and assessments. Learners following an A level study programme are assessed in year 12 to establish any necessary arrangements for their examinations.

- If appropriate, an application is made to the Standards and Testing Agency (KS2) or the Joint Council for Qualifications (GCSE and A level). Once this has been approved, parents/carers are informed by letter of the additional support being provided for exams.

14 How do we review the impact and effectiveness of interventions we offer?

- Interventions are reviewed every two terms or more frequently if required. Learner progress is reviewed and new targets set or, if sufficient progress has been made, interventions are removed.

- Feedback is sought from learners, parents/carers, teaching staff and any other agencies involved to establish the impact of interventions over the course of the year.

- Curriculum plans and intervention programmes are reviewed at least annually and usually more often in order to adapt to the needs of individuals.

- The aim of Wootton Park School is to narrow the gap in attainment each year. Progress of learners with SEND is discussed with members of the Senior Leadership Team, reported to the school's governing body and agreed actions set for the coming year.

15 How do we enable expertise and training of staff for supporting learners with SEND?

- Wootton Park School runs a programme of professional development for all staff each year.

    - SEND specific training is offered as part of the CPD programme
    - All members of the LDD team follow an induction programme to enable a consistent approach to supporting learning
    - Weekly LDD team meetings are held to share best practice and deliver SEND specific training
    - All members of staff complete performance review, of which SEND and Inclusion is a focus
    - All staff are coached to support them in further developing and improving their practice
    - All staff participate in a programme of learning walks which are led by the Senior Leadership Team and Curriculum Leads, and include a focus on differentiation and challenge
    - Twice-weekly briefings for all staff allow urgent messages to be shared with staff prior to learner arrival

16 How do we prepare learners for the transition to a new key stage?

- Transition visits occur for all learners transferring to Reception or from Year 6 to Year 7 and are arranged in the summer term prior to learners joining Wootton Park School.
- The transition for learners with EHCPs can begin once Wootton Park School has been named in the EHCP.
- Some learners follow an extended transition programme. This can include additional visits to Wootton Park prior to induction day, visits to the learner's early years setting or primary school, additional meetings with primary schools and parents/carers and/or liaison with relevant external agencies.
- The Sixth Form team lead the transition for those joining Wootton Park School Sixth Form, holding 1:1 meetings, discussing outcomes and confirming appropriate courses for all learners making applications.

17 Who else is involved in helping to meet the needs of learners with SEND?

- At times, it is necessary to involve external agencies in the education of a learner at Wootton Park School. We work with a range of external agencies and providers to support the needs of learners with SEND. The following list is not exhaustive, but gives details of external providers we currently work with:
    - Education, Health and Care Plan Team
    - Educational Psychologist Service (EPS)
    - Sensory Impairment Service
    - Speech and Language Team
    - ADHD/ASD Team
    - Community Paediatrics
    - School Nurse
    - Occupational Therapy
    - Children's Physiotherapy Service
    - Family Help Conversation/Partnership Team
    - Child and Adolescent Mental Health Service (CAMHS)

18 Where can I find further information?

- For further information relating to SEND provision at Wootton Park School, please see the Trust's SEND Policy or contact Mrs Claire Woodbridge, SENCo, on 01604 931139 or via email contact at c.woodbridge@woottonparkschool.org.uk

19 West Northamptonshire Support for Learners with SEND:

- If you need further information or have any questions about the wider services available for children and young people with SEND in West Northamptonshire, please refer to the Local Offer by visiting their website at https://www.westnorthants.gov.uk/local-offer to access information and guidance on support available for parents/carers and children for:
    - special and other educational provision
    - health and social care provision
    - leisure and sports opportunities
    - arrangements for children and young people to travel to schools and early years education
- If you are having difficulty finding a service, the Local Offer team can be contacted on 0300 126 7000, or by email localoffer@westnorthants.gov.uk.
- For regular and current updates on services and activities available in the local area, please also see the Local Offer X (Twitter) feed @WestNorthants