



# Special Educational Needs and Disability (SEND) Information Report

**Signed:**

**Trust Chair: S. Gribbin**

**CEO: R. Swindells**

**LGC Chair: P. Goringe, S. Wright**

**Head: M. Ward**

**Date: 15<sup>th</sup> October 2026**

**Review date: October 2027**



## Woore Primary & Nursery School SEND Information Report

Aim high... anything is possible.

At Woore Primary and Nursery School we believe this value underpins our school and our ethos. We are a kind and caring school where children and staff feel nurtured and safe. We all work hard and show resilience and determination in order to enable us to achieve our potential.

Our accomplishments are as a result of high quality teaching and learning, as well as rigorous monitoring and assessments procedures.

Through our teaching, monitoring and assessments, children are identified as soon as additional support is needed, and their learning needs are met.

Early identification is essential if children are to reach their potential and at Woore Primary and Nursery School we identify children as having addition/special educational needs and disability (SEND) through a variety of ways, including the following:-

- We liaise with nursery/previous school.
- We monitor and assess children regularly to identify any children who are making less than their expected progress.
- We have a good relationship with our parents and follow up on any concerns raised.
- We meet regularly with staff and discuss concerns about children they may have, for example, concerns about behaviour or self-esteem and how this might be affecting performance.
- We liaise with external agencies i.e. speech and language or occupational therapy.
- We have links with Health and Social Care professionals.

### **Who do I go to if I am concerned about my child?**

If you have any concerns about your child the first point of contact is their class teacher, however you can also arrange an appointment with the Head Teacher or the Special Educational Needs Coordinator (SENCo) as we are all responsible for overseeing, planning and working with pupils with SEND.

What we do:

- Mrs Michelle Ward our Head teacher and Mrs Eve Battrick our SENCO oversee all support and progress of any pupil requiring additional support across the school.
- The class teachers will oversee, plan and work with each pupil with SEND in the class to ensure that progress in every area is made.
- There may be a Teaching Assistant (TA) working with the pupil either individually or as part of a group. The regularity of these sessions will be explained to parents when the support starts.



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Our Governance Arrangements (their involvement and responsibility):

- Collective Vision Trust are the appropriate body for our school
- The SENCO reports to the Trust Board every term (via the Headteacher's report to the Directors) to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- The SEND link governor meets regularly with the SENCO.

### What are the different types of support available for my child?

#### High Quality Teaching (Wave 1 - all children)

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all work in each class is pitched at an appropriate level of challenge so that all children are able to access work that enables them to make progress.
- Teaching assistants are able to support children based on specific needs or timetabled interventions. They are well deployed to maximise learning for all.
- Adaptive teaching is used to prevent a ceiling being placed on a child's ability, and to enable all children to make progress.
- Interactive displays, learning walls are in all classrooms and school resources are accessible to all pupils.
- Lesson structure is clear with learning objectives communicated orally and visually
- Classroom environment is organised and labelled with symbols and text.
- Sensory needs are considered and catered for.
- IT equipment is used to enhance teaching and learning, with all children in from Year Two and above having an individual iPad.

All children in school will receive this as a part of excellent classroom practice on a daily basis.

### How do you assess and identify children with SEND?

At Woore Primary and Nursery School we measure children's progress in learning against National and age-related expectations in a variety of ways.

The class teacher continually assesses each child and notes areas where they are improving and if there are any gaps in understanding. The class teacher will identify in the first instance if further support is needed. As a school, we track children's progress from entry at nursery through to Year 6, using a variety of different methods.

Children who are not making expected progress are picked up in our termly Pupil Progress Meetings. All teaching staff including the head teacher, class teacher, TAs and SENCO attend these meetings. Staff will discuss when and why individual children are



experiencing difficulty and what further support can be given to aid their progression. Class teachers then meet with the SENCO to arrange provision and set personal outcomes for the child on the Pupil Centred Plan (PCP).

