



**The Park Federation Academy Trust
Wood End Park Academy**

The SEND Information Report

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Appendix: Profile of the SEND pupils in Wood End Park Academy

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 has a Special Educational Needs Designated 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 2024/2025 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. The link to this can be found at the end of this report.

| Area | Response |
|---|--|
| Special Educational Needs Policy | <p>It explains how the school identifies, assesses, and supports students with SEND both in the main school setting and in the SEND Centre</p> <ul style="list-style-type: none"> -Parents/carers can see what kind of help is available and what steps the school will take to ensure their child has the support they need in school. -Schools in England are legally required to have a SEND policy (under the Children and Families Act 2014 and SEND Code of Practice). The policy ensures the school is following statutory laws and guidance. <p>The policy gives teachers and support staff a clear framework for:</p> <ul style="list-style-type: none"> -Recognising SEND |

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| | <p>-Providing the right support -Recording and reviewing progress -Helps create a consistent approach across the school, both in the main school and the SEND Centre.</p> <p>The policy outlines how the school supports children with SEND to take part fully in school life – academically, socially, and in extracurricular activities. It outlines how the school monitors progress and identifies needs early, so support can be put in place quickly.</p> <p>The policy explains how the school works in partnership with families, involving them in decisions about their child’s support and outlines how the school might involve external specialists, like speech and language therapists, educational psychologists, CAMHS, etc.</p> |
| <p>Types of Special Educational Needs.</p> | <p>Wood End Park Academy provides for pupils with a range of SEND:</p> <p><u>Communication and Interaction Needs</u></p> <p>-Speech, Language and Communication Needs (SLCN) – Difficulty expressing themselves, understanding others, or using language effectively.</p> <p>-Autism Spectrum Disorder (ASD) –Challenges with social communication, interaction, and sometimes sensory processing.</p> <p><u>Cognition and Learning Needs</u></p> <p>-Moderate Learning Difficulties (MLD) – Slower progress than peers in most areas of learning.</p> <p>-Specific Learning Difficulties (SpLD)</p> <p>Dyslexia – Reading, writing, and spelling. -Dyscalculia – Math and number concepts.</p> <p>Dyspraxia (DCD) – Motor coordination and planning.</p> <p>Dysgraphia – Writing difficulties.</p> <p><u>Social, Emotional and Mental Health (SEMH) Needs</u></p> <p>-Difficulty managing emotions, forming relationships, or behaving appropriately. May include: -Anxiety -Depression -Attention Deficit Hyperactivity Disorder (ADHD) -Conduct disorders</p> <p><u>Sensory and/or Physical Needs</u></p> <p>-Hearing Impairment (HI) – Partial or full hearing loss. -Physical Disability (PD) – Conditions affecting mobility or coordination, such as cerebral palsy.</p> |

Teaching and Learning

We are committed to delivering high-quality, inclusive education through quality-first teaching and carefully tailored classroom practice. Our goal is to remove or reduce barriers to achievement so that every child—regardless of need—can thrive, access the full curriculum, and achieve their full potential.

We do this by implementing a wide range of strategies and provisions, including:

Inclusive teaching and learning strategies

- Robust assessment and ambitious target setting to track progress and identify next steps. Pupils in the SEND Centre are currently tracked using the Engagement Model or SOLAR.
- Differentiated planning and adaptive teaching, ensuring lessons are accessible and appropriately challenging for all learners, including different timetables for each class in the SEND Centre to ensure outcomes are met as well as starting to access the National Curriculum
- Targeted deployment of support staff who are kept up-to-date with CPD
- Pupil and parent involvement in discussions about learning needs and personalised support strategies.

Targeted and Personalised Support

- Individualised learning interventions, delivered one-to-one or in small groups, both in and out of class e.g. pupils who may be on the Engagement Model in the main school
- Customised learning resources, such as visual timetables social stories, visuals, and now/next boards are recommended for all classrooms to promote inclusivity
- Experiential learning opportunities, including enrichment activities, educational visits, and a Year 5 residential trip which are adapted to be inclusive and accessible.

Structured support for pupils with medical and health needs, including care plans and coordination with health professionals.

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Therapeutic and Specialist Interventions

- Access to a range of therapeutic provisions, such as:
 - Nurture groups run by the Family Support Worker
 - Social Skills groups
 - Talking and Drawing therapy (we have three staff trained in this)
 - Speech and Language Therapy
 - Occupational Therapy
 - Physiotherapy programmes
 - Lego Therapy
- Consistency and structure across the school day, including during transitions, break times, and lunch times.
- Use of reward systems, behaviour logs, and communication tools such as home/school diaries to reinforce positive behaviours and ensure seamless support.

