# Wood Farm School SEN Information Report
***(Updated: October 2026)***

These pages set out information about our provision for children and young people with special educational needs (SEN).

## About our School

Wood Farm School welcomes and provides for children and young people with a range of educational needs, including those with:

- *Communication and interaction*.
- *Cognition and learning*.
- *Social, emotional and mental health difficulties*.
- *Sensory and/or physical needs*

**Special Educational Needs Co-ordinator (SENCo): Ana Sekulic**
SEN Governor: Craig Holmes
Learning Mentor: Alison Britnell

Our SEN Policy can be found here

## How do we identify and give extra help to children and young people with SEN?

### Identification, assessment and review

SEN provision is additional to and different to what is provided as part of Wood Farm's inclusive, personalised and differentiated curriculum. This provision is recorded on an individual 'SEN Learning Plan', and 'pupil passport' for each child with special educational needs. Children's needs fall into four broad categories, though children may have needs in two or more areas. These categories are:

- ***Communication and interaction-*** speech, language and communication needs, Autistic Spectrum Disorder.
- ***Cognition and learning***- moderate non-specific learning difficulties, and specific learning difficulties such as dyslexia, dyspraxia or dyscalculia.
- ***Social, emotional and mental health difficulties***- behaviour reflecting underlying mental health or emotional difficulties, attention deficit disorder or attention deficit hyperactivity disorder, attachment disorder.
- ***Sensory and/or physical needs***- hearing, visual or multi-sensory impairments or physical disability.

When a child is identified as needing SEN support, Wood Farm School employs a graduated approach of Assess-Plan-Do-Review adopting the recommended model for special needs set out in the Code of

Practice (DfE 2014). The local authority SEN guidance is used as a guide for the identification, assessment and provision for SEN, and the forms provided are used for record-keeping. A register of pupils with SEN is kept as a legal requirement.

Identifying a Special Educational Need may be due to parental concern, low entry profile, lack of progress despite receiving a differentiated curriculum, low achievement, requiring greater attention in class due to behavioral or learning difficulties, or requiring specialist material or equipment or support for sensory/physical problems.

Children's progress is assessed regularly by staff as part of the school tracking process. If progress is slow, speaking with parents and ensuring high quality targeted teaching is in place is the first step, accompanied by in-class interventions. If, after monitoring, there is still a concern the SENCo will work with the class teacher and phase leader to decide whether the child requires specialist provision using the Oxfordshire County Council Guidance. If specialist advice or support is deemed necessary, this will be organised by the SENCo.

In partnership with parents and carers and the child, teachers will create a 'Learning Plan' for all children with special educational needs, identifying the child's strengths, areas for development and identifying desired outcomes and actions. These actions may include different teaching approaches, appropriate equipment, strategies within class and at home, as well as interventions to support the child's progress.

Outcomes and actions are reviewed regularly three times a year (in October, March and June) with discussions involving children, their parents or carers and class teachers.

If a child's needs are not being met by additional, high quality special educational needs provision and the child has continued not to make expected progress, in conversation with specialists as well as parents, the school may consider requesting an Education, Health and Care assessment.

The school uses Oxfordshire County Council's guidance "Identifying and supporting Special Educational Needs in Oxfordshire schools and settings".

The guidance sets out:

- How we identify if a child or young person has a special educational need.
- How we assess children and plan for their special educational needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs.
- How we review progress and agree outcomes and involve you and your child in this.

Click here to read it:
www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreneducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf

## How do we work with parents and children/young people?

We will always contact parents or carers if we have a concern that a child or young person may have a special educational need.

We work closely with children and young people with SEN and their parents to write a Wood Farm School Learning Plans, which agrees outcomes and how we will all work towards these, and then to review progress. We do this by review meetings each year, parent evening meetings and regular informal discussions.

## Adapting the curriculum

We offer a broad and balanced curriculum for all children and young people, including those with SEN.

Teachers will work very hard to differentiate and personalize their teaching to enable children with special educational needs to make accelerated progress in the key areas they need to work on. Children with additional learning needs will also have a pack of resources to support them to access their learning and develop their independence. These will be regularly adapted and will include resources used in interventions that can help them translate this learning into their classroom work.

