SEND Information Report 2026-2027

Introduction

The purpose of this report is to inform parents and students about how Woodford County High School for Girls (WCHS) identifies, supports and provides provision for students with special educational needs and/or disabilities (often referred to as SEND).

At Woodford County High School, we are committed to ensuring all students, regardless of their individual needs, are able to access a broad, balanced and ambitious curriculum and to ensure that students with SEND are fully included in all aspects of school life. We strive to enable every student to achieve their full academic and social potential within an inclusive and supportive environment. We believe that all teachers are teachers of students with SEND and that high-quality teaching is the first step in responding to the needs of all learners.

Contact Details

Every school has a designated Special Educational Needs and Disabilities Co-ordinator (SENDCO/SENCO) who is responsible for ensuring that students with SEND receive appropriate support and for liaising with parents, carers, and external agencies.

SENDCO	Mrs Holly Baillie
Assistant SENDCO	Ms Helen Longmate (Oversight of Yr 7 SEND Cohort)
SEND Officer	Mrs Judith Connal

If you wish to speak with any of the staff members listed above, please contact the school reception by phone or email and leave a message. Your enquiry will be passed on to the appropriate member of staff.

Phone: 020 8504 0611

E-mail: enquiries@woodford.redbridge.sch.uk

Categories of SEND

Special Educational Needs and Disabilities (SEND) are grouped into four broad areas of need, as outlined below. Students with SEND may experience difficulties within one of these areas or across multiple areas, and the nature and level of support required will vary according to their individual strengths and needs.

Communication and Interaction:

Children and young people with Communication and Interaction needs may experience difficulties communicating with others, understanding language, expressing themselves, or interacting socially. This can affect their ability to build relationships, participate in lessons, and engage with their peers.

Examples may include:

- Autism Spectrum Condition (ASC)
- Speech, Language and Communication Needs (SLCN)

Cognition and Learning:

Children and young people with Cognition and Learning needs may learn at a slower pace than their peers or experience specific difficulties in particular areas of learning. They may have difficulty in processing and organising information.

Examples may include:

- Specific Learning Difficulties (SpLD), such as Dyslexia, Dyscalculia, and Dyspraxia
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)

Social, Emotional and Mental Health (SEMH):

Children and young people with SEMH needs may experience difficulties managing their emotions, behaviour, and relationships. It also includes students who find it challenging to maintain focus and concentration in lessons. These difficulties can impact their learning, wellbeing, and engagement with school life.

Examples may include:

- Anxiety and/or Depression
- Attention Deficit Hyperactivity Disorder (ADHD)

Sensory and/or physical:

Children and young people with Sensory and/or Physical Needs may require additional support or specialist equipment to access learning and participate fully in school activities.

Examples may include:

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical disabilities

Identifying Students with SEND

Students at WCHS who have already been identified as requiring SEND Support will have appropriate provision and reasonable adjustments in place to meet their identified needs. Support is regularly monitored and reviewed to ensure it remains effective and is adapted as the student's needs develop over time.

If concerns arise that a student may have special educational needs whilst attending WCHS, the school will gather information and monitor their progress. Parents/carers will be contacted to discuss these concerns and, where appropriate, a plan will be agreed to determine the most suitable support and next steps.

Parent/Carer Concerns

If you believe your daughter may have special educational needs or disabilities, we encourage you to contact the school in the first instance. By working together, we can discuss any concerns, review available evidence, and determine whether additional assessment, support, or intervention may be required to help your daughter achieve her full potential.

The first point of contact is your daughters Head of Year as these are the professionals who know your daughter well. Please contact them by either leaving a message at reception or sending an email to enquiries@woodford.redbridge.sch.uk. Please mark your email for the attention of the relevant Head of Year and your message will be forwarded as necessary.