**Our graduated approach to children identified as having a specific gap in their understanding/learning of a subject and needing extra support (ALL children).**

- Children will engage in individual or group sessions with specific targets to help them to make accelerated progress to catch up with their peers.
- A class teacher or TA will run these small group sessions using the teacher's plan within the classroom during normal lesson times.

**What happens to children if the gap in their learning/understanding of a subject continues to widen? (Wave 2)**

If your child is not making progress, more detailed assessment and/or testing takes place.

During Pupil Progress meetings results are discussed and an intervention is agreed.

For your child this will mean:

- A time-limited, targeted individual or small group intervention is introduced, under the supervision of the class teacher.
- There is an assessment prior to and after the intervention to assess progress.
- That a TA (who has had training to run these groups) or class teacher will run these groups within the school day.

**What happens if the gap continues to widen still? (Wave 3 children)**

If it is thought that a child could have a recognised special educational need or disability (SEND), it will be necessary to carry out a more in-depth assessment. This assessment may be carried out by a specialist from an outside agency.

The class teacher and SENCo will gather information from a variety of sources, including parents, the child, teachers, TAs and other professionals and will set targets and determine a programme of intervention.

For your child this will mean:

- A programme of intensive intervention that can be delivered within a small group or on a 1:1 basis.
- The programme is usually delivered away from the classroom, and runs alongside specific strategies used within the classroom.
- Your child may be seen by outside agencies either in school or at appointments you attend with them. We will liaise closely with these professional to ensure a cohesive strategy is in place for your child.

**What happens if all of the above doesn't close the gap? (Wave 4 children)**



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For the small number of children who continue not to make expected progress following the three above steps, together with parents we may agree that a multi-agency assessment is necessary and an application for an Education, Health and Care Plan may be submitted to the relevant Local Authority. (EHCNA). This may result in additional resources which the school is unable to offer being provided through additional support or funding. Additionally, it may also lead to a special educational need or disability being identified or diagnosed, however, this is not always the case.



**Woore Primary and Nursery School**  
**Whole School SEND Waves of Support – 2026-2027**

| <b>Area of Need</b>                                         | <b><u>Wave One</u></b><br><br>Quality First Teaching<br>All children                                                                                                                                                                                                                                                                                                                                                                  | <b><u>Wave Two</u></b><br><b>Monitoring register</b><br>Additional targeted support for those children working towards age related expectations who need an additional boost                                                                                                                                                                                                                                                                                                                    | <b><u>Wave Three</u></b><br><b>SEND Register</b><br>Additional support for those children, who despite Wave 2 support require further intervention or Wave 2 is not appropriate due to specific need. Highly personalised interventions or external agency support.                                                                                                                                                                                                                                                                                                                                 | <b><u>Wave Four</u></b><br><b>EHCP</b><br>An EHCP is in place to increase the individual support offered. 1:1 support / personalised curriculum / staff and resources are highly adapted to meet SEND needs. |
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| <b>GRADUATED APPROACH – Assess – Plan &amp; Do – Review</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                              |
| <b>Cognition and Learning</b>                               | <ul style="list-style-type: none"> <li>Adapted planning, activities, delivery and outcomes</li> <li>Visitors to the school and trips to enhance the curriculum offer</li> <li>Pedagogical strategies to enhance access to learning for all</li> <li>Multisensory teaching methods and resources</li> <li>Calm and flexible learning environment</li> <li>Little Wandle writing prompts</li> <li>Classroom daily timetables</li> </ul> | <ul style="list-style-type: none"> <li>Additional targeted support by teacher / TA – individual or small group</li> <li>Adapted curriculum, mixed age classes gives flexibility</li> <li>PCP personalised outcomes for individual pupils</li> <li>Little Wandle keep up and catch up programmes for specific children</li> <li>Precision teach sessions</li> <li>Physical resources – pencil grips, sensory fidget toys</li> <li>Support where needed from Maths Hub and English Hub</li> </ul> | <ul style="list-style-type: none"> <li>Neurodiverse practitioner support (NDP)</li> <li>PINS project support – year 2</li> <li>Little Wandle SEND programme</li> <li>1:1 support from teacher / TA</li> <li>Precision teaching</li> <li>Pre-teaching</li> <li>1:1 / small group over learning</li> <li>Specific ICT equipment and programmes</li> <li>Now and Next Board</li> <li>Post - teaching</li> <li>Small group input with TA</li> <li>Edvocation advice / support for dyslexia</li> <li>OT advice and support</li> <li>SALT advice and support</li> <li>CAMHS advice and support</li> </ul> |                                                                                                                                                                                                              |