We also offer a number of intervention programmes in a range of areas, led by both additional teachers, learning mentors and teaching assistants. We ensure that staff are well-trained and confident to run these interventions, and have developed "specialist" TAs in certain areas. For reading, writing and spelling we use Floppy's Phonics, Oxford Reading Tree and Read Write Inc: Fresh Start. In order to support Speech and Language, we are developing our use of a programme called 'Wellcomm' in Reception and KS1. We operate two specialist enhanced pathways, currently focused on key stage 1 pupils with additional social and emotional needs, and with language, communication and interaction difficulties. Finally staff holding the ELSA qualification deliver 1:1 emotional literacy support interventions.

## What expertise can we offer?

Our SENCo holds the National Award in Special Needs coordination, as do two of our deputy head teachers.
We have staff who have enhanced training in a number of interventions for the different areas of SEN including speech and language, trauma recovery and physical disability, qualified Emotional Literacy Support Assistants (trained by the educational psychology service).

Teaching assistants are trained to support the particular needs of the children they work with through in-house training from the SENCo, advisory teachers and our education psychologist as well as external courses.

We have close and effective links with a range of advisory agencies to support us in addressing children's needs. These include:

- Educational Psychologists
- Communication and Interaction Support Service
- Autism Advisory Service
- Speech and Language Therapist
- Language and Communication Advisory Teacher
- Community Staff Nurse
- Paediatric Occupational Therapist
- Children's Services
- Primary Care and Mental Health Services and the Mental Health School Team.
- Special Educational Needs Advisory Service.

Information about these services and what they offer can be found on the Oxfordshire County Council 'Local Offer' webpage:
https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer

Oxfordshire's accessibility strategy can be read at:
https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/schoolsaccessibilitystrategy.pdf

## How do we know if SEN provision is effective?

The progress of all children/young people is tracked throughout the school. In addition, for children/young people with SEN we regularly review progress towards agreed outcomes assessing whether the support that is in place has made a difference and what we need to do next. We evaluate this progress against age related expectations. We make use of standardized assessments in reading and in mathematics. We also use the Boxhall Profile to monitor our Nurture Group.

The success of the school's SEN provision is evaluated through:

- Monitoring of classroom practice by SENCo and other members of the Senior Leadership Team.
- Analysis of pupil tracking data and test results for individuals and pupil groups
- Value-added data for pupils on the SEN register
- Monitoring of procedures and practice by the SEN governor three times a year
- Monitoring of the quality of School Support Profiles and review meetings
- School self-evaluation and the School Improvement Plan

When we run special intervention programmes for groups of children we assess how successful they have been and record this on the online system 'Provision Map' and use that information to decide on how best to run them in the future.

## How are children and young people with SEN helped to access activities outside of the classroom?

All children and young people are included in activities and trips following risk assessment s where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear what will happen and how we can make it a success.

There is information about activities and events for disabled children and those with SEN in Oxfordshire in Family Information Directory: http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page

Oxfordshire's accessibility strategy can be read at:
http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools_Accessibility_Strategy.pdf

## What do we do to support the wellbeing of children/young people with SEN?

All children have the opportunity to share their views through their school council representatives and the SENCo regularly holds pupil interviews to find out how children with SEN are feeling about their school experience.
At Wood Farm, all children are encouraged to reflect on their learning and identify their next steps. This is very much the case for children with special educational needs. Children with special educational

needs are encouraged to participate in discussions about their learning and should feel that their views are valued. We try to ensure this by encouraging children to join at least part of their review meeting, and share their wishes and feelings with staff. Celebrating success is a huge part of these meetings.

## Joining the school and moving on.

The SENCo, head teacher and class teachers work together to support the transition of pupils with special educational needs to their new school. Year 6 children have the chance to visit their new school, and representatives from the schools visit to talk with the children. As well as this, information is gathered together and records are transferred to the new teacher or school. For children with Education, Health and Care plans, secondary school representatives will be invited to the final annual review for each child. When new children join the school, previous schools and other agencies are contacted for information that may help the pupil.

## Who to contact:

Should pupils or parents/carers be concerned about their child, they should discuss this with a class teacher in the first instance. If parents or carers feel this has still not been resolved or feel they cannot talk to the teacher, they should ask to make an appointment with the Special Educational Needs Coordinator (SENCo). We welcome feedback and aim to respond to all complaints quickly.

If you would like impartial advice from Oxfordshire's SENDIASS contact: SENDIASS Oxfordshire | Oxfordshire County Council

If you'd like to know more about opportunities for children and young people with SEN and their families, support groups or information about SEN these are listed in the Family Information Directory: http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it: https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer