THE WOODLANDS COMMUNITY PRIMARY SCHOOL

SEND INFORMATION REPORT

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Introduction

At The Woodlands Community Primary School, we are an inclusive school and cater for children with a variety of needs. We value the individuality of all of our children and are committed to giving them every opportunity to achieve to the highest of standards. We are constantly looking at how we can improve the provision for our children. In order to do this many steps are taken to support them on their learning journey. Quality first teaching is essential. However, for some children further additional support maybe needed.

The Code of Practice 2014 defines SEND as follows:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

a) has a significantly greater difficulty in learning than the majority of others the same age, or b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post---16 institutions.

The four broad 'areas of need' are:

- **Communication and Interaction** – This includes children with speech and language delay, impairments or disorders, and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** – This includes children with includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- **Social, Emotional and Mental Health Difficulties -** This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- **Sensory and Physical Needs -** This includes children with sensory, multi-sensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a child being registered as having SEN.

What is the Local Offer?

The Children and Families Bill, states that Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

This utilizes the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet. There are 14 questions below that explain our school offer.

Staffordshire's Local Offer can be found at:

https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0

Our School SEND policy and other relevant documents can be downloaded from our school website.

1. **How does Woodlands Primary School know if children need extra help?**

Teachers use AFL (Assessment for Learning) within lessons to monitor children's progress both emotionally, socially and academically. Summative academic assessments are completed every term. Children who are making slower academic progress can be identified this way. If parents and carers have specific concerns about a child, they should first speak to their child's class teacher. Concerns are discussed with the SENDCO who can offer strategies and advice to support the child in the classroom. Additional assessments and screeners may be carried out at this point if needed. If parents have concerns about a child, they can arrange a meeting with the class teacher to discuss these and a meeting with the SENDCO can be arranged at a later date if needed.

We know when children need help when:

- Progress is limited
- Concerns are raised by parents, carers, teachers or the child's previous school
- There is a change in the child's behaviour

What should I do if I think my child may have special educational needs?
If you have concerns about your child's progress first speak to your child's teacher.

2. How will I know how The Woodlands Community Primary School supports my child?
When providing support that is 'additional to' or 'different from' we engage in a four -stage process: Assess, Plan, Do and Review also known as the graduated response.

Assess – This involves clearly analysing the child's needs using the class teacher's assessment and experience of working with the child, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The child's views and where relevant, advice from external support services will also be considered. Any parental concerns will be discussed and compared with the school's information and assessment data on how the pupil is progressing. This analysis requires regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted if this is felt to be appropriate, following discussion and agreement from parents.

Plan – This stage identifies the barriers to learning and adaptations and/or interventions are planned to support the child's needs. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the child, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do – The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching with other staff. The teacher will plan and assess the impact of support and interventions and ensure it links with classroom teaching.
Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review – Reviews of a child's progress will be made regularly. The review process will evaluate the progress made, the impact and quality of the support provided and the appropriateness of the interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the child's progress and development making any necessary amendments going forward, in consultation with parents and the child.

All of those involved including the child, their parents or carer, class teacher, and SENDCo may contribute to this review. This stage then informs the next cycle, if necessary.

Every child's one page profile and Individual Learning Plan (ILP) is written by the class teacher based on assessments and a review of the graduated response. ILPs are differentiated accordingly to suit the child's individual needs and will include realistic, individual targets. Support and resources will vary depending upon the needs of the individual

child. ILP targets are shared with parents who have the opportunity to discuss these targets and make amendments where necessary.

If a child has needs related to more specific areas of their education including social, emotional and mental health, an intervention group may be planned to meet these needs. The length of time of the intervention will vary according to need. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. If you have any queries related to the interventions, please do not hesitate to contact the class teacher in the first instance.

- Pupil Progress Meetings are held every term. This is a meeting where the class teacher meets the Senior Leadership team to discuss the progress of the children in their class. This shared discussion may highlight any potential difficulties identified in order for further support to be planned.
- Occasionally a child may need more expert support from an outside agency such as the Community Paediatrician, Speech and Language Therapists, CAMHS, Autism Outreach Team, Educational Psychology Service etc. Referral forms are completed in conjunction with parents/carers agreement and forwarded to the most appropriate agency. After some assessments and individual appointments, a programme of support is sometimes provided to the school and parents/carers.
- While the majority of learners with SEND will have their needs met in this way, some may require an Education, Health and Care Needs Assessment (EHCNA) to determine whether it is necessary for the Local Authority to make provision in accordance with an EHCP (Education Health Care Plan).
- Where a child has an Education, Health and Care plan (EHCP), there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parent or carer, and all other professionals involved with the child.

3. How will the curriculum be matched to my child's needs?

Teachers plan and use a range of strategies within their lessons to support children's learning, adapting work to closely match children's ability and learning needs. Teachers plan for different learning styles within their lessons. When a child has been identified with special educational needs their work will be further adapted by the class teacher to remove barriers to learning to enable them to access the curriculum alongside their peers, if possible. Teachers make reasonable adjustments to their lessons and their learning environment such as coloured paper and overlays for reading, talking tins, scaffolding and word mats for writing lessons and practical apparatus such as number lines, base ten and place value counters for maths support if they think this will support the child to work independently. These strategies are embedded within the teacher's daily practice. Teachers also differentiate the pitch of their lessons for children with special educational needs using the graduated response.

If appropriate, a learning support assistant may be allocated to work with a child in a 1-1 situation or a small focus group to target more specific needs.

If appropriate, specialist equipment may be given to the child e.g. reading rulers, writing slopes, sensory equipment, wobble cushions, pen/pencils grips or easy to use scissors.

4. How will I know how my child is doing?

You will be able to discuss your child's progress at Parents Evenings and termly ILP review meetings. Appointments can be made to speak in more detail to the class teacher or Hayley Dawson – SENDCo, by visiting the school office.

ILPs (Individual Learning Plans) are reviewed each term. Targets are initially set by the class teacher but parents/carers are always encouraged to contribute their views to be included on the ILP.

How will you help me to support my child's learning?

- Teachers can suggest ways of supporting children's learning through home learning activities.
- The class teacher may suggest additional ways of supporting your child's learning at parents' evenings, ILP review meetings or by arranging a meeting with you.
- The SENDCo may also meet with you to discuss how to support your child.
- Where needed, outside agencies including the Educational Psychologist may suggest advice or programmes of study that can be used at home.

5. What support will there be for my child's overall well-being?
The school offers a wide variety of pastoral support for children who are encountering emotional, social and behavioural difficulties. These include:

- Home – school liaison who is not classroom based. Children can access support with pastoral issues during these times. Parents are encouraged to raise concerns with the home-school liaison. This can be on an ad hoc basis or more formally arranged regular meetings.
- All members of staff are readily available for children who wish to discuss issues and concerns.
- Every class has their own 'chatterbox' where children can record their concerns or worries. These boxes are checked by the class teacher on a regular basis.
- Behaviour and Attendance is monitored and support is provided where needed. Children are only excluded in very exceptional cases.

Child with medical needs
If a child has a medical need, then a Health Care Plan should be provided by the external health agency. These are discussed with all staff who are involved with the child.
Where necessary, and in agreement with parents/carers, medicines are administered in school where a signed medication form giving consent is completed and held at the office.

6. What specialist services and expertise are available at or accessed by the school?
The SENDCo completed the National award in Special Educational Needs Coordination in 2016.
At times it may be necessary to consult with outside agencies to receive their more specialised expertise. Parents are always involved in these decisions and their views are always taken into account. The agencies used by the school include:

- Educational Psychology Service
- Speech & Language
- CAMHS (Child & Adolescent Mental Health Service)
- Community Paediatrics
- Autism Outreach
- Malachi
- Early Help
- Action for Children
- Mental Health School Team
- Tamworth SEND and Inclusion Team

7. What training have the staff supporting children and young people with SEND had or are having?
Teachers have received in house training related to SEN. These have included sessions on:

- Speech and language
- Direct instruction (an intervention that focuses on 'overlearning')
- The graduated response
- Supporting children with dyslexic tendencies
- Adverse Childhood Experiences
- Creating SMART targets (Specific, Measurable, Achievable, Realistic, Timely)
- Autism Awareness Training
- Sensory Processing training including the use of sensory circuits
- Staff have access to Whole School SEND CPD through NASEN
- Training through the Educational Psychology Service

8. How will my child be included in activities outside the classroom including school trips?
We try to ensure that every child can access all of the activities in and outside of the classroom including school trips; we look at the child's individual needs and plan accordingly with the parents. All children are able to attend after-school clubs that are run by class teachers although places available in clubs are sometimes limited. Risk assessments are carried out if needed and procedures are put in place to enable all children to participate. If a health and safety risk assessment suggests that a higher level of support is needed, in addition to the usual school staff, we will put this in place wherever possible.

9. How accessible is the school environment?
We are committed to providing a fully accessible environment which values and includes all children, staff, parents and visitors. As a school we are happy to discuss individual access requirements.
Facilities we have at present include:

- Wheelchair access

10. Transition
The Woodlands Community Primary school understands that moving schools can be a stressful time for children. Therefore, we have a range of strategies in place to ensure that the child's transition is as smooth as possible.

These include:
On entry to Reception:-

- Parent meetings to meet the staff and to ask any questions, sharing any concerns or information.
- Stay and play sessions
- Parent workshops.
- Early year's staff visit children in their preschool setting and complete transition questionnaires with key workers.

Transition through the school:
• A visit to their new class in July.
• Information sharing sessions between year group teachers to ensure that strategies and support is continued where needed
• Class teachers are always willing to meet parents/carers prior to the child moving to their new class to discuss transition arrangements.

Secondary transition:
• Y6 staff work with children who are anxious about the move from primary to secondary school. This provides them with the opportunity to discuss any concerns they may have.
• Some secondary school staff visit children in school prior to them joining their new school.
• Sarah Hodson (Mental Health Lead) and the SENDCo, with involvement from the class teacher, meet with staff from the local secondary school to pass on information regarding children with special educational needs.
• A transition grid is completed by the SENDCo and class teachers that is shared with secondary schools through the Tamworth Send and Inclusion hub.
• Children attend transition days to the school they are going to.
• Additional transition days are sometimes arranged for children with special educational needs and for children who may need that additional reassurance prior to starting secondary school.
• Opportunities to work with local secondary schools are actively encouraged so that children are familiar with them.

Mid-year transition
Our induction for children arriving mid-year includes:
• A tour of the school with their parent/carer.
• An introduction to their new teacher who will show them their classroom and the procedures in place
• Agreeing the start date. In certain circumstances such as the child not having attended school before, special starting arrangements may be agreed.
• Contacting the previous school for the child's records. Where there are concerns, the SENDCo will contact the school directly to gather further information.

11. How are the school's resources allocated and matched to children's special educational needs?
The SEND budget is used to provide additional support or resources dependant on an individual's needs.
An EHCP (Education Health Care Plan) may state that children require additional support in order for them to access the curriculum and to make progress at their own rate. As a school, we also purchase additional support from outside agencies to provide support and assessments related to learning and behaviour. Further support or resources may be allocated to your child following assessments by school staff or outside agencies (e.g. Educational Psychologist, Autism Outreach Team). Funding is also used to buy in specialist intervention programs (e.g. NESSY,

Lexia). Resources are purchased to support the children in class including wobble cushions, writing slopes, pencil grips, fiddle toys, ear defenders etc

12. How is the decision made about how much support my child will receive?
The decision about the type of support your child will receive will be made by the class teacher, SENDCo, Senior Leadership team and the parents collaboratively and this support is closely monitored using the graduated approach. This support may take the form of individual or small group support in class or in other intervention groups tailored to your child's needs.
During their school life, if further concerns are identified due to the child's lack of progress or well-being then other interventions or support may be arranged.

13. How will I be involved in discussions about and planning for my child's education?
All parents are encouraged to contribute to their child's education. Parents' views are always welcomed and our Mental Health Lead is not class based so is available to meet with parents throughout the day.
Parents can also:

- Speak to the class teacher at the end of the day
- Arrange a meeting with the class teacher
- Discuss their child's education at parent evenings and ILP termly reviews
- Arrange a meeting with Hayley Dawson (SENDCO)

Parents are encouraged to comment on their child's ILP with possible suggestions that could be incorporated.