Accessibility and adaptations

- Wheelchair access, disabled toilets, and any other specific resources or arrangements required to meet the needs of individual pupils.
- A commitment to adapt and personalise the environment and curriculum to remove barriers to learning. See our Accessibility Plan

Aspirational vision statements and progress monitoring

Every child with a Special Educational Need has a 'Vision Statement'—a holistic, aspirational goal created in collaboration with parents, staff, and where appropriate, the pupil. These statements reflect our high expectations and focus on each child's strengths, potential, and outcomes to achieve at the end of the year. They drive all decisions regarding target-setting and resource provision, ensuring access to the full curriculum and promoting meaningful progress.

Communication with Families

Strong **partnership with parents** is central to our approach. We ensure families are informed and involved through:

- Parents' Evenings
- Team Around the Child (TAC) meetings
- Informal discussions
- Workshops and curriculum information events
- Home/school communication books or reading diaries
- Regular updates via the school website, where curriculum overviews and support materials are published
- Signposting support from the local authority including their local offer
- Utilise experts to speak to our parents e.g. Parent Carer Forum

Through this inclusive and ambitious approach, we ensure that every pupil—regardless of their starting point—can succeed, grow in confidence, and achieve their full potential both academically and personally.

Identifying and assessing SEND

Identifying and assessing SEND needs is a crucial first step in supporting children and young people with special educational needs or disabilities. It ensures that the right help is provided at the right time by the right professionals..

At WEPA, we assess the four areas of need as identified by the SEND Code of Practice.

-Communication and Interaction-speech and language difficulties, autism spectrum conditions

-Cognition and Learning- general learning difficulties, dyslexia, dyscalculia

-Social, Emotional and Mental Health (SEMH) -anxiety, ADHD, behavioural challenges

-Sensory and/or Physical Needs- hearing impairment, physical disabilities

We do this through:

1. **Observations and monitoring-** Teachers and support staff observe learning, behaviour, and development. If a child is not making expected progress, this may indicate a possible need
2. **Baseline assessments and data tracking-** we track pupil progress using regular assessments. Concerns arise when a child falls behind academically or makes slower progress than their peers.
3. **Quality First Teaching-** Teachers first try adapting teaching methods and classroom strategies. If this doesn't help, it may suggest an additional need.
4. **Discussions with parents and carers-** we involve parents early in the process to share concerns and gather background information. This can include health issues, early development concerns, or family context.
5. **Use of standardised assessments-** dyslexia screeners, speech and language assessments
6. **Special Educational Needs Coordinator involvement-** SENCOs in both the main school and the SEND Centre support the identification process and may suggest specific interventions or further assessment.

At WEPA, we utilise the Graduated Approach: "Assess, Plan, Do, Review.

| Stage | What happens |
|--------|--|
| Assess | Teachers, support staff, SENCO, and specialists (SALT, OT, EP) assess the child's needs. |
| Plan | School and parents agree on support/interventions to be put in place. |
| Do | The child receives the support. |
| Review | Progress is reviewed regularly, and adjustments are made if needed. |

If a child's needs are complex or unclear, the our SENDCOs may refer children to:

- the Educational Psychologist (EP)
- the Speech and Language Therapist (SALT)
- the Occupational Therapist (OT)
- CAMHS (Child & Adolescent Mental Health Services)
- the Paediatrician

These professionals provide formal assessments and recommendations. When the support provided through ordinary school provision is not enough to meet a child's needs—despite targeted interventions and support—the child may continue to struggle and fail to make expected progress. In such cases, parents or professionals can request an EHC needs assessment from the local authority to determine whether an Education, Health and Care (EHC) plan is required.

Involving parents and children in the review of progress.

At Wood End Park Academy, we respect and value every child's voice. We aim to build their confidence so they feel empowered to express their thoughts, opinions, and feelings. Children are encouraged to communicate in whichever way they feel most comfortable—whether through speech, writing, drawing, signing, or using visual aids.

