



Woolacombe School SEND Information report 2026 - 2027



Our core objectives.



In meeting our objectives we will:

- Promote inclusive teaching practices through professional development and training for educators, emphasising differentiation and universal design for learning.
- Foster a positive attitude and mindset among staff by highlighting strengths-based approaches and maintaining high expectations for all students, irrespective of ability.
- Facilitate collaborative planning and support systems involving general and special education teachers, support staff, and families in the creation and execution of individualised plans.
- Ensure an accessible learning environment by guaranteeing physical and sensory accessibility, furnishing assistive technology, and adapting classroom spaces to accommodate diverse needs.
- Engage the community through partnerships with families, support agencies, and advocacy groups, while consistently assessing and refining inclusive practices through data-driven decision-making and reflective practice.
- Establish high expectations at every level, implementing Rosenshine's Principles into universal provision.
- Value student voice and choice, and celebrate character development and achievements beyond academic success.

Contact details:

Special Educational Needs and Disability Coordinator (SENDCO)	Rebecca Thomson
Staff member with overall responsibility for pupils with Medical Needs	Gail Holmes
Where is the Local Authority's Local Offer published?	https://www.devon.gov.uk/education-and-families/send-local-offer/
Contact details for support services for parents of pupils with Special Educational Needs.	Devon Information advice and Support (DiAS) https://devonias.org.uk/ 01392 383080 devonias@devon.gov.uk

Questions	School Response
What kinds of special educational needs are provided for at Woolacombe School?	Our school currently provides additional and/or alternative provision for a range of needs including: • Communication and interaction - including autistic spectrum conditions and speech and language needs • Cognition and learning - such as dyslexia • Social, emotional and mental health difficulties for example attention deficit hyperactivity disorder (ADHD) • Sensory and/or physical needs for example visual/hearing impairment, sensory processing difficulties and dyspraxia. The SENDCO, teacher and teaching assistants provide support for pupils across all four areas of need as laid out in the SEND Code of Practice 2014.
What are the policies and processes for identifying children with SEND and assessing their needs?	We follow a graduated approach to identifying children with SEND. If a teacher has a concern about a child (based on classroom observation and/or attainment and progress) this will be discussed with the SENDCO and they will be added to the <i>SEND Monitoring</i> list. A 6 week period of support will follow, be it intervention, additional

	support/provision and following this, the SEND needs of the child will be reconsidered. If it is deemed that a need no longer exists they will be removed from this list, however if a concern still remains, they will repeat a second 6 week period of support and monitoring. If, following this, a need still exists, they are then added to the SEND register and will continue to work through the assess, plan, do, review cycle.
How does Woolacombe School evaluate the effectiveness of the provision for children with SEND?	As part of our graduated approach, the provision for all SEND children is regularly evaluated and adapted. The SENDCo is responsible for termly learning walks to evaluate the ordinarily available inclusive provision and targeted provision in the classroom. This is fed back to staff in termly SEND staff meetings. As well as this, annual MAT SEND audits will take place with the SEND lead from the trust.
What are the arrangements for assessing and reviewing children's progress towards outcomes?	We assess each pupil's current level of attainment. Class teachers will make regular assessment of progress and identify those whose progress: • Is significantly lower than that of their peers starting from the same baseline • Fails to match or better the child's previous rate of progress • Fails to close the attainment gap between the child and their peers • Widens the attainment gap This may include progress in areas other than attainment, such as social and emotional, mental health needs. Slow progress and low attainment will not automatically mean a child is recorded as having SEN. When deciding if special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the parents and child. We will use this to determine the support that is required and whether we can provide it by adapting our core offer, or whether something additional or different is needed.
What is our approach to teaching children with SEND and adaptations are made to the curriculum and the learning environment for children with SEND?	High quality teaching is that which is differentiated to meet the needs of the majority of children. Some children will need something additional to or different from what is provided for the majority of children. This is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it. For the majority of children with SEND needs, an in class, inclusive approach is used. SEND children are integrated into the classroom and learning is adapted and scaffolded to meet their needs. In very few cases (such as very high needs children and those with an