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|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                              | <ul style="list-style-type: none"> <li>• Retrieval strategies used</li> <li>• Mastering number maths programme</li> </ul>                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Staff trained in EY / KS1 AND KS2 Talkboost</li> </ul>                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Caudwell / Woodlands support</li> <li>• Dyslexia friendly resources</li> <li>• Visual prompts for new vocabulary</li> <li>• CPD and advice from Dr Angela Willis</li> <li>• Personalised curriculum if needed for specific children (see PCP's or EHCP)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Communication and Interaction</b>         | <ul style="list-style-type: none"> <li>• Oracy work – instigate, dispute, build. Used across all classes</li> <li>• Adapted planning, activities, delivery and outcomes</li> <li>• Language rich environment</li> <li>• Talk partners</li> <li>• Working walls</li> <li>• Daily guided reading</li> <li>• Role play</li> <li>• Paul Dix restorative conversations</li> <li>• Adults model high expectations at all times</li> </ul> | <ul style="list-style-type: none"> <li>• PCP personalised outcomes for individual pupils</li> <li>• Additional targeted support –speaking and listening</li> <li>• Visual clues to support retrieving information</li> <li>• Additional processing time</li> <li>• Precise vocabulary – chunked instructions</li> <li>• Low demand vocabulary in short sections</li> <li>• Talkboost – staff trained</li> </ul> | <ul style="list-style-type: none"> <li>• Neurodiverse practitioner support</li> <li>• PINS project support</li> <li>• 1:1 tailored programmes following advice from SALT</li> <li>• Pre - teaching of key vocab/concepts.</li> <li>• New vocabulary introduced with visual prompts</li> <li>• Focused work spaces and routines</li> <li>• Turn taking games to practice reciprocal conversations 1:1</li> <li>• Talk boost for KS2 / KS1 / EY</li> <li>• ASD outreach support and advice</li> <li>• Autism training for staff members</li> <li>• Support from Shropshire inclusion team</li> <li>• Education psychologist support and advice</li> <li>• Spectre support and advice</li> <li>• Helen Vincent – Neurodiversity practitioner</li> </ul> |
| <b>Social, Emotional &amp; Mental Health</b> | <ul style="list-style-type: none"> <li>• Mindfulness activities / glad game / intention setting</li> <li>• Wellbeing central to PSHE sessions – ‘feel good’ times</li> <li>• Daily mile – supports wellbeing</li> <li>• Sensory den available to all</li> </ul>                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• PCP personalised outcomes for individual pupils</li> <li>• Individual reward / sanctions in place</li> <li>• Personal visual timetables</li> <li>• Daily 1:1 talk time</li> <li>• Fiddle toys / ‘Move and Sit cushion’ / busy legs</li> </ul>                                                                                                                          | <ul style="list-style-type: none"> <li>• Neurodiverse practitioner support</li> <li>• PINS project support</li> <li>• OT support and advice</li> <li>• CAMHS support and advice</li> <li>• SALT support and advice</li> <li>• Edvocation support and advice</li> <li>• Educational Psychologists</li> <li>• Personalised curriculum</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                       |