The Head of year and SEND Team will then work together to gather information about your daughter in order to gain an overview as to how she is managing within school (for more information about this process please consult the next section: Identifying SEND in School). Once an overview has been gained the Head of Year/SENDCO will contact you and outline future steps to ensure that your daughter receives any appropriate provision.

Student Concerns

If a student believes they may have Special Educational Needs and/or Disabilities, they should speak to their Head of Year in the first instance. The Head of Year will gather information from the student, parents or carers, and teaching staff to build a comprehensive understanding of the student's needs. Following this, appropriate next steps will be considered, which may include consultation with or referral to the SEND Team for further investigation, assessment, or support planning. This collaborative approach helps to ensure that any concerns are explored fully and that the most appropriate support can be put in place.

New and transferring students

If your daughter has recently transferred to WCHS and has already been identified as having Special Educational Needs and Disabilities (SEND) or is receiving SEN Support, we encourage parents and carers to contact the school as early as possible. While information is usually transferred from a student's previous school, parents and carers should not assume that all information will automatically transfer in sufficient time to support a smooth transition. Early communication with WCHS helps ensure that appropriate support can be put in place from the outset.

The SENDCO or SEND Officer will work closely with the previous school to ensure that:

- All relevant information regarding your daughter's needs and support arrangements is received as promptly as possible.
- Teaching staff are informed of any necessary strategies and adjustments to support the students learning and wellbeing.
- Appropriate support is put in place to help ensure a smooth and successful transition to WCHS.

Students joining WCHS with an EHCP

Students joining WCHS with an **Education, Health and Care Plan (EHCP)** will have an established support programme in place from the outset. As a statutory document, the EHCP will be reviewed at least annually through a formal review process involving the student, parents/carers, school staff, relevant professionals, and the Local Authority.

Students with an existing Education, Health and Care Plan (EHCP) will usually have been supported through a structured transition process as part of their application, consultation and admission arrangements. Prior to admission, the school will work closely with the student, their family, the Local Authority, and any relevant professionals to gather information about the student's strengths, needs and required provision. This may include reviewing professional reports, attending transition review meetings, liaising with the student's current school or setting, and arranging additional visits where appropriate.

Where necessary, individual transition plans will be developed to support a successful move into the school. Reasonable adjustments, specialist resources, staff training and any provision

specified within the EHCP will be planned in advance wherever possible. This collaborative approach helps to ensure that appropriate support is in place from the start of the student's placement and that they feel safe, welcomed and prepared for the next stage of their education.

Following admission, the SEND team will continue to monitor the effectiveness of the support in place and will work in partnership with parents, carers, staff and external agencies to review provision and make adjustments where needed to meet the student's evolving needs.

Identifying SEND in school

The school has several procedures for monitoring students in order to identify any students who may have special education needs and/or disabilities:

Monitoring in lessons: All teachers regularly monitor students' progress, engagement, and wellbeing within lessons and receive training to help identify potential special educational needs and/or disabilities (SEND). Where a teacher identifies that a student is consistently experiencing difficulties, either academically, socially, or emotionally, these concerns will be discussed with the relevant Head of Year, who will work with the SEND team to explore appropriate next steps and support.

Year group meetings: Form Tutors and Heads of Year hold regular year group meetings to discuss students' progress, wellbeing, and engagement in school. During these meetings, staff share any concerns regarding students who may be experiencing academic, social, emotional, or behavioural difficulties. Where a student is identified as a concern, information is gathered from teaching staff and the student is monitored more closely to determine whether their difficulties may indicate the presence of special educational needs and/or disabilities (SEND). This helps ensure that any emerging needs are identified at an early stage and that appropriate support can be considered.

Assessments and data: Students are regularly assessed across all subject areas, and attainment and progress data are reviewed to help identify those who may be experiencing difficulties and require additional support. This information can highlight patterns where a student is struggling across multiple subjects, prompting further investigation and monitoring. In addition to academic data, other indicators such as attendance, punctuality, behaviour, and wellbeing may also be considered, as changes in these areas can sometimes suggest that a student is facing barriers to learning. It is important to note that while these factors may indicate a potential special educational need and/or disability (SEND), they are considered alongside a range of other information before any conclusions are reached or support is put in place.

