Woodsetton School



SEND Information Report

This policy was reviewed and updated in December 2025

The next anticipated review date will be September 2027

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Introduction

Woodsetton School is a special school that caters for primary aged children with moderate learning difficulties and additional complex needs such as speech, communication and language difficulties, children on the autistic spectrum and children with social emotional and mental health difficulties. Woodsetton is part of Ascent Academy Trust. Children who attend Woodsetton all have an Education, Health and Care Plan (EHCP). Referrals to Woodsetton are looked at on an individual basis and children are placed at Woodsetton following agreement by Dudley LA, parents and the school.

Policies for SEND

All pupils at Woodsetton School have SEND. The curriculum is modified and differentiated to meet their individual needs. Woodsetton has ten classes which range between 7 and 14 pupils. All classes have at least three adults (one class teacher and two TAs). Woodsetton is committed to providing a broad and balanced curriculum that is enhanced by a range of interventions to support academic development and extra-curricular opportunities in PE and music. Further information can be found on our website and SEND policy.

Involving parents in their child's education

At Woodsetton, we value the impact parents have on a child's education. As well as the annual review of their EHCP we hold termly parent consultation meetings to discuss their child's welfare, progress and attainment. On top of these formal events we use home school diaries and regular phone calls home as / when required to ensure ongoing communication regarding their child's education.

Arrangements for consulting pupils with regards to their SEN

Pupils' views are regularly sought through the school council and pupil discussions. They are also sought if it is deemed appropriate during annual EHCP reviews. As part of teaching and learning, pupils are made aware of their personal targets and learning goals. Teachers ensure they give oral feedback when marking, ensuring pupils have the opportunity to comment on their performance and discuss the next steps in their learning.

Assessing and reviewing pupil performance and progress

Pupils are encouraged to self-review their own work whether this be done verbally or in writing. Marking and feedback are shared with them, so children are clear about their next steps. Pupils focus on their personal targets and are sometimes able to give their opinion on what they would like to work towards. Parents are also involved in setting targets and outcomes for their children through parent conversations, EHCP meetings and annual reviews. These targets are reviewed regularly with pupils and parents to ensure they are on track to meet the desired outcome.

Arrangements to support movement between phases of education

As pupils progress through the key stages, we arrange transition sessions so that pupils meet their new class teacher and other staff to help prepare them for the next academic year.

Children joining our school are invited to join us for transition days and we work closely with specialist schools and other secondary schools to ensure our Year 6 Woodsetton School pupils transfer to secondary swiftly and effectively. Liaison and transition commences in Year 5 for both parents and pupils and a focused programme takes place during the summer term of Year 6.

The approach to teaching children with SEN

As a special school all of our children have SEN. As much as possible we try and group children according to their key stage, ability and how they learn. Children are taught in small class groups (currently between 7 and 14 children). All classes have at least three adults. Class groups follow the National Curriculum / statutory curriculum guidance / engagement model which we differentiate to meet pupils' individual needs.

As a school we promote practical learning experiences supported by visual and auditory learning. Woodsetton has an extensive intervention programme catering for pupils' academic and holistic needs. Pupils are assessed regularly and given specific targets and interventions to support their learning.

Additional resources and support specifically related to the areas of SEN Communication and Interaction (ASD and SLCN)

- Effective classroom teaching with use of visual cues and support
- Small group targeted interventions to develop skills in language and social interaction.
- Access to advice and support from Speech and Language therapists.
- Access to advice and support from Autistic Spectrum Disorder specialists

Cognition and learning (MLD, SLD, SpLD)

- Effective classroom teaching with use of visual cues and support
- Systematic and effective teaching of phonics across the school
- Interventions in speaking and listening, reading, writing and/or maths.
- Clear visual supports and displays.
- Access to specialist support from Occupational Therapists and Educational Psychologists.

Social, Mental and Emotional Health

- Access to specialist support from Educational Psychologists.
- Small group targeted interventions to develop skills in language and social interaction.
- Access to specialist support from Behaviour Support Services

Sensory and Physical Needs

- Access to specialist teachers and TAs e.g. Hearing Impaired and Visual Team.
- Access to specialist equipment and resources.
- Trained members of staff to support and increase independence.
- Fully accessible school building.
- Access to advice and support from NHS practitioners (e.g. Occupational Therapy).
- Trained staff to support medical needs.