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|  | <ul style="list-style-type: none"> <li>• School ethos</li> <li>• Whole school behaviour policy – Paul Dix approach</li> <li>• School values</li> <li>• Brain breaks</li> <li>• Celebration assemblies</li> <li>• Whole school dojo point system</li> <li>• School reward systems – reading rockets, hot chocolate Friday, regular readers, dojos, tickets</li> <li>• One decision PSHE Curriculum</li> <li>• Anti-bullying week focus (Nov)</li> <li>• Class worry monsters</li> <li>• Visual timetables</li> <li>• Visitors to the school to enhance the curriculum offer</li> <li>• Social stories</li> <li>• Class assemblies – picture news</li> <li>• School committees</li> <li>• House captains</li> <li>• Brain breaks</li> <li>• Inclusive classroom environments</li> <li>• Whole school end of year trip (not educational)</li> </ul> | <ul style="list-style-type: none"> <li>• Quiet time / quiet area to work (supervised)</li> <li>• Standing desks and stools x 6</li> <li>• Home-school positive messages via dojo</li> <li>• Balance board</li> <li>• Chew toy</li> <li>• Additional small group brain / movement breaks</li> <li>• Modelling friendships</li> <li>• Emotion cards to display on desk if support needed</li> </ul> | <ul style="list-style-type: none"> <li>• ‘Teach the adult’</li> <li>• ‘I need help’ card</li> <li>• Additional 1:1 or small group support</li> <li>• Cognitive Behavioural Therapy programme</li> <li>• Behaviour risk assessments</li> <li>• Additional transitional opportunities for Y6 leavers and transition between classes if needed for individuals.</li> <li>• CPD and advice from Dr Angela Willis</li> <li>• Early Help services</li> <li>• Shropshire Parenting Team support</li> <li>• Additional opportunities to use sensory den – low lighting, fidget toys, sensory calming opportunities – child to show red / yellow card in classroom.</li> <li>• Personal worry pocket under desk</li> <li>• Caudwell / Woodlands advice and support</li> <li>• Visual cards used in classroom to indicate adult time / interaction is needed</li> <li>• TMBSS services</li> <li>• Individual behaviour reward system used for specific children – see PCPs</li> <li>• Personal ‘reset’ boxes</li> <li>• Helen Vincent – Neurodiversity practitioner</li> <li>• MATi Outreach support to create ‘safety and support plan’ for specific needs.</li> </ul> |
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|                                 | <ul style="list-style-type: none"> <li>Fundraising events and celebration days across the year</li> <li>Picture news assembly</li> </ul>                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Sensory / physical needs</b> | <ul style="list-style-type: none"> <li>PE curriculum</li> <li>Weekly sports clubs – trained coaches</li> <li>Fine Motor and Gross Motor skills practice</li> <li>Letterjoin handwriting scheme – fine and gross motor warm ups</li> <li>Suitable/Accessible equipment</li> <li>Classroom environment – seating, lighting, ventilation, noise, IT equipment</li> <li>CPD – Edvocation plus ongoing</li> </ul> | <ul style="list-style-type: none"> <li>PCP personalised outcomes for individual pupils</li> <li>Use of the Occupational Therapy support pack – specific activities and resources</li> <li>OT programmes and visits in school</li> <li>Small group – gross / fine motor skills</li> <li>Modified SATS papers</li> <li>Additional time provided for assessments</li> <li>Scribe provided for assessments</li> <li>Wobble cushion</li> <li>Busy legs</li> <li>Balance board</li> <li>Fidget toys</li> <li>Sensory chew toys</li> <li>Pencil grip</li> </ul> | <ul style="list-style-type: none"> <li>Neurodiverse practitioner support</li> <li>PINS project support</li> <li>Support and advice from OT service</li> <li>Staff training re: additional specific equipment</li> <li>Individual sensory sessions with TA 1:1</li> <li>Individual Risk Assessments</li> <li>Additional adapted/specialist equipment recommended by outside agency eg. sloping board, wobble cushion from OT</li> <li>Working Environment adjusted for needs</li> <li>Coloured paper/background</li> <li>Additional movement breaks with 1:1 or small group support</li> <li>Caudwell / Woodlands advice and support</li> <li>Cool Kids trained staff</li> <li>Specific equipment – elephant firesara pencil grip, stabilo ergonomic pens and pencils from OT advice</li> <li>Left handed rulers / spring loaded scissors</li> <li>Coloured reading rulers for dyslexia</li> <li>Helen Vincent – Neurodiversity practitioner</li> <li>OT support in Nursery for specific needs</li> </ul> |