14. Children who are looked after
Our Designated Teacher for Looked after Children is Mrs Claire Read and can be contacted on 01827 429020.

Mrs Read works closely with the SENCO to ensure all teachers in school understand the implications for those children who are looked after and have special educational needs or disabilities.
Children who are looked after and also have special educational needs or disabilities are supported in the same way as all children in school with SEND through the Graduated Response, the Assess, Plan, Do, Review cycle.

15. Who can I contact for further information or if I have any concerns?
If you have any concerns or would like further information, please do not hesitate to contact the school.

Mr Jon Baker – Head Teacher
Miss Hayley Dawson – SENDCo
Mrs Claire Read – Deputy Head Teacher, Looked after children
Mr Adam Curtis– Chair of Governors
Mr Adam Curtis – SEND Governor

If a parent is concerned about anything to do with any aspect of the school they should, in the first instance, discuss the matter with the school and attempt to resolve any issues raised. In most cases we are confident that we can resolve any concerns or issues by simply talking through them face to face.

If you would like to make a formal complaint, please follow the school's complaints procedure available on the school website.

Support Services for parents of children with SEND include:
SENDIASS Staffordshire Family Partnership is for parents and carers of children and young people aged 0 to 25, with special educational needs and disabilities (SEND). They offer information, advice and support about education, health and social care issues.
They can be found at:-
Website: https://www.staffs-iass.org/home.aspx
Telephone: 01785 356921
Email: sfps@staffordshire.gov.uk

Have Your Say

This report details our annual offer to children with SEND. To be effective it needs the views of all: Parents/carers, children, governors and staff. Please engage fully with our annual process to 'assess, plan, do and review' provision for Children with special educational needs.

Appendix 1
The school's **External Agencies**

Educational Psychologist (EP)
Our school's Educational Psychologist is Linsey Share. The work and support to the school involves:

- Assessment and monitoring of individual children
- Support to families of children with SEND
- Advice and support to SENDCo and staff

The EP is trained in teaching and psychology and is able to give advice and guidance on development, learning and behaviour to teachers, parents and children. She works directly with children who have considerable needs and have not responded well to the interventions previously put in place for them. The EP records and discusses her findings with the SENDCo, class teacher and, in many cases, the parents of the children concerned. She will offer advice to the school and parent/carers on how to best support the child in order to take their learning forward.

Speech and Language Therapy
This service provides assessment, diagnosis, treatment and advice covering language disorders. These may include articulation, language development, cleft palate, swallowing, and other common problems.

Child and Adolescent Mental Health Service (CAMHS)
This service helps children and adolescents with emotional and behavioural difficulties or those who may be suffering with a psychiatric disorder.

Occupational Therapy
This service works with children, families, schools, and other agencies and professionals to maximise the child's participation and independence in daily activities. The task or environment may be adapted to meet the child's needs and enable them to achieve maximum independence. They will implement programmes and send advice into schools to support the children.

Community Paediatrician
This service works with children, families, schools, and other agencies and professionals. A paediatrician is a specialist doctor who manages health from birth to twenty-one, including physical, behaviour, and mental health issues. They are trained to diagnose and treat childhood illnesses - from minor health problems to serious diseases. They monitor and assess children, referring them to other agencies where necessary.

Malachi
Malachi is a not for profit organisation, specialising in supporting children, parents and staff in over 100 schools. They offer a variety of services in schools and children centres.

Early Help
An early help team is a team of children's service professionals working with children, young people and families.

Action for Children
An emotional, health and wellbeing service delivered by Action for Children.

Mental Health School Team
Mental Health Support Teams (MHSTs) work inside participating schools across Staffordshire to help children and young people (ages 5 to 18) deal with mild-to-moderate or emerging mental health needs such as anxiety, low mood, sleep issues, and worry.

Stay Well
Stay Well Staffordshire offers a range of mental health and wellbeing support for children and young people. Some young people access one type of support, while others may be offered a different approach depending on what is most appropriate at the time.