

Woodside Special Educational Needs and Disabilities information

At Woodside, we believe that every child deserves the opportunity to thrive, learn, and feel valued. Supporting pupils with special educational needs is a vital part of our inclusive school community. Whether a child needs support with communication, learning, emotional wellbeing, or physical targets, our dedicated staff work closely with families and specialists to ensure that every pupil receives the support they need to succeed. Based on your child's needs, they may have access to a range of support. We also recognise the importance of sharing information with parents about how children with SEND are supported in school.

Our aim is to remove barriers to learning. They can impact on every aspect of a school day: our understanding of language ; what is being taught; being able to predict routines and events; communicating our needs and interests; our relationships with others; our readiness to listen, learn and our ability to feel safe and importantly, our resilience (ability to cope with difficult situations). So we aim to support these areas in class—through quality first teaching, strategies to support children in class and specialist interventions, when appropriate.

Pupils Receiving SEN Support

At Woodside, pupils who are on the Special Educational Needs (SEN) register but do not meet the threshold to have an Education, Health and Care Plan (EHCP) are identified as receiving 'SEN Support'. These children may benefit from additional help through small group interventions, targeted one-to-one activities, and input from external professionals. Inclusive education is a core principle at Woodside, and we are committed to ensuring that every child has access to high-quality teaching and support. Our staff are trained in understanding neuro-diversity and are equipped to meet the needs of children with a range of additional learning requirements. A diagnosis of a neuro-diverse condition, such as Autism or ADHD, is not considered a barrier to learning.

We believe that every child deserves to thrive in an environment that recognises and celebrates their unique strengths. Our inclusive approach ensures that children with SEN Support are given the tools and opportunities they need to succeed.

Pupils with EHCPs at Woodside

Every child with an Education, Health and Care Plan (EHCP) is allocated a Key Worker to support their individual needs. Your class teacher and your child's Key Worker are your main points of contact. The Key Worker supports your child through a bespoke plan, which is planned for and directed by the SEN Team and other involved professionals. The Keyworker can support more than 1 child across the Key Stage.

EHCP funding plays a vital role in providing tailored support for children. This support is delivered through a blend of personalised one-to-one interventions, small group activities, dedicated learning resources, and consistent engagement with a Keyworker. In addition to direct support, the funding also covers input from Educational Psychologists (EP) and Speech and Language Therapists (SaLT), ensuring a comprehensive and multidisciplinary approach to meeting each child's individual needs.

Each pupil with an EHCP will have an APDR (Assess, Plan, Do, Review) target sheet, which is shared with: You (the parent/carer), the class teacher and the allocated Learning Support Assistant (LSA). The APDR termly targets are based on your child's areas of need and aligned with the outcomes in their EHCP. Targets are reviewed twice a year, and the EHCP itself is reviewed annually in a meeting with the SENCo, class teacher, and Key Worker.

Woodside's Process for Identifying Special Educational Needs and Disabilities (SEND)

At Woodside, we recognise that concerns about a child's development may arise through both medical and educational pathways. If a parent or carer is worried about their child's development, they are encouraged to contact their local medical practice and request a referral for assessment. These assessments, provided through the NHS, may include checks for vision, hearing, physical development, or neurodiverse conditions such as Autism and ADHD. When concerns relate specifically to a child's educational progress, parents should speak directly with their child's class teacher. If the teacher shares these concerns, they will raise the matter with the Year Group Leader. Should the Year Team agree that additional support may be needed, the class teacher will complete a SEND referral form and submit it to the Special Educational Needs and Disability Co-ordinator (SENDCo).

Ideally, school staff will support the referral by providing evidence of their concerns. This includes documenting any assessments carried out, strategies implemented, and support already in place to help the child. Staff must also communicate openly with parents and seek their views. However, if either the school or the parents believe there is a significant concern about the child's development, a referral form can be submitted immediately, without the need for prior monitoring.



Interventions at Woodside

At Woodside, all interventions are evidence-based and delivered by our team of well-trained Learning Support Assistants (LSAs). These interventions are designed to meet the diverse needs of our pupils and include: LEGO Therapy, Language Groups, Attention and Listening Support, Attention Autism and Colourful Semantics. We also support physiotherapy and occupational therapy goals as set by NHS therapists, ensuring continuity between school and external services.

Academic support is provided by teachers and Key Workers. Each child receives a bespoke package of support tailored to their individual learning needs, helping them to access the curriculum and make progress.

Speech and Language Therapy (SaLT)

Speech, language, and communication are vital aspects of a child's development. Children who require support in this area may need help with attention, listening, focus, understanding language, or expressing themselves. At Woodside, we work in partnership with Speech and language Therapist (SaLT) to provide targeted support.

Therapists carry out initial assessments and regular reviews for all children on their caseloads. They also model and monitor evidence-based interventions for staff, including approaches such as Colourful Semantics, Lego Therapy, and Language for Thinking. In addition, all children in Reception benefit from extra language support through the Nuffield Early Language Intervention programme.

Children do not receive one-to-one SALT sessions, as language support is most effective when it is integrated into daily routines and learning experiences. Our Learning Support Assistants (LSAs) are trained by the school's SALT team and SENDCo to deliver tailored interventions that meet each child's language and social communication needs throughout the school day.

Educational Psychologist (EP) and other professionals

At Woodside, we buy into the Waltham Forest EP service. Your child may see the EP if they are working significantly below their age-related expectation (a minimum 2+ years). An EP assessment will usually complete a cognitive assessment of your child & hold a feedback meeting with you to share their findings before sharing a report. If your child has an EHCP, they will be reviewed by the EP in line with their EHCP phase transfer (Year 2 and Year 5). If you would like to self refer for EP support. You can receive a free 30min session by booking through Waltham Forest EP service website.

We make referrals to other professionals such as: Specialist teachers, Physiotherapists, Occupational Therapists and Paediatricians - based on your child meeting the threshold for a referral. We may need to gather clear evidence and observe your child over a length of time, before we agree to make a referral. We will always ask for consent before any referral is made.