



ANNUAL REPORT TO PARENTS AND GOVERNORS ON THE SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY 2024-25

1. Introduction

Schools have a duty to report to parents on the provision for SEND. Students with special educational needs have learning difficulties and disabilities that make it harder for them to learn than most students of the same age. These students may need extra or different help from that given to other students of the same age. The SEND Code of Practice (2014) lies at the heart of the school’s SEND policy and sets out the processes and procedures that all organisations should follow to meet the needs of students. The Code describes a graduated approach which recognises that students learn in different ways and can have different kinds of SEN. At Woodcote students may be on the SEND register as requiring “SEND support”. This is so step-by-step support can be put in place or specialist expertise can be sought to help the students overcome difficulties. Students who have needs that are more complex may have an Education & Healthcare Plan (EHCP). This report will outline the SEND provision for the school for 2024- 2025.

2. SEND profile

Primary EHCP Need	Number of Students		Primary SEND Support Category	Number of Students	
Autism Spectrum Disorder	12	% of EHCP in relation to students on roll	Autism Spectrum Disorder	18	% of SEND Support in relation to students on roll
Attention Deficit Disorder	3		Attention Deficit Disorder	15	
Speech, Language and Communication	15		Speech, Language and Communication	38	
Social, Emotional and Mental Health	9		Social, Emotional and Mental Health	25	
Moderate Learning Difficulty	7		Moderate Learning Difficulty	10	



Specific Learning Difficulty	6		Specific Learning Difficulty	60	
Severe Learning Difficulty	1		Severe Learning Difficulty	0	
Physical Disability	8		Physical Disability	2	
Multi-Sensory Impairment	1		Multi-Sensory Impairment	2	
Hearing Impairment	3		Hearing Impairment	7	
Vision Impairment	2		Vision Impairment	4	
Other	5		Other	10	
No Specialist Assessment	0		No Specialist Assessment	2	
Total	45	3.6%	Total	220	18.1 %

***Some students have more than 1 primary need.**

3. Identifying pupils with SEN

Pupils are identified firstly by information from feeder schools via transition meetings and their files. Once at Woodcote screening tests take place in reading comprehension, spelling and writing. If required, additional tests such as processing , working memory are conducted. The tests used give standardised test scores which are vital moving forward to qualify for exam concessions for GCSEs. In addition all teachers are encouraged to refer pupils to the SEN team. They are then tested by the SENDCO and added to the inclusion register as required . There are regular link meeting chaired by the SENDCO with representatives of every subject in the school. Information is shared and differentiation adaptive techniques are explored. Representatives then go back and share the information with members of their departments.

4. Progress made by pupils with SEN – comparisons with other groups

This year there were 11 students with an Education, Health and Care Plan in the cohort, representing a higher number than typically seen in Year 12 and reflecting the complex profiles of students significantly affected by the Covid period. Attainment 8 for students with EHCPs was 33.8. Nationally, pupils on SEN Support typically achieve in the low 30s and pupils with an Education, Health and Care Plan usually perform significantly below this, which means that this cohort of EHCP students performed slightly above what is usually



expected for similar learners nationally. In English and Mathematics, 63 percent of students on SEN Support achieved a grade 4 or 5. A key strength for this cohort was that several students with EHCPs and those on SEN Support met or exceeded their personalised target grades, including cases where they had not originally been projected to secure grades 4 or 5. All students with EHCPs secured their first-choice college placement, reflecting highly effective preparation for post 16 education and strong collaborative transition planning.

5.SEN funding

The largest proportion of the SEN budget continues to be allocated to the employment of the highly skilled team of Teaching Assistants who provide essential support for pupils with the highest levels of need. This provision is funded partly through high needs funding attached to pupils with Education, Health and Care Plans, with the school making an additional financial commitment to support pupils on SEN Support who require provision beyond quality first teaching. The allocation of funding is overseen jointly by a member of the Senior Leadership Team and the SENDCo.

Small group interventions and in-class support delivered by Teaching Assistants remain the most frequently used forms of provision, supplemented by access to specialist services including Speech and Language Therapy, Educational Psychology, Physiotherapy and Occupational Therapy.

Woodcote High School is also part of the Croydon Locality SEND Support (Coulsdon) group which aims to improve and coordinate support for children with SEND across the local area. Through this initiative the school has been able to access additional funding to provide earlier identification and more targeted intervention for pupils whose emerging needs exceed the resources available within school. This has enabled more timely referrals, school to school support and access to specialist provision without unnecessary delay.