Observations: Where a student is identified by teaching staff as potentially having special educational needs and/or disabilities (SEND), the SENDCO or SEND Officer may carry out lesson observations to develop a more detailed understanding of the student's strengths, needs, and learning profile. Information will also be gathered from subject teachers and other

relevant staff to build a holistic picture of the student's experience in school, identify any barriers to learning, and inform decisions regarding appropriate support, interventions, and reasonable adjustments.

If the school identifies that a student may have special educational needs and/or disabilities (SEND), the first step is to contact the student's parents or carers to arrange a discussion. During this meeting, the SENDCO will share the concerns and observations that have been raised, explain the evidence gathered by the school, and discuss any relevant information from home. Together, appropriate next steps will be considered to ensure that the student's needs are fully understood and effectively supported.

Where there is agreement that additional SEND support is required, the student may be placed on the school's SEND Register under SEN Support. An Individual Support Plan (ISP) will then be developed in partnership with the student and their parents or carers. This document will outline the student's identified strengths and areas of need, along with agreed support strategies, reasonable adjustments, and any interventions that may be required. The ISP will be shared with teaching staff and other relevant members of staff to help ensure a consistent and coordinated approach to supporting the student's learning, wellbeing, and progress across the school.

Assessing and Reviewing Progress

At WCHS, we follow a graduated approach to identifying, assessing, and supporting students with Special Educational Needs and Disabilities (SEND). This process follows the cycle of Assess, Plan, Do, Review, as outlined in the SEND Code of Practice (2015).

- **Assess** – identifying and understanding the student's strengths, needs, and any barriers to learning. Information is gathered from teachers, student, parents/carers and where appropriate external professionals.
- **Plan** – agreeing outcomes, support strategies, provision, and reasonable adjustments.
- **Do** – implementing the agreed support and monitoring its effectiveness.
- **Review** – evaluating progress and the impact of the support provided, before considering any necessary changes.

This cyclical process helps to ensure that support remains responsive to the student's evolving needs and promotes positive educational, social, and emotional outcomes.

Parents and/or Carers Involvement

To ensure that parents and students are fully informed and involved, regular review meetings are held throughout the academic year. Where face-to-face meetings or on-line meetings are not possible, reviews may take place via telephone communication. These meetings are typically held once per term and provide an opportunity to discuss progress, evaluate the effectiveness of support, and agree on next steps. Should a parent have any concerns about

their daughter's needs in between these regular meetings please contact the SEND Team so additional meetings can be scheduled.

In addition to SEND review meetings, parents and carers have the opportunity to meet with subject teachers at annual Parents' Evening. Furthermore, all students receive a termly progress report, which provides information about academic attainment, effort, attendance, and overall progress. These opportunities help to ensure that parents and carers remain informed and can work in partnership with the school to support their child's learning and development.

Student Involvement

At Woodford County High School, we are committed to ensuring that students are actively involved in discussions about their special educational needs and/or disabilities (SEND) and the support they receive. Student voice is central to our approach to SEND provision. We believe that students should play an active role in decisions about the support they receive and are encouraged to contribute to discussions about their strengths, aspirations, needs, and the strategies that help them succeed.

Students are strongly encouraged to attend and participate in SEND review meetings alongside their parents or carers, ensuring that their views are heard and taken into account when planning and reviewing support. Student's also know they can also pop into the SEND office should they wish to discuss a concern and/or have a question relating to their support.

We recognise the importance of working in partnership with both students and their parents or carers to develop a shared understanding of strengths, needs, and desired outcomes.

Ensuring provision is effective

Depending on a student's special educational needs and/or disabilities, there may be a need to provide additional in-classroom support. This may range from having access to a laptop in lessons to receiving exam access arrangements, such as rest breaks or extra time, where these are approved in line with JCQ regulations. Provision is targeted to a student's individual needs and is designed to ensure that every student is able to access learning and participate fully in school life.