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### **How will the school let me know if they have any concerns about my child?**

Once a gap in a child's understanding/learning has been identified, parents are consulted. This usually takes place after assessments and reviews are formally completed once a term (typically December, April and July). During the parents evening (typically November, March and July) the pupil's progress is discussed with parents/carers. The Person Centred Plan (PCP) will be shared with parents, and progress is reviewed, along with new outcomes being agreed upon collaboratively.

If any further information is needed the class teacher, SENCo and the Head Teacher are always available to discuss the needs, support and progress of the pupil, as we pride ourselves on building positive relationships with parents. We are open and honest with parents and we really value the positive relationship that we build together.

Extended slots are offered to parents of children with SEND in order to review individual targets and to discuss next steps. The discussion will be centred around the Pupil Centred Plan (PCP) and parent's comments are recorded on this document. The SENCo can attend this extended session if a parent would like this to happen. However, we offer an open-door policy where parents are welcome any time to make an appointment to meet with either the class teacher, SENCO or head teacher and discuss how their child is getting on. We also offer advice and practical ways that you can help children at home.

### **How is my child involved in the process?**

Once children have been identified as having a gap in their understanding/learning the child is consulted via an informal pupil discussion.

This involves the class teacher and the child themselves talking informally about their strengths and their barriers in learning. Children are also asked for their thoughts about how we can break down these barriers and what targets they feel would be beneficial for them.

In instances where a pupil discussion cannot be performed (ie the child is too young) the PCPs are written by the class teacher in consultation with the child's parents/carers.

During the pupil discussions children are invited to review previous targets before exploring new targets.

### **How is my child supported at times of transition?**

Prior to starting school all Reception children and their parents are offered a home visit and are invited into school on several occasions to familiarise themselves with the setting and routines.

Similarly, we encourage all new children to visit the school prior to starting where they will meet their buddy and be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.

When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. At our 'feeder' secondary school, they run a programme specifically tailored to aid transition for the more vulnerable pupils. This can be arranged for any secondary school.

We liaise closely with staff when receiving and transferring children to different



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schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

If your child has complex needs and has an EHCP then the latest EHCP review will be used at a transition meeting during which we will invite staff from both schools to attend.

### **How do you assess and evaluate the effectiveness of SEND provision and how do you involve parents and children in this process?**

The children are assessed at the start and end of an intervention to measure the effectiveness of the provision, this will appear on their PCP document. This is RAG rated by the person who has worked with the child during the intervention. This information is used to plan future interventions and is communicated to parents during the parents evening and discussed further during the pupil progress meetings. During the pupil progress meeting the head teacher, SENCo, class teacher and the TAs all review the provisions and their effectiveness and plan next steps.

The SENCO will review all the PCPs each term and collect the data showing progress SEND children have made towards their outcomes. This will be recorded on the whole school SEND progress tracking which is used to inform provision for the following term. All teachers attend two staff meetings per term where the SENCo is available to support with the writing of PCPs and the appropriate next steps for each child. The SENCO will support the class teacher with class provision maps giving teachers an opportunity to talk about progress and concerns 1:1.

In addition, all children are assessed each term in more formal whole class assessments and their progress discussed during the parents evening and pupil progress meeting.

If progress has not been made and the gap is widening alternative next steps are made, this may mean the involvement of outside agencies as mentioned above.

### **What are the arrangements for consulting parents of children with SEN and involving them in their child's education?**

At Woore we ensure parent communication is regular, two-way and is based on a genuine partnership. Parents are seen as experts on their child, and we ensure effective coproduction and collaboration by listening to parents views, involving them in decision-making and working collaboratively to support the child's progress.

