The Park Federation Academy Trust
Wood End Park Academy

The SEND Information Report
2025-2026

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Wood End Park's Special Educational Needs and Disabilities (SENd) Information Report

Introduction

Wood End Park Academy is a five-form entry primary academy with a nursery on site. It is moving to four forms of entry (currently in Reception and Year 1 and 2) and has a Special Educational Needs Unit for 24 learners with Autism (ASD). The Code of Practice for Special Educational Needs requires us to publish a 'SEND Information Report' informing parents about the support and provision we currently have in place. The report also outlines what has been achieved in the academic year 2025/26 and details the way in which parents and children may continue to access the support required making use of the Hillingdon Local Offer.

Our Academy:

At Wood End Park Academy, we aim to enable all pupils 'to achieve their full potential in academic, creative and physical aspects of school life, developing a lifelong enthusiasm for learning, an enquiring mind and the confidence to take risks'. By creating a happy, safe, caring and inclusive environment that encourages learning within an ethos of support and challenge, we aim to teach children to have respect for themselves and for others and to become caring and responsive members of the school and wider community. Equal importance is placed on academic achievement and personal qualities through a stimulating, broad and balanced curriculum enhanced by a wide range of extra-curricular activities. Caring for the well-being of all pupils including those with Special Educational Needs and Disabilities is fundamental to the school's ethos; the SENd policy sets out the ways in which we do this.

The Local Offer – What Is It?

The SEND Information Report uses the Local Authority's Offer to meet the needs of pupils with SEND as determined by school policy, and the provision that the school is able to provide. All Local Authorities are required to publish a Local Offer in order to improve choice and transparency for families and provide parents with an understanding of the range of services and provision in the local area.

Hillingdon's Local Offer provides clear accessible information about the support available in the borough for children and young people with special educational needs and/or disabilities (SEND) as well as their families. It includes details of education, health and social care services as well as guidance on how to access help, request assessments, and find local activities or support groups. The Local Offer aims to help families understand what they can expect from services in Hillingdon and how to access the right support at the right time.

You can find more information on the Hillingdon Local Offer by visiting: https://hillingdon.gov.uk/send

The information below forms the school's SEN information Report, and demonstrates Wood End Park's contribution to the local offer:

Area	Response
Special Educational Needs Policy	Caring for the well-being of all pupils including those with Special Educational Needs and Disabilities is fundamental to the ethos at Wood End Park Academy. The SENd policy sets out the ways in which we do this. Our Special Educational Needs Policy can be found on our school website https://www.woodendpark.academy Policies linked to the SEND policy are our Equality Policy and Accessibility Plan, Equal Opportunities, Child Protection Policy, Complaints Policy, Behaviour and Anti Bullying.

Types of Special Educational Needs	At Wood End Park Academy pupils with Special Educational needs fall into one or more of the following broad categories of need: ● Communication and Interaction ● Cognition and Learning ● Social, Emotional and Mental health ● Sensory and/or Physical At Wood End Park we welcome into our school pupils with special educational needs and/or disabilities, support them in all aspects of school life ensure they are included and remove barriers to their achievement. We consult effectively with the specialist teams within Hillingdon for example Speech And Language Therapists, Physiotherapists, Occupational Therapists and Specialist Teachers for pupils with Hearing or Visual Impairment who provide guidance, advice and equipment for a pupil with particular access or support needs. As a result we are able to cater for a wide range of SEND. The academy has accommodated pupils with physical and sensory disabilities; made adjustments as needed. Some examples: ● setting up space for a pupil who may need daily exercises advised by the Occupational Therapist ● adapting the classroom's physical environment to optimise the acoustics to support pupils with hearing impairments ● hiring specialist equipment such as a height adjustable and contoured chair for a pupil with a physical disability ● enlarging text on coloured paper and providing additional visual support We actively encourage pupils with SENd to play a full part in the life of our school. Some of our pupils with a special educational need have extra responsibilities and taking such roles helps them to communicate more confidently with other pupils and helps build their self-esteem e.g being a School Councillor or part of the Head Boy/Girl and prefect team.