	EHCP), children access our Inclusion Hub and follow a personalised curriculum, which is carefully designed to meet their needs and supports them to make progress. Additionally, sensory sessions are provided in the Inclusion Hub to support children who require a sensory diet. All children are provided with a range of teaching strategies and approaches based on a full understanding of their needs and where possible their preferences, to maximise their engagement with learning. Where it is appropriate, children have access to a range of interventions to support all of the 4 areas of SEND. These include for example, Speech and Language Link, Little Wandle Rapid Catch Up, Toe by Toe, Speed Up! Handwriting Intervention.
What additional support for learning is available to pupils with special educational needs?	Every child at Woolacombe School will access high quality teaching which takes account of pupil's differing needs. We are proud of our creative curriculum throughout the school which allows children to learn in a variety of ways, become independent learners, thrive in areas of strength and gain confidence in areas they need to develop. Where appropriate, the curriculum will be adapted and reasonable adjustments will be made to meet the range of special educational needs and disabilities in our school. Where children are in need of additional support, this will be provided within the classroom setting to allow for full inclusion. It may also be given through small group sessions in addition to their usual classroom provision. Teachers and teaching assistants will provide a tailored and personalised approach in line with a child's EHCP (Education, Health and Care Plan) or 'My Plan'. As a school we will endeavour to secure the special educational provision required by the child.
How are children with SEND enabled to engage in activities available with children in the school who do not have SEND?	We take a proactive, inclusive approach to ensure that children with SEND are fully included and supported to engage in all school activities alongside their peers who do not have SEND. This is achieved through high quality and adaptive teaching, My Plans that detail specific adjustments required for a child, and the strategic use of Teaching Assistants (TAs) and the SEND Intervention Officer to provide additional support where needed. The school makes reasonable adjustments to the physical environment to ensure accessibility. Extracurricular activities are designed to be inclusive, with risk assessments and support in place as necessary. We foster positive peer relationships through buddy schemes, promoting social integration, and provide ongoing staff training on inclusion and SEND strategies to adapt activities accordingly. Regular communication with the child, parents and carers ensures that we continue to meet the needs of each child, allowing them to fully engage in all aspects of school life.

What support does the school provide for improving emotional and social development?	We prioritise the emotional wellbeing of every child, recognising its importance for effective learning. Through our "10 a day" School Philosophy for supporting mental health and wellbeing, we ensure that all staff work to create a nurturing environment where children feel cared for and supported. We develop positive, honest relationships with students and provide regular opportunities for them to talk to trusted adults. Children are supported in their social development through structured opportunities for collaborative group work, peer mentoring, and fostering positive interactions during both classroom activities and unstructured times like breaks and lunchtimes. In addition, we offer social interventions such as Lego Therapy and Talkabout to help develop social skills. Our staff are available daily to support parents, and the SENDCo shares relevant information with teachers to ensure a holistic, individualised approach for each child.
What expertise and training do staff have to support children with SEND and how is specialist expertise secured?	Our school has 28 staff members covering a range of roles, with the majority having experience in supporting children SEND. All staff are appropriately qualified or undergoing training for their designated duties, and staff development is prioritised through regular, ongoing professional development. This includes essential training in safeguarding, child protection, health and safety, as well as mental health (such as Normal Magic, Emotional Logic, and attachment-based mentoring), and PIPs (de-escalation and safe low-level physical intervention). Additionally, all teaching staff receive regular training on curriculum development, assessment methodologies, and progress tracking to ensure they are fully equipped to meet the diverse needs of our students. The SENDCo will complete the SENCO National Professional Qualification. The SENDCo will also attend regular SEND specific training such as dyslexia support and assessment. The SENDCO attends regular SEND Hub meetings to share best practice and discuss specific needs. In addition to the above, a range of ongoing training is provided according to need / designation (i.e. safeguarding, H&S, first aid, role specific skills, systems, etc.) The training and development needs of all staff are regularly reviewed, including as part of their annual appraisal. Professional development also occurs through peer support and guidance, and professional dialogue with colleagues looking at meeting the specific needs of an individual child. External trainers may be brought in to address more specialist training needs such as dealing with specific medical conditions or disabilities, or to train staff in the use of specific interventions. The SENDCO and other SLT members provide regular CPD to other staff in school in specific aspects of meeting the needs of children with SEND. All

	staff have regular CPD meetings. The progress of all children, including those with SEND, is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual children's needs as necessary. Teaching assistants are engaged in ongoing training. External trainers are brought in periodically to address more specialist training needs such as dealing with specific conditions (e.g. epilepsy, deaf awareness,) or to train staff in the use of specific interventions. Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a child. We secure specialist expertise through referrals to services such as educational psychologists, specialist speech and language therapists, occupational therapists, advisory teachers for autism, SEMH needs and sensory and physical needs.
How do we secure the equipment and facilities needed to support pupils with SEND?	We ensure that the equipment and facilities needed to support pupils with SEND are secured through a combination of school resources and external support. Initially, we assess each child's individual needs in consultation with the SENDCo, class teachers, and external specialists if required, such as occupational therapists or physiotherapists, to determine what specific equipment or adaptations may be necessary. Where possible, we provide the required resources from the school budget, ensuring timely access to appropriate equipment. If more specialised or costly equipment is needed, we seek additional funding or resources through the local authority or other external agencies. This may include formal requests for assistance from the Local Authority's SEND services. We also work closely with external agencies to ensure that any necessary equipment, such as assistive technology, sensory tools, or mobility aids, is made available to support each child's specific needs and enable full participation in school activities.
How do we consult with the parents of children with SEND and involve them in their child's education?	The role of parents and carers is very important and we seek to support the partnership between school and home. Parents are encouraged to become involved, or are included in their child's learning, in the following ways: ● Learning that is sent home ● Regularly meeting with the class teacher and SENDCo where appropriate, but with the expectation they will meet with the SENDCo at least annually. ● Consultation with parents regarding targets and next steps for their child