The effectiveness of provision is reviewed on an ongoing basis. Teachers regularly provide feedback to the SENDCO regarding how successfully a particular strategy or adjustment is supporting a student within the classroom. In addition, the school evaluates provision through a range of measures, including academic progress data, attendance, behaviour and pastoral information, student voice, parent and carer feedback, and, where applicable, outcomes from EHCP annual reviews and external professional reports.

Where monitoring indicates that provision is not having the intended impact, the SENDCO will work with teaching staff, parents/carers, the student and any relevant professionals to

review support arrangements and make appropriate adjustments. This ensures that provision remains responsive to a student's changing needs and continues to promote positive educational, social and emotional outcomes.

There are currently no Learning Support Assistants (LSAs) working within the school. Instead, support is delivered through high-quality teaching, reasonable adjustments, targeted support, specialist provision, and collaborative working between teaching staff, the SEND team, parents/carers and external agencies where appropriate.

Support Available for Students with SEND

SEND in the classroom

At Woodford County High School we strive to develop an inclusive environment in which all students are able to learn at their full potential. The majority of pupils who have any form of Special Educational Needs have these met through Quality First teaching. This means that a pupil's needs are met within the classroom by the teacher.

All students are taught in classes based upon their form groups in Key Stage 3 and upon the options they select in Key Stages 4 and 5. There is minimal use of setting. Students with special educational needs and/or disabilities are always taught alongside other students in order to ensure that they are able to work and socialise with their peers. Students receiving SEN Support will have an ISP written identifying important information including specific needs, challenges faced and recommended teaching strategies. The ISP is an evolving document.

If a student needs additional support with their learning this may come from:

- In classroom provision: this may include provision in the form of adaptive teaching, additional resources such as a laptop, changes to seating plans, visual aids, modelling, pre-teaching key vocab, scaffolds, additional time in exams and assessments, or other adjustments within the classroom. Teachers will be aware of strategies that will work best for the student concerned.

- Out of classroom provision: this may include access to a counsellor, ELSA trained member of staff, Mental Health Support Team (MHST), Specialist SEND Advisory Teacher (SENDATS) or other health care professional, who supports the student in a positive way in order to improve how they learn within school.

EHCP Provision

Students with an Education, Health and Care Plan (EHCP) may receive additional provision and support as specified within their plan. The nature and level of support will be determined by the student's identified needs and the outcomes outlined in the EHCP. Provision may include specialist teaching strategies, targeted interventions, access arrangements, specialist resources, support from external professionals, or other reasonable adjustments.

The school works closely with students, parents or carers, and any involved professionals to ensure that the provision detailed within the EHCP is implemented effectively and supports the student's progress, wellbeing, and participation in school life.

The effectiveness of the provision is reviewed regularly through the annual review process and ongoing monitoring to ensure that support remains appropriate and continues to meet the student's needs.

Teachers

All teachers receive annual training in order to ensure that they are fully aware of the special educational needs and/or disabilities of the students they are teaching. The SENDCO also aims to ensure that special educational needs remain a key feature of the school's professional development programme for all school staff. Staff are also regularly updated of any updates to SEND student support and needs by the SEND team.

All teachers are highly skilled in their own subject areas, and are able to plan lessons which account for students' needs and ensure they are well supported within the classroom.

SEND briefings take place regularly to review the progress, wellbeing, and support of individual students with SEND. These meetings provide an opportunity for staff to share information, discuss any emerging concerns, and evaluate the effectiveness of current support strategies. They also help ensure that teachers and support staff have a clear understanding of each student's needs and are able to make appropriate adaptations to their teaching, learning environment, and pastoral support.

Support and guidance are also available to staff from professionals, such as SENDATS, when needed.

