



Woolmore
Primary School

SEND INFORMATION REPORT 2025-2026

April 2026

Our Commitment to Inclusion

At Woolmore, inclusion is not just a principle – it is our practice. We believe that every child has the right to belong, participate and succeed. Our SEND provision is rooted in our ethos of care, equity, and high expectations for all. We welcome and celebrate diversity and difference, and we are proud to offer a safe, stimulating and fully inclusive learning environment. The themes of inclusion and belonging are at the heart of our school values.

Our School

We are a 3 form entry mainstream primary school for children, we have 2 nursery classes.

Our Children identified with SEND have the following as their need:

Communication and Interaction 58%

Cognition and Learning 13%

Social Emotional and Mental Health 15%

Sensory and Physical 10%

Other 4%

We support children with diabetes, epilepsy, cerebral palsy, children with feeding tubes and wheelchair users.

Our Team

We are committed to inclusive teaching and Woolmore has a team to support teachers, children, and their families.

Our staff are available to talk to each day in the playground and encourage face to face communication with families.

Contact email admin@woolmore.org

Hannah Williams (Deputy Had, DSL and Inclusion Lead)

Karen Attard (Special Educational Needs and Disability Co-ordinator)

Iona Evans (Special Educational Needs teacher, currently in the programme for National Professional Qualification for Special Educational Needs Co-ordinator)

Susan Sibley Mason DDSL and Family Support Worker

Mabel DDSL and Family Support Worker

Ella Deeks (Child in Time) Play Therapist

Daniah Ali (Speech Therapist BARTs Health)

HLTA (Higher Level Teaching Assistant) Tutor
Additional Teacher for Upper Key Stage 2

How do we know if a child has Special Educational Needs or a disability (SEND)

Children may have already been identified with SEND when starting at Woolmore or there may be concerns about their progress after targeted or adapted work has been provided.

They could be working significantly below age-related expectations having been in full-time education

How do we understand the specific needs of our children

We use observations of children and conversations with them, as well as formal assessments to check children's understanding and progress.

The children' progress and attainment are then discussed by teachers and members of SLT at half termly 'Pupil Progress Meetings.' We then follow the assess plan do review cycle and involve families and children in this process. For some children, this means sharing an 'Assess Plan Do Review' document which outlines the plan for the next steps in their learning and how we are going to support their child.

What we do to support children with SEND

We aim for all children to be independent learners.

Through *Quality First Teaching* for everyone, we help children understand their mistakes and learn from them. We plan for children to talk about their learning with each other. This helps him understand and remember. We plan opportunities for children to feel confident to ask for help and to work together.

We use:

- social stories with children find change difficult to manage and provide these for families when preparing for substantial changes
- Visual timetables
- Pictures to communicate feelings and needs
- Now and Next Boards
- Simplified instructions
- Interactive Whiteboards and visualisers in the classroom
- Differentiated resources

Through Wave 2 Interventions

For a limited time, your child may be part of a small group supported by an adult to focus on a particular skill or area of learning. This may take place in the classroom, or in a quieter space to help concentration and focus. Over time, these are skills that your child will be expected to use independently in the classroom.

Sometimes, additional funding is required to ensure that the child's needs are met. We can ask the Local Authority to carry out an Education Health and Care Needs Assessment which can lead to additional funding through an Education Health and Care Plan.

Through Wave 3 Interventions such as ECHP provision

Children with a high level of need have an individualised programme of support which can be a combination of more intensive support in the classroom and specialist support and interventions. The funding helps us secure equipment and an increased amount of time receiving tailored interventions and sometimes access to more specialist equipment for your child.

Specialist and external agencies

Woolmore works with several external agencies

- Educational Psychology Service – Tower Hamlets
- Speech and Language Therapy Service – Tower Hamlets
- Child and Adolescent Service – Newham and Tower Hamlets
- Physiotherapists (BARTs)
- Occupational Therapists
- Community Nursing
- Phoenix School Outreach Service
- Stephen Hawking Outreach Service
- Behaviour and Attendance Support Service
- Attendance and Welfare Service

These agencies provide specific advice and guidance to teacher and families, and this helps us plan for support through our Assess Plan Do Review cycle.

Staff Expertise and Training

We hold regular Professional Development sessions – these include

Ways to assess children with SEND

- Adaptive teaching
- Training specific to individual children through multi professional meetings and feedback from agencies.
- Whole School INSET
- Phoenix Outreach Training.
- Training for children with complex medical needs is provided by the Community Nurse Trainer.

Family Partnerships

We aim to build strong relationships with our families through face-to-face discussions and planned events throughout the school.

Welcome meetings led by each year group team are held at the beginning of the year. Key information is given out, and parents can ask questions directly to staff members and the Senior Leadership Team.

Twice a year, parents are invited formally to an Individual Learning Review Meeting where they can talk about their child's progress.

Where Special Educational or medical needs are impacting on attendance, parents are invited to meet with the Attendance Welfare Advisor and SENDCo or Family Support Worker. Where children have an EHCP, parents are invited to contribute to the Annual Review discussion to review the outcomes.

Family Support Workers, SENDCo and SLT are available daily in the playground for families to talk to.

We suggest support networks and parent workshops to help families support their children in the best way.

How do we give children their voice.

We give all children the opportunity to express their views and adopt a child centred annual review process, where children have an EHCP, their views are gathered and presented at the Annual Review, Where children are not yet able to verbalise their opinions , we use pictures and observations from adults who know the children best.

Children contribute to their Annual Reviews through a presentation which reflects their thoughts on their achievements. Knowing and understanding our children is crucial to knowing what and how to teach them

Where children are pre-verbal, we use observations from adults who know them best and visuals such as Talking Mats where appropriate.

Woolmore have a School Council which aims to represent the children and their views.

Monitoring Progress

Professional Pupil Progress meetings are held termly. These involve the class teachers and Senior Leaders. We use Assess Plan Do Reviews to monitor the progress and support provided throughout the year.

How do we support children through changes

The Early Years staff carry out home visits for new children to our nursery and offer welcome sessions during the summer term for new children to Nursery and Reception.

The SENDCo contacts the previous nursery setting for children with high level needs to find out more about the child and visits the setting and the child where possible.

We use social stories to help prepare children for change. We use these at the end of each year to help children and their families prepare for the next class. We have dedicated 'handover' meetings at the end of each school year when staff discuss the children's needs with the next class teacher.

When leaving the school, we pass on any information we have about your child to their next school.

Accessibility and Inclusion

We are a 3 storey building with a lift, disabled toilet and evacuation chairs.

We include children in visits and trips with personalised arrangements and in consultation with parents.

Staff adapt the curriculum to ensure children feel included and make progress, eg, PE staff make sure that all children are involved.

Who to contact for more information or discuss a concern

Concerns arise or you have any questions about your child please first contact the class teacher if this concerns special educational needs or disability. The class teacher will speak to the SENDCo and arrange a meeting to discuss plans for your child or to arrange a meeting for you.

You can e-mail the SENDCo through our admin e-mail admin@woolmore.org
Or phoning the school office 02079872778

For further information – please see our policies on the website

[Policies – Woolmore Primary School](#)

[Tower Hamlets Local Offer :: Home](#)

[Tower Hamlets SEND Inclusion Framework](#)