This year, students benefited from technology support and specialist speech and language sessions commissioned through Locality SEND Support, alongside staff training and development. The school also secured increased Educational Psychology input through the Collegiate Trust, which enabled a greater number of assessments to be completed and strengthened the school's capacity to deliver high quality, inclusive teaching.



6. Education, Health and Care Plans and Additional Support

The school continues to support a large caseload of students with Education, Health and Care Plans (EHCPs), as well as those within our Enhanced Learning Provision (ELP). These students receive annual reviews led by the SENDCo and two other members of staff, with regular parental input.

All students with EHCPs benefit from a graduated response, including:

Wave 1: High-quality first teaching

Wave 2: Targeted in-school provision and interventions

Wave 3: More specialist, individualised support where needed

This academic year, 11 successful applications for EHCPs were made, bringing our total number of EHCPs in school to 45. Some of these EHCPs were awarded for students who subsequently transitioned to specialist placements or received EOTAS (Education Otherwise Than At School) packages.

We also successfully secured CLSS Locality Funding for several students, enabling us to deliver additional interventions and tailored support.

Interventions during 2024- 2025

This year, SEND department provided a wide range of SEND interventions to improve our SEND provision and meet the needs of students. All K and E students on the Inclusion Register now undertake initial assessments at the beginning of the year. From these results, we decide next steps. For students with a low reading or spelling age, this could be a literacy session in form time and for those requiring more intensive support, specific and targeted literacy intervention that occurs in the school day. We also offer the following Interventions:

- Literacy session including Lexia Power UP
- Speech and Language sessions
- Social Skills and Social Awareness
 - Think Good , Feel good
- Zones of Regulation



- Anxiety and Resilience course
- Handwriting and touch-typing
- KS3 and KS4 maths support
- Lunchtime club for vulnerable students
- Key Stage 4 academic mentoring
- Independent Living sessions for students in the ELP

Therapy Room for reflection, sensory needs, speech and language and social skills.

Link TAs to provide mentoring for students.

Increased numbers of laptops and chrome books for students requiring support with accessibility.

7. Staff development

The SENDCo regularly contributes to staff CPD and provides updates and opportunities for staff to be trained in supporting students with SEND. Staff have access to a range of CPD relating to various SEND needs. The SENDCO also had sessions with ECT teachers to explain the SEND process fully. This year we successfully had whole school sessions from the Croydon Sensory Team – Hearing Impairment and Visual Impairment Team, along with educational psychology team and speech and language specialists. These whole school input provided practical training for our staff and helped to enhance practice tremendously.

The SENDCo attends monthly Locality Meetings and Croydon's SENDCO Forum termly where there are opportunities for updates and SEND training that is disseminated to whole staff through emails or weekly Teaching and learning bulletins. In addition, the SENDCO was a part of several working parties in Croydon which provided further opportunities to work with SEND professionals in Croydon to review the school and local offer.

Our teaching assistants also accessed extensive speech and language training from the Croydon SCLN team. They also had internal training led by SENDCO through National College and other training led by our 3 HLTAS, some of whom are ELKLAN trained. We also have the vast majority of teaching assistants have all achieved NVQ3. All TAs have a training target as part of their performance management and this year they all devised a way of differentiation for use with a group or individual pupil with whom



they work. They also shared their ideas with each other so that other TAs could then use the same strategies with their pupils. There are a range of online courses that TAs have accessed.

8. Work with external agencies

The entire SEND department works with a wide range of external professionals to support the four areas of SEND. The ELP is supported by occupational therapists and physiotherapists who visit fortnightly.

We also engaged with the following professionals last year for students with EHCP and students on SEND support:

Sensory Team – Hearing and Visual Impairment

- School Nurse
- Occupational therapist
- Speech & Language therapist
- Counselling
- Educational psychologist
 - Transport Services
 - Wheelchair Services.

During the 2024 to 2025 academic year, there was a notable increase in referrals to Speech and Language Therapy services. Our link Speech and Language Therapist facilitated three speech clinics that were open to parents, which enabled a larger cohort of students from Years 7 to 12 to access support. In addition, through locality support, we were able to increase access to Speech and Language Therapy sessions delivered by Love to Communicate. We also successfully negotiated a favourable agreement with Love to Communicate, allowing for an increased number of assessments and intervention sessions for students.

There was also a significant increase in referrals to Educational Psychology services during this period. This was supported by the Trust appointing a new Educational Psychologist, Dr Katie Ellois, which enabled improved access to Educational Psychology services for



students. As a result, more assessments and referrals were completed, alongside increased in school support for both staff and students.

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