Social, pastoral and welfare support

All students within the school are attached to a form group. Their form tutor is the first point of contact if they experience any social difficulties. The form tutor also maintains an overview of tutees across all their subjects, and will be aware if they are struggling. The head of year oversees a team of form tutors and meets frequently with tutors and formally every half term. There is also a Head of Key stage 3, 4 and Head of 6th Form who work with the form tutors and Heads of Year.

The school also has both a Student Guidance and Health and Welfare team of non-teaching adults. Staff working in these areas of the school are experienced and skilled in specific areas enabling them to play an invaluable role in the provision of social, pastoral and welfare support.

The school has a strict policy on bullying, and should a student feel they are being treated differently - for any reason - students should immediately inform a teacher so the issue can be dealt with.

Where a student experiences significant difficulties with social interaction, emotional wellbeing, or anxiety, the school can provide access to additional pastoral support. Woodford County High School has three school counsellors who deliver individual counselling sessions during the school day to support students with their emotional health and wellbeing.

External Specialist Services

WCHS works in partnership with a range of external agencies and specialist services to support students with Special Educational Needs and Disabilities (SEND). These services can provide advice, assessment, training, and targeted support where additional expertise is required. External agencies may include:

- Education Psychologists (EPs)
- Redbridge Mental Health Support Team (MHST)
- Speech and Language Therapy
- Child and Adolescent Mental Health Services (CAMHS)
- School Nurse
- SEND Advisory and Teaching Support Service (SENDATS)
- Connexions - Carers Advice

Referrals to any of the above are made in consultation with parents/carers where appropriate. Recommendations provided by external professionals are shared with relevant staff and, where appropriate, incorporated into the student's provision and support plans.

Transitions

Throughout secondary education, students experience a number of key transition points. For some students with Special Educational Needs and Disabilities (SEND), these changes can be particularly challenging. Where difficulties are anticipated, additional support will be provided to help students prepare for and successfully navigate each stage of their educational journey.

Key transition points include:

- **Year 7** – Transition from primary to secondary school.
- **Year 9** – Choosing GCSE options.
- **Year 11** – Considering post-16 pathways and choosing A-Level or other further education options.
- **Year 13** – Planning and preparing for adulthood, including higher education, apprenticeships, employment, or other future pathways.

To support students during periods of transition, the school may provide additional preparation, mentoring, additional visits, information sharing and opportunities to discuss any concerns. Support at each transition stage may include:

- **Year 7** – Transition from primary to secondary school.
    - *Contact with primary school*
    - *Additional induction days/visits.*
    - *Opportunities for parents to visit the school for a tour*
    - *Information regarding students needs will be shared with relevant staff.*

- **Year 9** – Choosing GCSE options.
    - *One to one meeting with a member of staff (Year 9 Review Day)*
    - *Options talks*
    - *Assemblies for all students*
    - *Discussions with SENDCO at termly review meetings*

- **Year 11** – Considering post-16 pathways and choosing A-Level or other further education options.
    - *One to one meeting with a member of staff (Year 11 Review Day)*
    - *Connexions careers advice.*
    - *Options Talks*
    - *Open Evening at WCHS*
    - *Information forwarded to next place of study (if leaving WCHS)*

- **Year 13** – Planning and preparing for adulthood, including higher education, apprenticeships, employment, or other future pathways.
    - *Sign posting to appropriate next steps – Support with UCAS application if applicable*
    - *Connexions careers advice*
    - *One to one tutorials with tutor to discuss next steps.*

For curriculum and career-related decisions, students can access impartial careers guidance and advice to ensure they are well informed and feel confident in the choices they make. The school works closely with students, parents or carers, and relevant professionals to help ensure that transitions are well planned and that appropriate support is in place at each stage.

Exam Access Arrangements

Exam Access Arrangements are reasonable adjustments designed to ensure that students with special educational needs and/or disabilities (SEND) are not placed at a substantial disadvantage in examinations and assessments.