Teaching and Learning *Including adaptations made to the curriculum and* *learning environment for pupils identified as having SENd*	We aim to meet the needs of all our learners by delivering quality first teaching and classroom practice. We strive to reduce or remove barriers to achievement by: Utilising assessment and having ambitious but achievable target setting, Lesson planning that uses approaches of adaptive teaching, teaching and layered tasks. Teaching staff are trained on how to scaffold tasks so SENd pupils achieve in line with their peers where they can. Again, we utilise expertise within the local authority to do so. Impact has included the setup of TEACCH spaces. We also: Target teaching support and offer professional development to ensure impact is good • Involve children (and parents) in discussion around their learning. • have Individualised learning support and/or small group work in and out of lessons

- have personalised resources (e.g. visual timetable, Picture Exchange Communication Systems, visualisers, social stories, comic strips)
- Include experiential learning e.g. trips (including a residential trip); workshops
- offer specific support for pupils with medical/health needs
- Therapeutic interventions delivered individually or in small groups (e.g. Nurture groups, Social Skills groups, Lego Therapy, Talking and Drawing Therapy, Speech and Language Therapy, Occupational Therapy/Physiotherapy programmes

We also:

- Ensure structure throughout the school day including break times
- Reinforce reward charts and behaviour logs
- Have home/school communication books
- Check wheelchair access, disabled toilets,
- Implement any other special resource that needs to be set up for a pupil

A vision statement is created for every pupil with a special educational need.
These holistic and aspirational statements are created for the year and reviewed periodically to check the high expectations we have for the pupil will be met. The reviews also help to ensure that pupil has access to the full curriculum being adapted to do so.

By emphasising the pupil's potential and strengths, the vision statements guide all decision -making regarding the setting of targets and provision of resources making sure that
there are no barriers to the pupil achieving and making good progress.

All SENd pupils are well catered for; we have SENdCos, Higher Level Teaching Assistants and a Specialist SENd Teacher. We fully involve all staff in accessing training including the online training sessions provided by the local authority. Provision for SENd is a focus at allocated Senior Leadership meetings and part of school monitoring.
This results in very few children based in the main school, working outside of the expected national curriculum stage. Pupils in the SENd Centre are identified for those who can participate in a particular subject (s) are organised to do so.
Every effort is made to support a pupil to stay within their age range of expectations. . SENd pupils have ongoing small step targets in their provision maps and an adult comments on their performance against each objective that assists in their overall progress too.

The objectives will be dated when met and coverage of all objectives will be tracked closely with work carried out to support pupils to catch up in objectives which he/she may have found it difficult.
Parents are kept informed of their child's progress and curriculum content at:

Parents' Evenings, Team around the Child (TAC) meetings, Annual Review meetings for pupils with an Education Health Care plan (EHC Plan), informal meetings, information evenings, workshops and through the reading diaries or home/school communication books.

In addition, full curriculum information is published on the school website.

Identifying and Assessing Special Educational Needs	At Wood End Park Academy, we work to ensure early identification of pupils' needs as we believe that effective early support increases pupils' chances of good success. Children may be identified as having a special educational need by: • Concerns raised by parents/carers • Concerns raised by previous schools, nurseries or pre-school settings prior to arrival at Wood End Park Academy. • Concerns raised by teaching and non- teaching staff • Lower than expected levels of achievement – these are reviewed regularly by class teachers, middle and senior leaders, the SENdCos (Special Educational Needs Coordinators) and the Principal. • Information shared by professionals such as health professionals, speech and language therapists or educational psychologists etc What happens once a concern is raised: • Stage 1-The class teacher completes a SENd Concern form which she/he emails to the SENdCo and implements a two week review period. At this stage the teacher seeks advice from the SENdCo on new/additional strategies to implement. Lesson plans are annotated accordingly and dated to show the new interventions/strategies and their impact. Parents are notified. • Stage 2 – If no significant progress can be demonstrated during the two week period, the SENdCo and the Principal are informed. The class teacher provides written evidence of strategies/interventions trialled and the outcomes observed. • Stage 3– A 'Team Around the Child' (TAC) Meeting is arranged by the SENd teacher or SENdCo. She will carry out observations and set a day for the TAC meeting that is no later than two weeks from the review date of the SENd referral form • Stage 4 – At the TAC Meeting, further views of the child and parents/carers are sought, and the school's concerns/observations are shared and explored. The SENdCo will advise on new strategies/interventions and if appropriate with parental consent will refer the pupil to relevant external agencies for further advice/assessments. If it is agreed that a pupil would benefit from SENd support, this is noted on the minutes which parents are invited to sign to show consent and a review date is set. With the consent of parents the pupil will be added to the school's SENd register at this point.

