



SEND Information Report

2025-2026

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This SEND information report forms part of the [Home | Wolverhampton Local Offer](#) for learners with special educational needs and disabilities (SEND). The Local Offer, published by Wolverhampton Local Authority, provides information in one place about the provision available to children, young people and their parents and carers for children with special educational needs.

School SEND One Page Profile

Total Cohort	631
Total SEND	120
% SEND on role	19%

Gender	No.	%
Boys	80	67%
Girls	41	34%

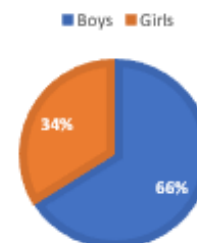
CoP Stage	No.	% of roll
EHCP (E)	15	2%
SEN Support (K)	83	13%

Monitoring	5
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Area of Need	No.	% of SEND
Communication & Interaction	SLCN	51 43%
	ASD	2 2%
	MLD	16 13%
	NSA	0 0%
Cognition & Learning	SPLD	7 6%
	SLD	0 0%
	VI	2 2%
Sensory & Physical Difficulties	HI	0 0%
	PD	3 3%
	MSI	0 0%
	ADHD	0 0%
SEMH	SEMH	32 27%
OTHER	OTH	0 0%
Total	113	94%

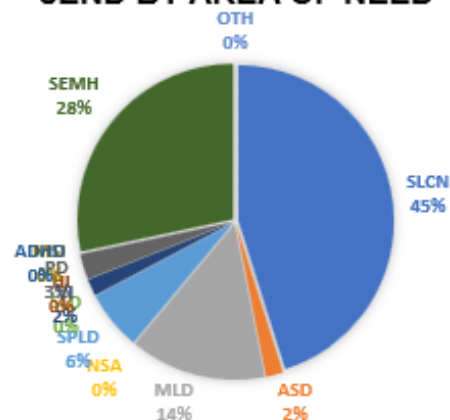
Year Group	No.	%
EE	0	0%
N	1	1%
R	14	12%
Y1	16	13%
Y2	17	14%
Y3	19	16%
Y4	18	15%
Y5	17	14%
Y6	18	15%
Total	120	100%