This is achieved through -

#### **1. Regular communication and meetings**

- termly parent-teacher meetings (three times a year) to review PCP documents and discuss progress and support.
- Additional review meetings for children when required, such as times of transition, in line with our open door policy.
- Annual review meeting for children with EHCP involving all relevant professionals and parents
- PACC meetings open to all parents of children with SEND

#### **2. Ongoing day-to-day contact**



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- Conversations before / after school with teacher / TA
- Home-school communication via email or dojo
- Phone calls when necessary

### 3. Involvement in planning and reviewing support

- Parents are involved in creating and reviewing PCP plans each term.
- Involvement in planning support, strategies and outcomes
- Plans are co-produced, discussed and signed by parents, with feedback and comments recorded.
- School values parental views, goals and insights about the child.
- PACC meetings to co-produce school documents and procedures.

### 4. Working in partnership with professionals

- Parents are included in meetings with external agencies
- School obtains parental consent before involving outside specialists
- Multi-agency 'team around the child/family' meetings involve parents as key participants.

### 5. Supporting parents to help learning at home

- School to provide guidance on how parents can support learning at home
- Information on interventions and their impact
- Workshops, training sessions and shared learning sessions.

### 6. Opportunities for wider involvement and feedback

- Parents questionnaires, regular feedback and discussions
- Opportunities to participate in wider school life (events, assemblies, trips)

We have a PACC group (Parent and Carer council) which is open to all parents of children with SEND. This group provides regular opportunities for SEND families to feedback on the issues that are key to them and to share their experiences. PACC is a charity who runs topic specific survey's based on initial feedback from SEND families, enabling deep dives into specific areas of concern which have been identified. The resulting reports are published on the PACC website and shared with service leads and local decision makers. The findings inform the work of PACC's parent carer representatives, who attend and participate in strategic meetings to ensure that the voice and experiences of Shropshire SEND families informs strategic discussions and decisions, including the commissioning of services.

The PACC group are invited to attend meetings to co-produce school documents and procedures, such as the sharing of PCPs with parents. This collaborative work is valuable and beneficial to all stakeholders.



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#### **How do you ensure access to the facilities for all of your pupils?**

The school site is wheelchair accessible through the main entrance, the corridor and class 1 with a disabled toilet large enough to accommodate changing; the school is also all on one level. Main entrance doors into the school are edge coloured for the visually impaired. The school has an accessibility plan which is available on the school website [www.woore.school](http://www.woore.school)

#### **What activities are available for children who have been identified with SEND, in addition to the curriculum?**

All children are included in all parts of the school curriculum as well as extracurricular activities and we ensure that all children can attend school trips. We will provide the necessary support to ensure that this is successful.

We ensure that children with SEND are fully represented across all aspects of our school community such as house captains, school council and sports teams.

A risk assessment is carried out prior to any off site activities to ensure that no individuals health & safety is compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

#### **What training have the teachers and other staff had to enable them to support children with Special Educational Needs effectively?**

Our SENCO has a BA Honours degree in teaching and Masters Degree in Special Educational Needs. She also completed a NASENCO qualification in January 2025. She is taking part in the 'Future in Mind' programme for the third consecutive year to continue to develop knowledge across all areas of SEND. She has also trained as the schools 'Mental Health Lead,' which ties in closely with the role of SENCO, especially for children with SEMH needs. She has completed a Level 2 'Understanding Autism' course and has worked with children with ASD on a 1:1 basis previously. We have members of staff who have been trained in delivering intervention programmes such as Talk Boost (KS1 & KS2), Little Wandle and precision teaching as well as staff trained to assess Speech and Language using the Stoke Speaks Out speech and language screening tool. Staff have attended Autism and ADHD training from the SENCO. External training for all staff has also been provided by Edvocation Services on Autism and ADHD. Our whole school follow the 'Emotion Coaching' technique to support children with emotional regulation. This training was delivered by Alison Rae and the SENCO and is currently being used across the school.

