SEND information report – November 2026

Wool CE Primary School and Preschool is a truly inclusive education setting adapting plans and provision for children with all Special Educational Needs and Disabilities under the Equality Act 2010 and Code of Practice 2014.

We refer to the term 'Special Educational Needs' if a child:

a) Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning. Academic criteria are adhered to when making a decision.

b) Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.

Key Inclusion team staff at school:

Mrs Ellie Griffiths

(Headteacher/DSL)

Miss Natasha Hardy

(SENCO/LAC/PP/DSL)

Mrs Mary Harris

(ELSA/AAT therapy Lead)

Anke Collington

(Stormbreak Surge and Shine Lead)

Laura Snooks

(Communication Champion)



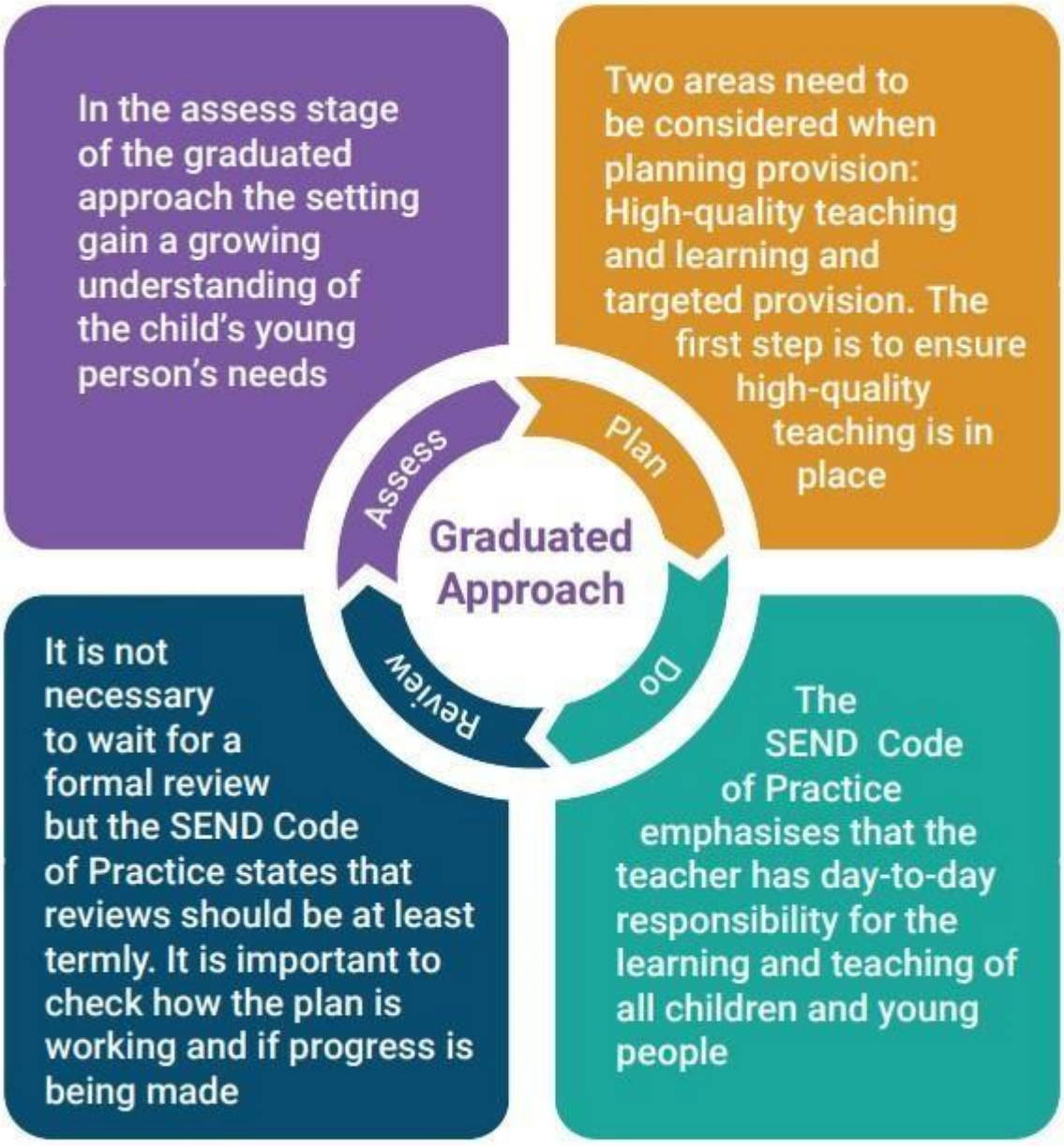
Inclusive provision at Wool Primary

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction,** for example, Autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties; Total communication approach including PEC-D and Sign.
- **Cognition and learning**, for example, dyslexia, dyspraxia, dyscalculia, Global developmental delay, specific learning difficulties
- **Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD), Tourette's, Attachment and Trauma
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, physical disability, such as Spina Bifida, Cerebral Palsy or fine/gross motor skills.

Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:



- Is significantly slower 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, for example, social and emotional needs.
Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.
Where the teacher has a concern about a child, they will start monitoring using the Coastal Learning Partnership Graduated Approach document to identify the area of difficulty and what support can be adopted to improve provision. A minimum of two terms monitoring to gather enough evidence is required and to be able to review the impact.
When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their

families. We will use this to determine the support that is needed and whether we can provide it by adapting our Universal offer, or whether something different or additional is needed.

The school uses a variety of formal and informal techniques to assess achievement and monitor progress.

- The collection of formal data at the end of Reception with Foundation Stage Scores, Statutory Assessments and Tests (SATs) at Year 6. As well as a Year 1 phonics test and Year 4 Multiplication check - which are sent to parents of these year groups with the end of year report. These are sent with a comparison to the National Average.
- Teacher assessments and ongoing monitoring by all teachers assessing against the National Curriculum requirements which take place in every year group. Concerns are then flagged and shared with families offered together with next steps and collaborative thinking.
- The tracking of individual pupil progress over time is monitored at class teacher level and by the Senior Leadership team who have half termly meetings with teachers to discuss progress, expectations, targets and interventions that may need to be put in place.
- Assessments of children's reading and spelling using YARC and HAST assessments twice a year. Children in Reception have their speech and language assessed using Wellcomm and The British Picture Vocabulary Score assessment. Towards the end of Reception, we implement an early dyslexia screening programme for those children who have not achieved their Early Learning Goal in Reading or Writing, to help address any early literacy difficulties and highlight those children who may have an increased risk of dyslexia.
- PSP (Pupil Support Plan) meetings take place termly to set and review targets for children who are on the SEND (Special Educational Needs) register.
- Target Teaching Assistants (TTAs) may also work with identified groups from the school development plan and children to improve progress throughout the school. This will be shared by the class teacher at parents' evenings. The interventions are evaluated by the Senior Leadership Team and Headteacher for impact and progress.

Consulting and involving pupils and Families 

We aim to have an early discussion with the pupil and their families when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the families' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We take a child and family centred approach so as key family members you will be involved in all decision making about your child's learning.

Informal verbal feedback about your child's progress at school may be provided by the child's teacher on an ad hoc basis, either at your request, or in relation to a particular activity or piece of work your child has been doing. Please request an appointment at the office or by email if required.

- Appointments can be made at the school office or by phone.
- It is always important to discuss concerns with the class teacher first.
- The SENCO (Special Educational Needs Co-ordinator) will not make any appointments until this has taken place as usually this is where the information required is accessed.

Parents' Open Evenings are offered each term. Appointment slots are available a fortnight before consultation dates using Arbour where you are able to sign up to a convenient time on dedicated days. Appointments with the SENCO are also available. And either can be booked through the school office or through the class teacher. The SENDCo offers a Fortnightly 'Drop in' morning on a Tuesday at the school where families can drop in to discuss any concerns or for an informal chat about their child.

A detailed School Report is provided annually at the end of the summer term and there is a slip provided to send back any comments or queries you may have.

Pupil Support Plans (PSPs) are shared with families and targets discussed at a minimum of twice yearly using the programme 'Provision mapping'. Families are given a log in to view their child's progress plan.

Meetings are arranged with the SENCO as necessary.

Notes of these early discussions will be added to the pupil's record on Provision Mapping so that families can view.
We will formally notify the primary family member(s) when it is decided that a pupil will receive SEN support or if the school feels that a child can be removed from the SEND register and be adequately supported through the school's universal offer.

Assessing and reviewing pupils' progress towards outcomes

Wool CE Primary School promotes a graduated approach to assessing, identifying and providing for pupils' special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. It recognises that there is a continuum of SEN and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

Throughout the Early Years Foundation Stage (Preschool and Reception), Key Stage 1 and Key Stage 2 the children are assessed against nationally set criteria to check their progress across all areas of learning / subjects. It is through this process that children who are not making expected progress are highlighted.

Teachers and support staff play a vital role in raising concerns about other barriers to learning, such as social and emotional and mental health matters. A rigorous assessment procedure to track children's progress is continuously used. If a child fails to make expected progress under the Universal offer, the next stage would be to move to the use of school intervention and/or outside agency involvement for the identification, assessment and recording of children's learning difficulties (targeted offer). We incorporate these procedures into our normal working practice. Following assessment and staff consultation a child's special needs are identified and the needs are recorded on the SEND Register. As soon as a child is placed on the SEND Register an Individual pupil support plan and/or a therapeutic behaviour plan is created. The class teacher is responsible for managing and keeping the individual plans updated. Teachers are supported by the Special Educational Needs Coordinator (SENCo) in school to create, monitor and evaluate these plans.

All teachers and support staff who work with a pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

Moving schools can create understandable concerns for children and their families. If your child is joining the school you and your child will be offered the chance to visit the school in advance on request and if your child has SEN the SENCO is happy to meet during this visit. New children will also be allocated another child to spend time with, help them settle in and find their way around.

We will contact the previous SENCo and ensure we get all the relevant information for the child starting with us or will pass on all records and information to the new school so any special arrangements and support can be put in place.

Our staff are sensitive to the implications of joining a new peer group, joining the school midyear, or moving to a completely new location. They are experienced at supporting these transitions and will be keen to offer help and reassurance to ensure your child integrate well and are happy at their new school.

Transition work and/or a transition booklet is given to parents of children who may experience difficulties with the change. We can offer enhanced transitions if needed with further visits, social stories…



Year 6

We make sure all relevant information is discussed and sent to the SENCo of the secondary school. We invite them to any annual review meetings to meet parents and discuss needs.
As part of the Purbeck SENCo group, we organise extra visits to the local secondary school for those children with SEND so that they can become familiar with layout and routines.

When attending transition sessions at the Secondary school, children will need to be taken and collected by their own family member and left with a member of the SENCo team. They will have a chance to meet key members of staff, have lunch and make friends.

How will the Early Years staff support my child?

If a child with SEND is starting at our school in Preschool or Reception, the Preschool lead or class teacher and SENCo will visit the nursery or previous pre-school setting and attend any review meetings prior to your child starting school. We can also discuss a transition plan so we can meet the needs of your child immediately. This may include extra induction visits, photobooks for you to share with your child during the summer holidays or a staggered start in September.

In Preschool and Reception, the emphasis is on learning through play and children progress at their own pace so activities would match the appropriate level. Extra adult support may also be needed to model some of the activities and to work one to one.

Please ask to view our Transition Policy

Please ask to view our SEND Policy

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.
We will also provide the following interventions:

- *Sensory Circuits*
- *'Move it' Gross and fine motor skills intervention*
- *Storycise*
- *I Can Problem Solve (ICPS)*
- *Phonics interventions –RWI*
- *Words First – reading programme*
- *Reading fluency – FFT Lightning Squad*
- *Precision teaching*
- *Pre-teaching*
- *Play therapy*
- *'Draw it Out' AAT therapy*
- *ELSA*
- *Pastoral 'Champion' support*
- *Lego therapy*
- *Speech and language*
- *Nessy*
- *Small group Maths/English work*
- *Fluency Bee Maths intervention*

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, over learning, modelling explicitly by the teacher, scaffolding the work to remove demands of amount of amount of work, breaking down tasks into smaller chunks where there is a lot to process, by grouping, 1:1 work, peer support/paired learning, pre - teaching, content of the lesson, etc.
- Looking at alternative curriculums to best support an individual child; such as The Engagement Model
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, Writing slants, etc.
- Differentiating our teaching, for example, giving longer processing times, pre- teaching of key vocabulary, reading instructions aloud, etc.
- Assessing using a different toolkit to enhance and recognise smaller steps of progress; Autism framework
- Different learning materials or special equipment e.g. pencil grips, sit-fit cushions, headphones…
- A learning bay to limit distractions
- Individual therapeutic plan based on analysis
- Home/school communication book
- extra adult time to implement a planned intervention and to monitor its effectiveness
- access to LEA support services for one-off or occasional advice on strategies or equipment
- calm/quiet areas for brain breaks
- Sensory areas

We work collaboratively with a broad spectrum of professionals and look to implement any recommendations suggested with our ability and environment.