Copies of the minutes from these meetings are sent to the relevant professionals and the parents.

- Stage 5 – When pupils have been confirmed as requiring SENd support, provision maps are put in place. These individualised support plans reflect any external agency involvement. A My Support Plan may be created and reviewed termly for pupils with a high level of SENd need who may in the future benefit from an Education Health Care Plan (EHC Plan)

  We meet with Educational Psychologists, Speech and Language Therapists.

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	and other Special Needs professionals on a regular basis, where we discuss individual pupil's emotional, academic and social concerns.
Involving Parents and Children in the Planning and Reviewing of Progress	At Wood End Park Academy, we respect and value pupils' views. We aspire to develop pupils' confidence to enable them to have a voice and share their opinions. Pupils are able to communicate their feelings and opinions by whichever medium they feel most comfortable with e.g. using visual aids, drawing pictures, signing, writing, or using speech. The individual provision maps set out small achievable steps which help the pupil to reach their end goals. These plans are shared with both parents/carers and the pupil. Progress against small next steps are reviewed twice half termly and in formal annual review meetings for all pupils. Parents are also invited to regular meetings on parent meeting day but are welcome to request a meeting at any time to discuss their child's progress. Parents' views, their knowledge and experience of their child are invaluable to us in providing a fuller picture of their child's abilities and needs. Parents' views and opinions are sought at every step. Interpreters are provided for any parent needing this facility to enable them to take part in discussions and meetings about their child's special educational needs. Parents are also invited to attend meetings with outside agency professionals, e.g. the Speech and Language Therapist or Educational Psychologist who might be supporting the school or working directly with their child to discuss the impact of the support and the child's progress. Pupil views are ascertained via pupil voice activities including when he/she works with an adult in a small group or 1:1 basis on their provision map targets. Each SENd pupil will have an additional adult in the classroom for at least part of the day to see and share concerns with; each class also has a Worry Box. The academy also carries out regular pupil questionnaires. The progress and attainment of SEND pupils in every year group – EYFS to Year 6- is analysed by the Senior Team and SENDCo, with strategies implemented for any pupil who it is felt may be falling behind. Attendance of SEND pupils is tracked with those with historical low attendance monitored and seen by a lead each day.
Additional Support - *how the school involves other bodies, including health and social care bodies, local authority support services and* *voluntary sector organisations, in meeting children and young* *people's SENd and* *supporting their families*	In order to ensure that the most appropriate strategies and resources are used to meet the specific needs of our pupils, the expertise of a range of additional professionals may be sought. The Speech and Language Therapist is a regular visitor to the school carrying out assessments of pupils' speech, language and communication needs, writing the results of these assessments in information reports which are shared with Parents as well as setting targets and suggesting programmes of provision for staff to carry out under her supervision. Other agencies which are called upon to assist in the provision of SENd include; ● London Borough of Hillingdon SENd Team ● Early Years Team ● Advisory Teachers ● Child and Adolescent Mental Health Service ● Children and Young People's Integrated Therapies (Occupational Therapy, Physiotherapy, Speech and language), ● A Family Support worker