For the last two years, Woore Primary and Nursery School has taken part in the PINS project (Partnership in Neurodiversity in Schools) with the aim of embedding our provision for neurodiverse children. This involved regular CPD and workshops around many aspects of neurodiversity. We also work closely with our Neurodiversity Practitioners who offer us three sessions each in school to develop areas identified during SEND learning walks and monitoring. Due to the success of this initiative last year we were asked to attend a workshop in March 2026 to present a summary of the improvements we made to a range of Shropshire schools. We have also set up a PACC (Parent and Carers Council) to develop a sense of community support amongst our parent group.



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Our SENCo attends a termly SENCo network meeting to stay up to date with the latest national advances and local training and good practise.

### **How do you obtain the services, provision and equipment required by our children with Special Educational Needs?**

If pupils with SEND are not making sufficient progress and all means and resources are exhausted at school, additional help may be sought through a referral to an external agency.

In addition to this, as a school we work closely with any external agencies that we feel are relevant to individual children's needs, including:

- GPs
- School nurse
- Clinical Psychologist
- Paediatricians
- Speech & Language Therapists
- Occupational Therapists
- Social Workers
- Educational Psychologists

### **How do you support the emotional and social development of children with SEND?**

We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring and understanding team looking after our children.

Some of pupil premium funding is utilised in additional hours for TAs, sending pupils on trips and residential visits, as well as after school and extra curricular activities.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or a Behaviour Support Team.

### **What are your arrangements for supporting children who are Looked After by the Local Authority?**

Looked after children have a right to expect the outcomes we want for every child - that they should be healthy, stay safe, enjoy and achieve, make a positive contribution to society and achieve economic well-being. To achieve these five outcomes for looked after children, we as a school demonstrate the strongest commitment to helping every child to achieve the highest educational standards he or she possibly can. This includes supporting their aspirations to achieve in further and higher education.

Looked after children have a termly PEP meeting to set targets. Funding through the virtual school is received to help support and achieve these targets.

### **Who can I speak to if I have any further questions, concerns, complaints or compliments about the provision for children with Special Educational Needs and Disability?**

The first point of contact would be your child's class teacher, they will be happy for you



## Woore Primary & Nursery School SEND Information Report

to share any concerns or comments you may have.

An appointment with the SENCo, Mrs Eve Battrick or the head teacher, Mrs Michelle Ward can also be arranged by contacting the school at:

Woore Primary and Nursery School  
London Road, Woore  
Crewe  
Cheshire  
CW3 9SQ  
Telephone: 01630 817645  
E-mail: [admin@woore.school](mailto:admin@woore.school)  
Website: [www.woore.school](http://www.woore.school)

The SENCo can be contacted directly by e-mail: [senco@woore.school](mailto:senco@woore.school)

### **Sources of additional support**

Information Advice Support Service (IASS)

Free and impartial support for children and young people aged 0-25 years with special educational needs and disabilities and their parents/carers

Telephone: 01952 457176

[info@pps-shropshireandtelford.org.uk](mailto:info@pps-shropshireandtelford.org.uk)

[www.parentpartnership-shropshireandtelford.org.uk/](http://www.parentpartnership-shropshireandtelford.org.uk/)

Shropshire Parent and Carer Council (PACC)

PO Box 4774, Shrewsbury, SY1 9EX

Telephone: 0845 601 2205

[www.paccshropshire.org.uk/](http://www.paccshropshire.org.uk/)

[enquiries@paccshropshire.org.uk](mailto:enquiries@paccshropshire.org.uk)

Shropshire Local Offer

[www.shropshire.gov.uk/the-send-local-offer/](http://www.shropshire.gov.uk/the-send-local-offer/)

Cheshire East Local Offer

[www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx](http://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx)

Staffordshire Local Offer

[www.staffordshireconnects.info/kb5/staffordshire/directory/home.page](http://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page)