Over the last 18 months, we have secured an Occupational Therapist (OT) to work within our school on learning environments and sensory needs to improve on our provision and practice. Through collaboration with the Occupational Therapist, staff have developed greater knowledge of how a person's sensory system impacts their learning and participation. This has strengthened our teaching approaches, ensuring that classroom routines and activities are adapted to meet an individual child's sensory needs more effectively.

Access Arrangements for Tests and Assessments



Wool CE Primary will consider each child's individual case and their specific needs to decide if any adjustments are necessary in order to allow that child to access tests.

Adjustments that may be made include;

- Additional time to complete the test

- A break during the test
- Large print
- An adult to help the child to stay focused
- Making a transcript of the test if the child's writing is difficult to read Any adjustments would become part of normal classroom practice.
  This would be shared with a family member at parents/carers evening/meeting or a PSP meeting and requests made to the DfE.

Additional support for learning

We have 5 teaching assistants who are trained to deliver interventions such as ELSA, Stormbreak Shine, Precision teaching, sensory circuits, RWI phonic interventions, speech and language programmes … Teaching assistants will support pupils on a 1:1 basis when complex needs means a child needs a high level of therapeutic support or the intervention can be sensitive to the needs of the child; such as ELSA. Where children have an Education and Health Care Plan (EHCP), teaching assistants will primarily work to provide the statutory provision in section F alongside the class teacher.
Teaching assistants will support pupils in small groups.
We work with the following agencies to provide support for pupils with SEN:

- *Speech and language therapists*
- *Specialist teachers*
- *Occupational therapists*
- *Physiotherapists*
- *Hearing support specialist teachers*
- *Paediatrician*
- *Educational Psychologist*
- *Health visitors, school nurse*
- *Family link workers*
- *Child and Adolescent Mental Health Service*

Expertise and training of staff

Staff are all given training on specific SEND areas e.g. dyslexia and ASD. The SENCo also provides regular training for TAs on learning difficulties and how to implement support programmes. As part of Coastal Learning Partnership there is also some shared CPD across the schools. TAs are fully involved in the school's CPD programme and undergo regular appraisal to ensure that they are up to date in their practice. Some staff have specific training for working with children with asthma, diabetes, epilepsy, haemophilia, narcolepsy, cerebral palsy, visual and hearing impairments. If a child starts school with a medical condition that requires support a health care/ intimate care plan can be drawn up in association with any specialist medical teams (see accessibility plan). All staff in school have attended the Understanding Autism training in 2024/25 led by Anna Ridley, Educational Psychologist for the LA. Several staff have received the Sign along Level 1 training so that signing can be used alongside speech and give those non-verbal children a way of expressing their wants and needs alongside the visual supports. Some staff have been trained to use PECS where this is also needed. Where we feel it is appropriate or an Education Health Care Plan states that a child requires increased support then any support staff are carefully chosen so that the correct

amount of support is given to the child, whilst still promoting their independence. Any specific training that is required will be provided for any staff working with the child, lunch time supervisors and the class teacher. Our SENCo has completed the SENCo Accreditation course. We have 3 members of staff who have completed the full safeguarding training ensuring that there is always someone on site who is able to deal with anything that occurs during the school day. All members of staff complete annual safeguarding training and any concerns are quickly reported via an online system (My Concern) so that they can be assessed and any necessary actions taken as soon as possible. We are aware that children with SEN have a higher likelihood of having issues relating to safeguarding (both in and out of school) and so work hard to ensure that any concerns that the children raise are both believed and dealt with. Parents/Carers will be contacted over any concerns that are raised regarding their child. Our SENCO has 8 years experience in this role and has worked across the Primary phase as a class teacher as well as a Deputy Headteacher.

The SENDCo works across two schools in the trust, which are positioned on three sites. The SENDCO has 4 days to manage SEN provision across the sites.

We have a team of 5 teaching assistants at Wool who are trained to deliver SEN provision.

Over the past two academic years, staff have been trained in Understanding Autism, Sensory Detectives, Sign-a-long level 1, Drawing and Talking therapy, Stormbreak Shine, STEPS therapeutic approach to behaviour, Attachment and Trauma informed schools practice, Pathological Demand Avoidance (PDA), Early Literacy Support Assistant (ELSA), Colourful Semantics, PEIC-D, Dyslexia and Dyscalculia. We use specialist staff for KORU Play therapy.