	● Early Help and Children and Families Social Services ● School Nurse ● Educational Psychology Service ● SENDIASS (Hillingdon Parent Partnership) Where a pupil has significant needs that require considerable additional provision, all the different agencies involved in supporting that pupil will meet together with the parents and, where appropriate, the pupil to discuss the best ways of working and to create a multi-agency approach. This may result in an application being made to the Local Authority to request extra support via statutory assessment which if successful can result in the issuing of an Education, Health and Care Plan (EHC Plan). An Educational Health and Care Plan provides further assistance in meeting a pupil's Special Educational Needs using top up funding provided by the Local Authority. Those who gain a place in the Designated Unit, receive full funding from the Local Authority.

Extra Activities	At Wood End Park Academy, we strive to make the curriculum varied, interesting and relevant for all pupils. We have specialist Computing, Music, French and PE teachers. Pupils are encouraged to participate in these lessons and the extra-curricular activities related to them. It is recognised that there may be barriers to this for some pupils, so additional adult support may be provided or modifications made such as different equipment, adjustments to the time-table or arrangements to attend for just part of these lessons or events. All pupils are encouraged and supported to take part in the trips and visits arranged for their class or year group including pupils from the Unit. Though the pupils from the Designated Unit will also have their own enrichment programme. Where a pupil might find this difficult, extensive preparation is carried out in advance using photographs/pictures, social stories and discussion with parents. Additional adults are deployed where necessary. We recognise that break, lunch and other unstructured times may be difficult for some pupils. Our playground is split into zones to ensure that all pupils have access to a visible adult at all times. Older pupils are trained to act as Peer Mediators and Sports Leaders who are recognised as a great source of support for pupils with additional needs. A daily 'buddy area' is organised at lunch times to foster good social and communication skills. There is a quiet area where pupils can reflect, read and draw.
Meeting the Social and Emotional Needs of Pupils with SENd	Wood End Park Academy has a philosophy of positive behaviour management with pupils aspiring to good behaviour both in class and at playtimes. Prefects, House Captains, Peer Mediators, Sports Leaders and a School Council are in place to ensure good behaviour gets a high profile in the school; the students are proud of their position of responsibility and take pride in helping the younger students. This results in a calm yet purposeful atmosphere which helps all pupils, including those experiencing difficult and stressful circumstances outside of school to make appropriate personal choices to learn and to behave responsibly. Lessons such as PSHE are aimed at supporting pupils to develop positive life skills. Pupils are encouraged to be kind and considerate to each other, to be well mannered and to treat all the school users with respect and courtesy. Pupils are also taught about bullying (what it is, what causes it and how to deal with it if it occurs). The Growth Mindset approach is a key feature of the WEPA curriculum and modelled by all staff. For those pupils who need extra support to understand and manage their feelings more we are able to offer a nurture group, social skills group, Talking and Drawing Therapy, Lego Club and support from our Child and Family Support worker as well as professionals from external agencies e.g. the Educational Psychology Service and London Borough of Hillingdon's SENd Team. Other forms of support offered directly to the pupil may take the form of target and reward charts, home/school charts, group or individual sessions working on specific skills.

	To support staff expertise in working with pupils with special educational needs and disabilities, the SENdCo makes frequent SENd-focus Learning Walks, with SENd pupils. These are then addressed directly through dialogue and feedback with the relevant staff as well as through staff training and professional development.
Transitions	At Wood End Park Academy, we make every attempt to make the transition points through a pupil's school career as smooth as possible. For some pupils, detailed transition plans and meetings are required over and above the school's usual transition procedure listed as follows: Entering into Nursery: – • Introductory visits via a 'stay and play' sessions ● Home visits from Nursery staff. Nursery into Reception : - ● • 'Welcome to Reception' video showing staff and the early years provision ● Home visits from Reception Staff for pupils who may need this ● Attendance to a Transition session ● Additional visits for those pupils with high level of SENd ● Parent Workshops – (parents in small groups) Between Year groups : - • Whole day transition visit to new class to meet new teacher Moving on to Secondary School: - • Year 7 Heads of year visit Year 6 classes • Secondary SENdCo liaises with KS2 SENdCo • A dedicated Transition Day visit to new secondary school • Additional visits for SENd pupils with high level of need or who may be considered as vulnerable.