SEND BY GENDER

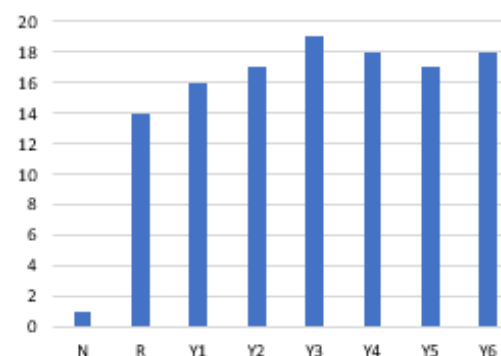


Additional	No.	%
PP + SEN	12	10%
EAL + SEN	29	24%

SEND BY AREA OF NEED



SEND by Year Group



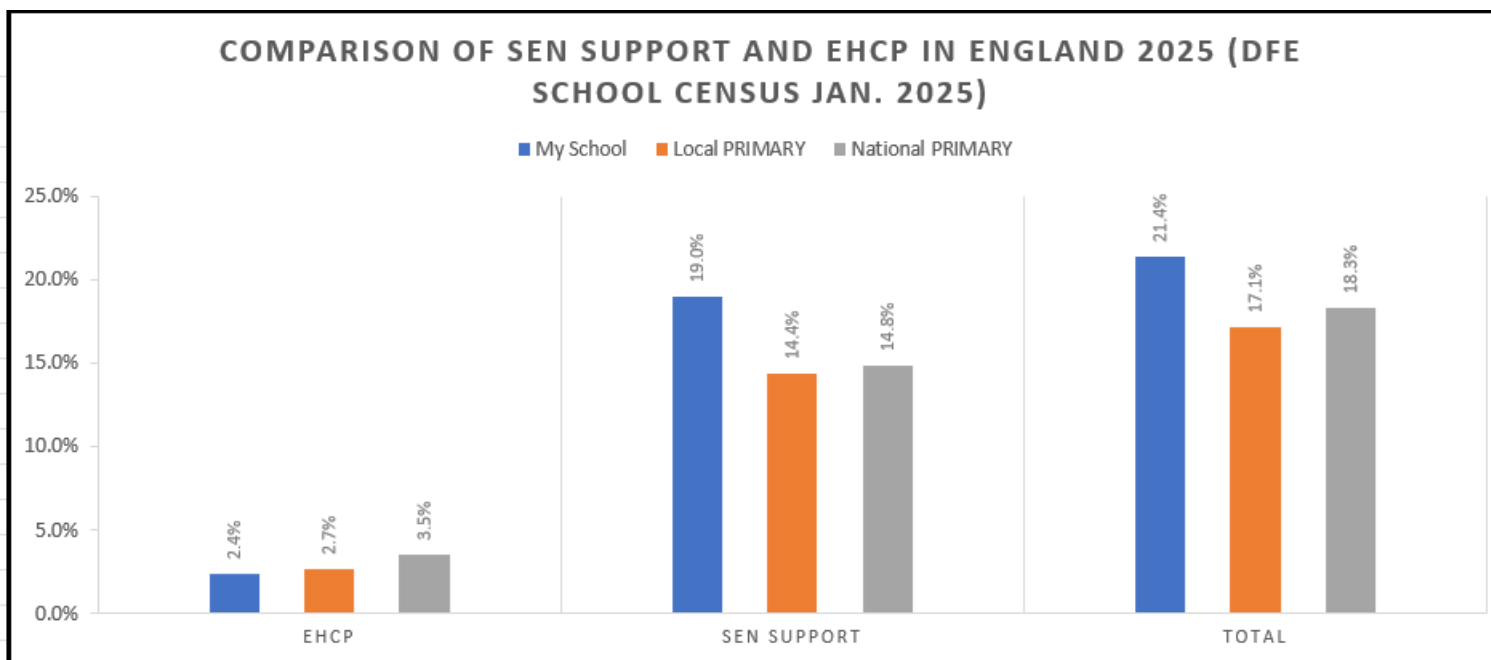
What kinds of SEND do we provide for?

Woodfield Primary School provides for a wide range of Special Educational Needs and Disabilities (SEND). This includes specific learning difficulties such as **dyslexia** and **dyspraxia**. It also includes physical and sensory difficulties, such as **visual** or **hearing** problems. We support children with **ADHD** and **ASD (autism)** as well as children who do not have a diagnosis but who may have difficulties with communication and interaction. We also support children with **mental health** difficulties.

We currently have 120 pupils on the SEND register from Nursery to Year 6. This is 19% of the school.

There are 15 pupils with an EHCP which is 2.4% of our current whole school cohort. This is compared with 2.7% in Wolverhampton and 3.5% nationally. We have 105 pupils on SEND support which is 19% of our cohort compared with 14.4% locally in Wolverhampton and 14.8% nationally. Data information has been taken from the SEND Census (January 2025). Please see graphs below to highlight this data further.

We are awaiting a decision about 3 more EHCPs currently going through an Education, Health and Care Needs Assessment (EHCNA) and monitoring and gathering evidence to apply for a further 5 Education Health Care Plan's (EHCPs).



How do we identify learners with SEND?	There are a number of reasons why a child may fall behind in their learning. Only those with a learning difficulty that require special educational provision are identified as having SEND. We use a range of information to help identify SEND. This includes information from their previous setting, information from the child's teachers, parents/carers and from the child themselves. We may also use advice from specialist teachers and health professionals to support us as well as screening tools to help identify the likelihood of needs such as dyslexia, dyscalculia and language difficulties. All staff follow our SEND identification pathway (see appendix 2) to support with identifying if a child should be placed on our SEND register or if there are other factors to consider first.
How do we work with parents and carers of children with SEND?	The views of parents and carers are important to us and we will involve you in discussions about provision for your child's SEND needs. We will keep you informed about your child's progress and take your views into account when reviewing provision for your child. As well as parent consultations, parents are invited to meet class teachers to review and set new Individual Education Plan (IEP) targets. As a school, we will liaise with outside agency support to ensure that everyone involved in supporting your child is kept up to date and included in discussions.
How do we involve children/young people with SEND in their education?	The wishes and feelings of children with SEND are central to our provision. We involve them in discussions about the support they receive and we gather their views at regular points throughout the year. We will endeavour to gather your child's voice in their plans and review meetings. We also ensure that your child has a 'Pupil Passport' which is written in child-friendly language to ensure that they are aware of and praised for progress towards their targets throughout the day and to ensure continuity of provision of what works best for them e.g. specific preferences and needs.
How do we assess and review pupils' progress towards outcomes?	We use a graduated approach. This means that we follow a process of Assess, Plan, Do and Review. • Assess: when a child is identified as having SEND, we establish a baseline. This could include data from assessments and observations as well as discussions with parents/carers, key staff and the pupil. • Plan: together we make a plan about what actions need to be taken and what support needs to be put in place and a date is set for review. • Do: the plan is put in place as agreed. • Review: the impact of the provision for the pupil is evaluated. Next steps are established. The cycle may begin again.

How do we support pupils during transition?

Transition from nursery to primary school: Woodfield staff liaise with Early Years settings and Special Needs Early Years Service (SNEYS) to discuss support needed and arrange visits ahead of main transition events as necessary.

Transition from primary school to secondary school: Woodfield staff will liaise with secondary schools to discuss support needed and arrange additional visits ahead of main transition events as necessary. We will work closely with you, together with Wolverhampton Outreach Service, to identify the best transition support for your child beginning in the Summer term of Year 6 and continuing in to the Autumn term of Year 7.

Additional support will be offered as needed to pupils with SEND regarding National Assessments e.g. SATs and access arrangements provided to ensure that they are given every opportunity to reach their full potential and that this is part of normal classroom practice.

Transition between year groups within Woodfield Primary School: Allocated time is provided to support the successful transition of children, particularly those with SEND, from one academic year group to another. This ensures that your child's receiving teaching team benefit from the knowledge and expertise of the team that know your child's needs well. We will plan specific transition tasks e.g. photos of new classroom/toilets/staff, arrange short visits to new classrooms and opportunities to spend time getting to know a new key member of staff as appropriate ahead of the change

Transition to another primary school: If a child with SEND leaves Woodfield to attend another primary school, the SENCO will ensure that discussions are had with the receiving school, and relevant paperwork is shared to support a smooth transition.

What is our approach to teaching pupils with SEND? What kind of adjustments are made to the curriculum and the learning environment of pupils with SEND?	Our approach is ambitious, inclusive and based on high quality teaching. This means that lessons are designed to meet the needs of all pupils, including those with SEND. Teachers make adjustments for individual pupils based on the information shared with them and their knowledge of the pupil. They use a range of strategies to enable access to the curriculum so that all pupils know more, remember more and can do more, including the following: • Sequencing our curriculum and building in opportunities to revisit and review prior learning to support pupils to make links and retain key knowledge • Providing clear modelling and instruction using the 'I do, We do, You do' approach, taking care to focus on the essential knowledge and small steps of learning to reduce cognitive overload • Scaffolding learning to remove barriers e.g. through use of technology to scribe or listen to text, as well as to provide prompts e.g. task organisation, vocabulary and visual cues, timers • Providing additional opportunities for pupils with weaknesses in basic skills to develop these throughout the day to support them to be ready for the next stage of the learning whilst ensuring a broad and balanced curriculum • Pre-teaching and over learning (this may be achieved through precision teaching or the SNIP literacy programme) • Providing an appropriate learning environment and resources and helping all pupils to be ready to learn e.g. sensory breaks, consideration of lighting and seating arrangements • Ensuring that the strengths and weaknesses of pupils are taken into account to provide appropriate challenge
What additional support for learning is available for pupils with SEND?	Woodfield Primary School receives funding from the Local Authority to support students with SEND. This funding is used in a range of ways: • Short-term interventions to support children's learning needs • Learning aids such as sensory equipment and software • Specialist resources and equipment • Securing support from specialists as required