	● Attendance at, and contributions to, review meetings about their child's learning ● Volunteering to support learning and activities within school, on school trips and through extra curricular activities ● An annual report is provided on each child's progress as well as two consultation meetings each year
How do we consult with children with SEND and involve them in their education?	The voice of the child is central to what we offer and children have termly supervision sessions with the SENDCo to discuss the targets written into their My Plan. Minutes of this are recorded in their SEND pupil record.
What are the school's arrangements for handling complaints from parents of children with SEND about provision?	Concerns should first be raised with either the class teacher, SENDCo or headteacher. If the issue remains unresolved, the next step is to make a formal complaint. If you are unhappy or have concerns about the School or a person associated with the School then you may wish to make a complaint, in the first instance complaints should be addressed to the Headteacher, Mrs Gail Holmes. Contact details: E-mail: woolacombe.sch@alumnismat.org Telephone: 01271 870551
How do we involve outside agencies in meeting children's SEND and supporting their families?	We work closely with outside agencies to ensure that children with SEND receive the most comprehensive support possible, both at school and at home. The SENDCo coordinates this process by identifying the need for external expertise through regular assessments, meetings, and consultations with teachers and parents. Once a need is identified, we make referrals to appropriate external agencies such as educational psychologists, speech and language therapists, occupational therapists, and CAMHS (Child and Adolescent Mental Health Services). These professionals work collaboratively with our staff to assess children, develop individualised support plans, and provide specialist interventions or advice on best practices. In addition to supporting the children directly, these agencies also provide guidance to families, ensuring they have access to relevant resources, advice, and additional support services. We maintain open communication with parents and carers throughout this process, involving them in discussions with external professionals and ensuring they are part of the decision-making process. By partnering with these agencies, we ensure a holistic approach to meeting the needs of our children and supporting their families.

How will children be supported when moving to a new class or when joining or leaving the school?	A change of school, class and staff can be an exciting, yet anxious time for all children. We recognise that this can be very challenging for some children with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to children and families Advanced planning for children in Year 5 is essential to allow appropriate options to be considered. The SENDCO will liaise with the SENDCOs of the secondary schools serving the area to ensure that effective arrangements are in place to support children at the time of transfer. When children move to another school, their records will be transferred to the next school within 15 days of the child ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000. Transition links will be made between Pre-school settings, Foundation Stage and Key Stage 1, 2 and KS3 schools to ensure the smooth transition for children with special educational needs and the appropriate planning for their needs. Advice on specialist provision will be sought, as necessary, from special schools.
Where can I find out more information regarding services available for children with special educational needs or disabilities?	Please see the Devon Local offer for more information https://www.devon.gov.uk/education-and-families/send-local-offer/ A glossary of SEND terms is included in the appendices of the SEND Code of Practice (page 278) https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
Who are the best people to talk to in our school about my child's difficulties with learning, special educational needs or disabilities?	At our school, the best people to talk to about your child's difficulties with learning, special educational needs, or disabilities are: 1. Your Child's Class Teacher: They have daily contact with your child and can provide insights into their learning progress and any concerns observed in the classroom.

	2. The Special Educational Needs and Disabilities Coordinator (SENDCo): The SENDCo is responsible for overseeing the support and provision for children with SEND. They can offer guidance, discuss support strategies, and coordinate any additional help your child may need. 3. The SEND Intervention Officer or Teaching Assistants (TAs): If your child works closely with the SEND Intervention Officer or TA, they can provide valuable feedback on day-to-day learning and specific interventions. 4. Headteacher: In cases where additional support or decisions regarding school-wide resources are needed, the headteacher may be involved in addressing your child's needs. These staff members work together to ensure that your child's needs are understood and supported effectively.
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Impact:

What has gone well this year?
• Early identification of needs from EY and throughout the school • Adaptive provision implemented to support ordinarily available and inclusive provision plus target provision. • Gaps closed for catch up early reading programmes • Improved SMART targets on individual plans to ensure small step progress • New EHCP individual plans to support small step implementation • Significant increase in successful EHCP applications • Implementation of SEND hub to support increased need