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| | <p>Each pupil has an individual provision map that outlines small, achievable steps to help them work towards their long-term goals. These plans are shared with both the pupil and their parents/carers. Progress towards these targets is reviewed every two to three weeks, and formal SEND reviews are held at least once a year.</p> <p>In addition to regular parents' evenings, parents are welcome to request a meeting at any time to discuss their child's progress. We deeply value the knowledge, experience, and insight that parents bring. Their views are actively sought and considered at every stage of the process to build a full picture of the child's needs and abilities.</p> <p>Parents of pupils in the SEND Centre have additional meetings organised throughout the year. They can also view progress of their child on Tapestry.</p> <p>To ensure all parents can fully engage in discussions and decision-making, interpreters are provided when needed. Parents are also invited to attend meetings with any external professionals involved in supporting their child—such as Speech and Language Therapists—to discuss progress and the impact of any interventions in place.</p> |
| | |
| <p>Additional Support <i>- 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 SEN and supporting their families</i></p> | <p>We recognise that working in partnership with external professionals and services is essential to ensuring the most effective support for our children and their families. To ensure the most appropriate strategies and resources are used to meet each child's specific needs, we regularly seek the expertise of a wide range of professionals. These partnerships help us identify needs accurately, deliver targeted interventions, and provide holistic support that goes beyond the classroom.</p> <p>One of our key external partners is the Speech and Language Therapist, who visits the mainschool regularly. The SEND Centre has its own externally sourced SALT who sees the pupils once a week to provide a report on their progress and next steps. The therapists in both settings, assess pupils with speech, language, and communication difficulties, provide detailed reports that are shared with parents, and set clear targets. The therapist also provides tailored programmes for school staff to deliver under her guidance, ensuring ongoing, embedded support.</p> <p>The SEND Centre also has an Occupational Therapist who attends once a week.</p> <p>We also work with a wide range of other agencies and professionals, including:</p> <ul style="list-style-type: none"> ● Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) ● Child and Adolescent Mental Health Services (CAMHS) ● Children and Young People's Integrated Therapies (including Occupational Therapy and Physiotherapy) ● Educational Psychology Service |

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| | <ul style="list-style-type: none"> ● Early Help and Children and Families Social Care Services ● A full-time Family Support Worker employed by the school <p>These services may be involved in assessments, delivering specialist programmes, providing staff training, or supporting pupils directly. Their input is invaluable in ensuring that the support we offer is evidence-based, impactful, and tailored to the needs of the individual child.</p> <p>When a child presents with significant and complex needs that require coordinated, high-level support, we arrange multi-agency meetings involving all professionals working with the child, alongside parents and, where appropriate, the child themselves. These meetings ensure a shared understanding of needs and help to develop a joined-up, multi-agency plan of support.</p> <p>If a child's needs cannot be fully met through existing school and local services, we apply to the Local Authority for a statutory assessment sharing a My Support Plan. If agreed, this process can result in an Education, Health and Care Plan (EHCP) being issued. An EHCP outlines the child's needs and the provision required. Through this collaborative and proactive approach, we aim to support not only the academic development of our pupils with SEN, but also their emotional, social, and physical well-being—and to support their families throughout their journey.</p> |
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| <p>Extra Activities</p> | <p>We are committed to supporting the whole child by meeting their social, emotional, and academic needs. We recognise that pupils with Special Educational Needs (SEN) may require additional help to feel secure, confident, and included in all aspects of school life.</p> <p>We strive to ensure our curriculum is varied, engaging, and relevant for all learners. Specialist teachers lead subjects such as Computing, Music, and PE, and children are actively encouraged to take part in both lessons and related extra-curricular activities. Where pupils may face barriers to participation, we provide tailored support—such as additional adult assistance, adapted equipment, adjusted timetables, or the option to attend only part of a session or event—to ensure inclusion. Some children from the SEND Centre participate in the main school PE lessons. This encourages collaborative working, builds friendships and encourages social interactions.</p> <p>All pupils are also encouraged to join in with educational visits and trips, including the Year 5 residential. For those who may find this challenging, we offer extensive preparation beforehand. This can include the use of visual supports such as photos and social stories, as well as close collaboration with parents to plan and support a successful experience.</p> <p>We recognise that unstructured times, such as break and lunchtime, can be particularly challenging for some pupils, especially those with additional needs. To create a supportive and inclusive environment, our playground is divided into clearly defined zones, ensuring that all children have easy access to a visible, trusted adult when needed. Older pupils are trained as Peer Mediators and Student Leaders, playing an active role in promoting positive relationships and supporting their peers. A daily 'buddy area' at lunchtime encourages communication and the development of friendships,</p> |
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| | <p>while a designated quiet zone offers a calm space where children can choose to read, draw, or simply reflect. Children from both the SEND Centre and the mainstream setting are supported to play and learn together, particularly in the MUGA (Multi-Use Games Area), promoting inclusion and social integration. Trained buddies model appropriate play, social interaction, and communication, helping to build confidence and encourage positive peer relationships for all pupils.</p> <p>For pupils with identified social, emotional, or mental health needs, we offer further targeted support. This includes access to trusted adults, emotional literacy groups, 1:1 mentoring, or therapeutic interventions such as art or play-based activities. Our trauma-informed and restorative approach to behaviour and relationships helps build resilience and fosters a sense of safety and belonging.</p> <p>All staff are trained to recognise and respond to signs of emotional distress with sensitivity and consistency. We work in partnership with parents and external professionals (e.g. Educational Psychologists, CAMHS, and Behaviour Support Teams) to ensure that personalised, effective support is in place for every child.</p> |
| <p>Evaluating the effectiveness of SEN provision and keeping up to date with knowledge and skills</p> | <p>At Wood End Park Academy, we are committed to continually evaluating the effectiveness of our Special Educational Needs (SEN) provision to ensure that all pupils receive the support they need to make progress and thrive. We regularly monitor and review the impact of interventions and support strategies through progress tracking, pupil voice, teacher feedback, and parental input. Individual Provision Maps and support plans are updated in response to these evaluations to ensure they remain relevant and effective.</p> <p>To maintain high-quality provision, staff receive regular training to enhance their understanding of a wide range of SEND needs. This includes in-house training, local authority-led sessions (staff book via the Hillingdon Learning Zone portal), and input from external professionals such as Educational Psychologists, Speech and Language Therapists, and Autism Specialists. The SENCos stay informed of current best practices and legislative updates by attending local network meetings, training events, and national conferences. This ongoing professional development ensures that our staff are well-equipped with the latest knowledge and strategies to support pupils with SEND effectively. They attend the Local Authority network meetings too. SEND Centre Leads attend the half termly network meeting for SRPs and DUs.</p> <p>Progress and Attainment Data for our SEND pupils is gathered using Standardised Scores for pupils in the main school - unless the pupil is on the Engagement Model. Pupils in the SEND Centre have had their progress tracked using objectives on SOLAR.</p> <p>Lessons for all pupils are planned so they build on prior learning.</p> |
| <p>Transitions</p> | <p>At Wood End Park Academy, we are committed to making every transition point in a child's school journey as smooth and positive as possible. While many children adapt well with our standard transition procedures, we recognise that some pupils—particularly those with additional needs—may require a more detailed and personalised transition plan.</p> <p>Our standard transition procedures are:</p> |