What expertise and training do staff have to support pupils with SEND?	All of our staff receive training on SEND. Ongoing training is provided in response to the individual needs of pupils with complex needs from Wolverhampton Outreach Service. Melissa Walker has completed the NASENCO award and Mrs Townsend has started the National Professional Qualification (NPQ) for Special Educational Needs Co-ordinators (SENCOs). This is due to be completed in December 2026. Examples of training in SEND include: • Developing oral language in children including those with communication needs • Understanding children and young people's mental health • Supporting pupils with sensory integration • Development of gross and fine motor skills • Autism awareness • Supporting visual and hearing impairment • Supporting pupils with SEND in the classroom – using Education Endowment Foundation (EEF) guidance • SMART targets and support with assessing children with SEND A number of staff across school are also trained in specific intervention approaches as relevant to the particular needs of our pupils including Lego Therapy, Sensory Circuits, Social Use of Language Programme and Wellcomm. Additional support is also provided by specialist services upon referral e.g. a pupil may be referred to an external professional, such as an Educational Psychologist, Occupational Therapist or Speech and Language therapist for an assessment to help the school understand how to support the pupil effectively. These specialists come into school and work alongside us with your children to develop our expertise and ensure that we are trained to work most effectively with your child based on the needs and targets identified.
How do we evaluate the effectiveness of the provision made for pupils with SEND?	We use both quantitative and qualitative data to judge how effective our provision is. Depending on the provision, this might be assessment data, attendance or behaviour data or it might be evidence gathered through observations and questionnaire responses. Wherever possible, evidence gathered is compared to a baseline measure so that the impact of the provision can be directly compared. Where relevant, this is shared with parents and carers.
How do we enable pupils with SEND to engage in activities available with those in the school who do not have SEND?	We are committed to ensuring inclusion in extra-curricular activities. All of our educational visits, clubs and activities are open to all children and are highly inclusive. Where necessary, we consult with parents/carers and specialist advisers to ensure accessibility.

What support is available for improving emotional and social development?	Additional pastoral support is available for children who need it and is led by our Pastoral Officer Chris Byrne. This could take the form of small group interventions with a specific focus such as social skills or 1:1 mentoring. We always engage swiftly with parents and carers to help us to gain a full perspective on children's emotional wellbeing. We signpost and refer for emotional/social support to CAMHS as required.
How does the school involve other organisations, in meeting pupils' SEND and supporting their families?	We work closely with external organisations to support the needs of our pupils and their families, including the following: • Wolverhampton Outreach Service • The Gem Centre and School Nursing Service • The School Psychology Service – offering support from an Educational Psychologist and Occupational Therapist • Sensory Inclusion Service • CAMHS, Base 25 and Believe 2 Achieve • Reflexions Additionally, we share local information about courses and events to support families, e.g. Outreach coffee mornings each half term and SEND nurse coffee afternoons.
How are disabled pupils supported within school?	Our building has been adapted to widen accessibility for pupils with physical disabilities. This includes accessible toilets, additional handrails and clearly marked steps and ramps. We have fire evacuation plans for pupils that need additional support in the event of a fire. Please see our accessibility plan at the end of this document for more information.
How can parents or carers of children with SEND make a complaint about the provision made at the school?	We aim to ensure that any complaint is handled sympathetically, efficiently and at the right level so that it can be resolved as soon as possible. Complaints about SEND provision should be made to the SENCO in the first instance and will be dealt with in line with our Complaints Policy.
Where can parents/carers get more support for children with SEND?	Further advice and support is available from Wolverhampton SEND information advice and support service and the DfE Parents and Carers Guide .
Who should parents or carers or children/young people contact if they have concerns?	Parents/carers should contact the Special Educational Needs Co-ordinator (SENCO): Melissa Walker (Tel: 01902558835 Email: mwalker@stbartsmat.co.uk). The SEND link governor is Muriel Newill.

Appendix 1 – Woodfield Primary Accessibility Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability.	The school has an adaptive approach to all teaching to secure pupils' access to effective and meaningful learning.	To maintain an adaptive approach to teaching and learning to ensure all pupils have equal and fair access to effective teaching and learning.	Subject Leaders to review their curriculum and pupils' subsequent progress each term.	Mr Arnold Mrs Cattell	Termly scrutiny of data	The curriculum is effective for boosting pupils' knowledge and understanding.
	We use resources tailored to the needs of pupils who require support to access the curriculum. This includes, but is not limited to, the use of personal workstations, adapted written texts and 1:1 support/ small, targeted group support where necessary.	To provide effective and meaningful learning aids to support pupils' access to lessons.	SENDCo to review all IEPs and to meet with staff to identify resource/ equipment needs.	Miss Walker Mrs Nevins-Stanford	Ongoing as need evolves and children with additional needs join the school.	Staff have a greater awareness of how to ensure that children with dyslexia, dyspraxia and autism are best supported to allow them to access learning and to reach their full potential.
	Curriculum resources include examples of people with disabilities.		Computer hardware such as laptops and personal iPads are available for all children with disabilities to help them with the writing process.			The school is welcoming places high regard for' diversity and equality.
	Curriculum progress is tracked for all pupils, including those with a disability.	To ensure all pupils can see themselves within all aspects of school and use of resources to gender feelings of	Complete audit of resource needs with curriculum subject leads and SENDCos.	Miss Walker Mrs Nevins-Stanford		

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
	Targets are set effectively and are appropriate for pupils with additional needs. These are reviewed with the school's SENDCo and Trust's Associate SEND adviser regularly and shared as appropriate with parents and carers. All targets are specific, measurable, achievable, realistic and time bound. Targets are shared with pupils to support their understanding and motivation for working towards and achieving them. The curriculum is regularly reviewed to ensure it meets the needs of all pupils – meeting both National Curriculum requirements and pupils' intrinsic learning interests. Children are assessed to determine whether there is a need for access arrangements to	belonging and acceptance. To adhere to the school's termly assessment programme, analysing data and adapting teaching and learning as appropriate for all pupils. To ensure all pupils have fair access and equality of opportunity for undertaking termly assessment tests. To measure all pupils' attainment and progress, identifying next step learning. To maintain a reflective approach to the effectiveness of the school's curriculum. To raise the awareness of all staff on how to meet the social, emotional and	Receive training from the assessment leader for the effective analysis of data and planning of next steps. Termly pupil progress meetings to be led by senior leaders with all year group teams. Subject leaders to monitor pupils' exercise books and attainment data to be informed of the school's effectiveness. Receive training from SEN Start /Educational	Assessment Leader/ Phase Assistant Headteachers Subject Leaders	2 weeks prior to the end of each term. Termly following each data drop.	Staff are analytical and can explicitly identify pupils' strengths and areas for development. The school's curriculum is fully aligned to the National Curriculum and is contextualised to appeal to Woodfield