Access Arrangements are awarded based on a student's normal way of working within school and must meet the current regulations set by the Joint Council for Qualifications (JCQ). They are not intended to provide an advantage, but rather to remove barriers to learning and assessment.

The need for Access Arrangements may be identified through:

- Teacher observations and feedback
- Evidence of a student's normal way of working in lessons
- SEND reviews and assessments
- Information from external professionals, such as Educational Psychologists
- Examination access assessments carried out by a qualified assessor

The school's SENDCO works closely with the SEND Officer, Exams Officer, teaching staff, students and parents/carers to ensure that appropriate arrangements are identified and implemented where required.

Having a special educational need and/or disability does not automatically entitle a student to Exam Access Arrangements. All arrangements must meet the criteria set out by JCQ and be supported by evidence gathered by the school.

Staff Training

At WCHS, we are committed to developing staff knowledge and expertise to ensure that all students, including those with special educational needs and/or disabilities (SEND), receive high-quality support within the classroom.

All teaching staff are responsible for the progress and development of the students they teach and receive regular training to help them identify and meet a wide range of SEND needs. Training may cover areas such as:

- Autism (ASD)
- Attention Deficit Hyperactivity Disorder (ADHD/ADD)
- Social, emotional and Mental Health Needs (SEMH)
- Adaptive Teaching strategies and inclusive classroom practice.
- Safeguarding
- Medical Needs
- SEND Briefings

The SEND Team provides regular SEND briefings, advice and guidance to teaching staff, ensuring they are aware of individual student needs and appropriate support strategies. Staff are encouraged to share good practice and seek advice where additional support is required.

The school also works closely with a range of external professionals, including Educational Psychologists, Speech and Language Therapists, the Redbridge Mental Health Support Team (MHST), and specialist advisory teachers. These professionals may provide training, consultation and recommendations to further develop staff expertise.

Through ongoing professional development, we aim to equip all staff with the skills and confidence to create an inclusive learning environment where every student can achieve their potential.

Accessibility

At Woodford County High School, we are committed to ensuring that all students, including those with special educational needs and/or disabilities (SEND), are able to access learning and participate fully in school life.

The school makes reasonable adjustments, where required, to reduce barriers to learning and promote inclusion. These adjustments may include:

- Adaptations to teaching and learning activities to ensure students can access the curriculum.
- Assistive technology and specialist equipment where appropriate.
- Exam Access Arrangements in accordance with JCQ regulations.
- Careful consideration of classroom seating plans and learning environments.

For students with a physical disability of medical need, adjustments may also include:

- Adaptive furniture
- Lift access in CC building
- Room changes/relocated classrooms
- Colour strips and handrails on stairs to support visual impairments
- Health and Care Plans
- Personal Evacuation Plans (PEEPs) where required.

We are committed to ensuring that students with SEND are able to participate in all aspects of school life, including educational visits, extracurricular activities, clubs, leadership opportunities and enrichment programmes. Risk assessments and reasonable adjustments will be considered where appropriate to support participation.

Please find the school's accessibility policy on the school website:
https://www.woodford.redbridge.sch.uk/attachments/download.asp?file=1549&type=pdf

The Redbridge Local Offer

The Local Offer is the term used for the support that Local Authorities provide. The London Borough of Redbridge supports the school with qualified professionals, including educational psychologists, councillors, health care professionals and other support agencies. Should a student require external support the SENDCO will liaise with these professionals.

Additional information about the Local Offer provided by Redbridge can be obtained by clicking on the following link:

https://find.redbridge.gov.uk/kb5/redbridge/fsd/localoffer.page?localofferchannel=0

Concerns or complaints about SEND provision

Concerns should be raised in the first instance with the SENDCO, Mrs Holly Baillie.

The School's complaints policy is available via the school website:
https://www.woodford. redbridge.sch.uk/attachments/download.asp?file=1657&type=pdf

November 2026