	For pupils with special educational needs, extra meetings to share information between teachers, parents and the EYFS and KS1/KS2 SENdCo are arranged. Other arrangements might include: • Transition books • Transition photo albums (Passports) • Transition focus groups • Additional visits to new class prior to transition day • Additional visit to secondary school prior to transition day with staff • The relevant SENdCo liaises closely with the school or local authority that the child is transferring to. • Members of the school's SENd Team visit pupils in a new school setting if appropriate • Plans outlining strategies and a timeline of support are shared with relevant staff <u>Casual admissions (children joining the school in the middle of the year**):**</u> For pupils with SENd joining mid-year electronic and paper files will be accessed from the pupil's previous school. The SENdCo will request a meeting with the parent and their child in order to discuss the nature of the pupil's SENd need/s and to find out what support the pupil has benefited from previously. In some cases, in order to make the transition as smooth and as effective as possible, a phased entry may be put in place with the pupil attending part-time initially and building to full-time as soon as is appropriate. The SENdCo also liaises with the previous school.
Helpful Contacts	Principal: Ms S Johra Director of Inclusion: Ms Farzana Din (SENdCo). Miss Rama: Team Leader for Year 1 Trainee SENdCo. Vice Principal of SENd Unit: Mrs Rosemary Mamombe Looked after children (LAC) Lead: Mrs Fauzia Khalil SENd Specialist Teacher: Mrs Dinky Dutt Designated Safeguarding Lead: Mrs Fauzia Khalil Chairman of the Academy Council: Mrs Sejal Chavda SENd Governor: The above members of staff can be contacted via the school office on: 020 8570 7829 Do not hesitate to contact the relevant member of staff if you have any further queries or comments regarding the academy's provision for pupils with SENd.

Appendix 1: More Information

Areas of SEN need and provision in place

SEN Need	Provision
Hearing Impairment	Seeking advice for individual pupils from the borough's Sensory Team Hearing Impairment (HI) Specialist teacher On- going CPD from Hearing Impairment Specialist teacher for relevant staff working with pupils with a visual impairment Ensuring correct use of hearing aids, receiver and associated equipment by pupil using them and relevant staff Taking into account acoustics of classroom Fitting carpet to help absorb background noise During online learning: using the caption facility on Google Meet online tuition sessions. Ensuring good lighting
Visual Impairment	Enlarging text Ensuring sufficient contrast of printed materials to be accessed by pupil Coloured overlays Seating at front of classroom directly facing teacher and Interactive white board Seating away from window on sunny days Use of visualizer when presenting information on the interactive whiteboard, eg text so it is easier to see and read Seeking advice from the borough's Sensory Team Visual Impairment (VI) Specialist teacher On going CPD from VI Specialist teacher for relevant staff working with pupils with a visual impairment
Physical Impairment	Seeking advice from the physiotherapy and occupational therapy services to meet the needs of individual children Use of specialist equipment recommended by these services Adaptations to the school environment including installation of ramps and accessible toilet facilities
SEMHD	Seeking advice from the borough's SAS Inclusion Team, CAMHS and the Educational Psychologist Boxall Diagnostic profile to assess SEMH difficulties for individual children Social skills and social communication interventions Lego therapy and Talking and Drawing Therapy. Social stories; role play and drama Zones of Regulation system intervention Mindfulness activities Brain gym, movement breaks Opportunities to check in with a familiar member of staff at regular intervals throughout the day for individual pupils
Cognition and Learning	Using a multi- sensory approach to learning including learning through direct experience High level of differentiation and scaffolding Over learning opportunities Pre-teaching and recap of learning Paired reading Phonics interventions Seeking advice from the Educational Psychologist and other external agencies