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
	ensure that they are able to complete end of Key Stage tests to the best of their ability. This includes the use of scribes, extra time and prompters. School nurse training is organised at least annually with all staff to ensure they are as fully informed as possible for supporting pupils with a disability. Educational visits are carefully planned to include all pupils' access to develop pupils' Cultural Capital.	academic needs of children with a range of disabilities (for example, dyslexia, dyspraxia, ADHD and autism spectrum disorders). To achieve the 'Autism Friendly School Award'. To provide fair and equal access to all standardised/ school-based assessment tests. To update staff's knowledge and understanding of pupils' medical needs to be able to support and attend in an emergency.	Psychologist on how to support children with autistic spectrum disorders. Whole staff training on early signs of dyslexia/ dyspraxia and supporting children with Asperger's Syndrome Following Assessment and Reporting Arrangements and guidelines for the administration of all statutory assessments, e.g. Reception baseline, phonic screening check, multiplication times table check and KS2 assessment tests. Ensure all staff attend statutory medical training and key members of staff receive training on communication	Mr Arnold Mrs Cattell Assessment Leader Mrs Cattell Attendance and Medical Officer	Termly and as each test is required to be administered. Annually – September and as required.	pupils' interests and enjoyment. In line with DfE guidelines, all pupils access tests as required. All staff are confident in attending to pupils' medical needs.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
		To devise an annual programme of educational visits to enhance the pupils' learning experiences and Cultural Capital.	methods, e.g. Makaton, as required. Year group leaders to plan educational visits meaningful and appropriate for enhancing learning experiences.	Year Group Leaders	Termly.	Pupils' learning experiences are enhanced by accessing meaningful educational visits.
Improve and maintain access to the physical environment.	The environment is adapted to the needs of pupils as required and is regularly reviewed when new children join the school. This includes: • Ramps • Corridor width • 2 x disabled toilets. 1 located at the main reception and one located in the demountable classrooms located off the Early Years playground. • Additional door handles for helping with access into classrooms with a step • Lowered reception hatch • Key signage for pupils with English as an additional language • Designated disabled parking space located on the carpark at the rear of the school • Visual timetables	To provide a welcoming access to the school for children with a physical disability or visual/hearing impairment. Improve access from the main entrance to the field for wheelchair users. Create an additional disabled car park space on the school car park.	Complete a survey of the environment to establish how accessible it is for children with a hearing/ visual impairment. Audit the school's signage for parents and pupils with English as an additional language. Consider establishing a hearing induction loop in necessary parts of the school building depending upon current pupil need.	Mr Arnold Mr Hill	Ongoing upon scrutiny of audit findings and reviews.	Children with a physical impairment are able to successfully access the school grounds and feel safe doing so. All parents, pupils and visitors feel welcomed to the school.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
	PEEPs are in place for children who need them in the event of a fire. Temporary ones are drawn up if children suffer a short-term injury in which their mobility is restricted.		Ensure all steps have yellow warning lines so that they are more user friendly for children with a visual impairment.			
Improve the delivery of information to pupils with a disability.	Woodfield Primary School uses a range of communication methods to ensure information is accessible. This includes: Internal signage in a range of languages reflecting the school's diversity Access to Google Translate School staff with ability to translate in Punjabi, Hindi and Urdu Large print resources where necessary Visual timetables An open-door policy in which parents can arrange to talk to staff	To increase awareness of support networks for parents and carers of children with disabilities. Provide all correspondence in large font where this is needed.	Provide leaflets, which are readily available, advising parents of children with disabilities of support networks available. Adapt correspondence as required to respond to the needs of all pupils.	Mr Arnold Mrs Cattell Miss Barkley (EAL Leader) Miss Robinson (Office Manager)	Ongoing in response to need of pupils, parents and carers.	Parents feel more informed and about the level and type of support available. Correspondence is accessible to all.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
	at their convenience at the start and end of the day At least termly meetings with parents and carers to share pupils' progress PEC boards (picture exchange communication resource) Newsletters (available with translations if required) ClassDojo with translation option		Upon arriving at school, ensure all parents and carers sign up for ClassDojo to be able to access the translation option.			

SEND Identification Pathway