Securing equipment and facilities

Wool CE Primary School has a Disability Equality Policy & Accessibility Plan in place and will make reasonable adjustments to assist all children with disabilities. These adjustments would be discussed in PSP meetings**.**

Some of the adjustments made so far have included:

- Ramps for wheelchair access
- Handles at entrance doors
- Disabled toilet in main building
- Hearing Loop systems can be installed if needed
- Extra adults available at certain times of the day and on trips for specific children
- Visually Impaired team consulted and larger print text used for specific child
- Request for large text and audio for all policies in place

Please ask to view our Disability Equality Policy & Accessibility Plan

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs (see accessibility plan).
All pupils are encouraged to go on our residential trip(s). Individual pupils may require a more detailed risk assessment plan for the trip and in this case the families will be ask to meet with the class teacher and the SENDCo to agree a supporting plan.
All pupils are encouraged to take part in sports day/sporting events, school plays, special workshops, and bikeability.
No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Further information can be found on our school's accessibility plan which is on the school website or a copy can be requested from the school.

Support for improving emotional and social development

Unless children are happy at school, the progress of learning is not maximised and an individual will not achieve their full potential and flourish. Our school has a good history of supporting children who are struggling with emotional difficulties.

We take our pastoral responsibilities very seriously and our Relationships Policy and procedures reflect the Ethos and Values of the school. We offer social and emotional support within the school environment for every child and their families.

The school works in partnership with families to encourage valued behaviours for all our pupils. We expect the children to be responsible, make good choices and show respect for the whole school community. Some children may need an individualised plan to support them and give guidance and a consistent approach with the adults around them. The plan will be written and reviewed regularly with parental input.

- *Please ask to view our Home-School Partnership Agreement*
- *Please ask to view our Relationships and Behaviour Policy*
- *Please ask to view our Anti-Bullying Policy*
- *Please ask to view the SEND policy*

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council and take on other key responsibilities within the school; such as IT technician, assembly lead…

We have a zero tolerance approach to peer on peer abuse and bullying.


Self-Management
Managing emotions and behaviors to achieve one's goals
Self-Awareness
Recognizing one's emotions and values as well as one's strengths and challenges
Social & Emotional Learning
Social Awareness
Showing understanding and empathy for others
Responsible Decision-Making
Making ethical, constructive choices about personal and social behavior
Relationship Skills
Forming positive relationships, working in teams, dealing effectively with conflict

Working with other agencies

The school works closely with a variety of external agencies including the following:

- Educational Psychology Service
- Learning Support Service
- Sensory Impairment Service
- Speech Language Communication Service
- Autism Spectrum Disorder Service
- Dorset Locality Special Educational Needs Team
- Occupational Therapy
- School Nurse
- Child and Adolescent Mental Health Service
- Social Care
- Voluntary services e.g reading partnerships
- Portage (Preschool age)
- Health Visitor (Preschool age)
- CAMHS

This is not an exhaustive list and the school would engage with any agency or professional as necessary to support the needs of the children.

The school would follow the criteria and referral procedure as set out by the individual agency/professional.

Any referral to be made would be in consultation with the parent/carer through a discussion with the SENCO.

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENDCo in the first instance, then to the Headteacher. They will then be referred to the school's complaints policy. The families of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEN

The partnership between families and school plays a key role in promoting a culture of positive expectation for SEND pupils. Family partnership is encouraged through termly consultations, Headteacher's letters, curriculum newsletters, annual reports, SEND reviews and informal discussions. We endeavour to create positive links with our families by operating an 'Open Door' policy. Pupils and families are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. We try to accommodate parental availability when planning meetings. Initially, when a child's special needs are identified the child's family are invited into school to discuss this further. Family members are consulted regularly at the termly parental consultations and review discussions. To support families, we offer a range of 'in house' support systems; there are also a number of outside agencies that can be accessed to support families with children with SEND.

http://www.dorsetparentcarercouncil.co.uk

Dorset Parent-Carer Council

SEND Local Offer - Dorset Council

SEND Dorset local offer

Family Support and Advice line (provided by the Local Authority) – 01305 228558

Families can phone if they have any concerns regarding their child – SEND, Safeguarding, family support. 24/7 phone line.

The Local Authority local offer

The local offer website has been co-produced with parents, professionals and young people. You will find up to date information about services and support for children and young people aged 0-25 with Special Educational Needs or disabilities. Dorset's local offer can be found at https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsetshttps://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offerlocal-offer