Entering Nursery

-Home visits from Nursery staff and Introductory visits for children
Stay and play sessions for prospective children and their parents

Nursery to Reception

-Introductory visits to the new classroom to meet staff.
-A morning/afternoon session in reception

Between Year Groups

-Whole-day transition visit to the new class to meet the new teacher

Transition to Secondary School

-Year 7 Heads of Year visit Year 6 classes
-Secondary SENDCo meets with the Primary SENDCo to share information
-Transition day visit for pupils to their new secondary school

Entering the SEND Centre

Once it is known a pupil is to join the Designated Unit, the Office Manager will make contact with the family to organise visits to the Centre. The pupil is observed in their own setting and if needed, a home visit will take place too. The pupil is then invited to short sessions of transition before his or her first official day of school.

For pupils requiring additional support, we develop tailored transition plans in collaboration with parents, staff, and, where appropriate, external professionals. These plans are designed to meet the individual needs of the child and may include additional visits, social stories, visual supports, or transition booklets to ease anxiety and build familiarity with new settings and staff.

Useful contacts

Principal- Ms S Johra sjohra@theparkfederation.org
Deputy Principal- Mrs S Gamble
SENDCo (main school)- Ms F Din
SENDCo (SEND Centre)- Mrs N Jarrett
Office Manager for SEND Centre- Ms T Mitchell
SEND Team- Miss J Rama(Year 1), Mrs D Dutt (Year 4), Mrs R Mamombe (EYFS)
Designated Safeguarding Lead- Mrs F Khalil
Pupil Premium Lead- Ms E Joseph
DSL- Mrs Fauzia Khalil
SEND Governor- Mr Iliya Pavlov

The above members can be contacted via the school office on 0208 5737829 or wepaoffice@theparkfederation.org. Do mark your email 'FAO ...'

Link to Hillingdon's renewed Local Offer

<https://www.hillingdon.gov.uk/article/4654/Welcome-to-HELLO---Hillingdons-SEND-local-offer>

Appendix 1: profile of pupils in main school (as of January 2025)

| Year Group | Number of Students | Main Areas of Need |
|-------------------|---------------------------|---|
| Reception | 15 | SALT, Cognition and Learning, SEMHD, ASD, Speech and Language, Fragile X Syndrome |
| 1 | 17 | SALT, Cognition and Learning, SEMHD, Medical Needs, ASD |
| 2 | 16 | SALT, ASD, Speech and Language, Social Communication, Cognition |
| 3 | 13 | Speech and Language, SEMHD, ASD, Cognition |
| 4 | 9 | SALT, ASD, Speech and Language, Communication, Physical Needs |
| 5 | 7 | SALT, ASD, SEMHD, Cognitive |
| 6 | 14 | SALT, Cognitive, SEMHD, Social and Emotional, Physical Needs, Moderate Learning Difficulty, ASD |
| Total | 91 | |