



Woodfield Primary School

Woodfield Primary School SEN Information for Parents

1. How does the school know if my child needs extra help?

- If your child has already been identified as having Special Educational Needs before they start school, we will work closely with you and the pre-school setting to organise and manage the provision for your child.
- If the class teacher is concerned about your child they will discuss their concerns with Mrs Lowe (Special Educational Needs Co-ordinator). We will then contact you to discuss our concerns and agree what we will do next. These concerns may be based on your child's general well being, their progress compared to that of their peers or their profile against recognised characteristics of specific forms of SEND. Once we have agreed a plan of action we will arrange to meet again to review progress. At this point it may be decided to identify your child as receiving SEND support.

2. What should I do if I think my child may have special educational needs?

- If you have concerns or worries about your child talk to the class teacher. We will discuss your child's needs and share our findings with you so that we can work together to agree what we will do next and what you can do to help your child.

3. How will school staff support my child?

- If it is felt that your child has a SEN which requires support which is additional to or different from that received by other children, a plan will be made with clear timescales and targets. The plan will be written by school staff and shared with you and your child. The plan will be overseen by Mrs Lowe, (SENCo), who will organise any additional support. As part of the plan your child may receive additional support in the form of small group work or one to one support. They may need this support for a short time or a longer period, but during this time they will be part of our Special Educational Needs Register and we will keep a close eye on their progress, look carefully at what special support they need and keep in close touch with you. Where necessary the school may seek support from outside services. This will be discussed with you and a referral made with your permission.
- The progress of your child will be reviewed on a regular basis.
- The governing body is responsible for ensuring that funding is used appropriately, and for monitoring teaching and accessibility. There is a designated SEN Governor, Mrs Brockbank, who works with Mrs Lowe.

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

- Lessons are pitched appropriately so that all children can learn, progress and be happy at school.
- Teachers take account of the needs of the individual child and plan different tasks and materials appropriately.
- A wide range of interventions are available to help children to make progress and overcome the barriers to their learning.
- If appropriate we will refer to agencies who can help and support your child such as TESS (Targeted Education Support Service), Speech and Language Therapists and CAMHS (Child and Adolescent Mental Health Services).
- Children work in a variety of groupings, such as small supported groups, 1:1, mixed ability and similar ability groups.
- Sometimes it is necessary to provide additional resources to support your child in the form of technical aids to enable them to access the curriculum.



Woodfield Primary School

5. How will both you and I know how my child is doing.....and how will you help me to support my child's learning?

- Tracking and assessment enables each class teacher to analyse the progress of your child.
- Formal monitoring of progress takes place termly in the form of a Pupil progress meeting held between the Head Teacher, SENCo, Key Stage Leader and class teacher.
- Targets are set to support your child's individual needs and are regularly updated. Additional meetings are held as necessary to check and facilitate learning and progress.
- Information about pupil progress is shared with parents at parent- teacher meetings which are held twice a year with the class teacher and SENCo. During these meetings you will have the opportunity to discuss your child's progress and recommendations of ways you can help to support your child. Additional information is provided in the termly report. Parents are always welcome to request additional appointments to discuss their child's progress as required.
- Depending on your child's need a home school liaison book may be used for a period of time to keep you fully informed.

6. What support will there be for my child's overall well-being?

All staff are committed to providing a secure and happy environment both for learning and social and emotional development. The class teacher has responsibility for the overall well-being of every child in their class. If you have any worries speak to the class teacher first. If further support is needed the class-teacher will speak to the SENCo

We recognise that pupils with SEN can experience a range of social and emotional issues. As well as a whole school focus on social and emotional well being through our SEAL (Social and Emotional Aspects of Learning) lessons we offer a range of interventions to address specific issues as they arise. All staff work closely together to plan and deliver support to meet children's social, emotional and medical needs. We will always work with you to share the expert knowledge that you have about your child to enable us to meet their needs effectively. Attendance is monitored and checked and support is provided to increase attendance to allow your child full access to the curriculum and, therefore, the best opportunity to fulfill their potential.

Prescribed medicines can be administered in school with signed parental permission. There are nominated first aiders in school and several members of staff have paediatric first aid qualifications. If your child has significant medical needs you will need to speak to a senior member of staff who will, following discussion with you, draw up an Individual Health Care Plan to support your child in school. (For further information see the Administration of Medication Policy and Medical Needs Policy on the school website)

There is a high ratio of staff to pupils during playtimes and lunchtimes. A number of supervised activities are provided to enhance lunchtime playtimes and children always have access to a range of play equipment. If a child's behaviour is giving cause for concern parents will be informed. We feel it is vital that the child realises that parents and teachers are working together. If appropriate this may include a Behaviour Chart with clear targets and timescales. Exclusions are very rare and only ever used when all other options have been tried.

7. What specialist services and expertise are available at or accessed by the school?

All school staff have a good awareness of SEN. Regular staff meetings and continued professional development enable staff to develop their practice in relation to the specific needs of the children they work with. Currently we have a number of staff who have additional qualifications/training in supporting children who have learning, social, emotional, physical and

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Woodfield Primary School

medical health needs. In addition we have staff who are trained to support children who may have Dyslexia.

We have access to a range of specialist support offered locally including learning support, behaviour support, Sensory services, Educational Psychology, CAMHS, Occupational therapy, physiotherapy, Speech and language therapy, School Nurse and Early years' services.

8. What are the arrangements for the admission of pupils with disabilities?

The Disability Discrimination Act 1995 defines a disabled person as one who has a physical or mental impairment which has a substantial and long term adverse effect on a persons' ability to carry out normal day-to-day activities. Most children with Special Needs will not be disabled within the meaning of the Act. The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility. It is the Governors' Policy to accommodate pupils with disabilities should parents wish. Steps are taken to prevent any pupils being treated less favourably than other pupils. The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible to all. In practice, we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorized as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

Existing facilities provided to assist access to the school by pupils with disabilities;

- Wheelchair access at all entrances and sections of the school.
- Carpeted classrooms to aid hearing impaired pupils learning.
- Exterior lighting to improve evening access.
- Routes to the main entrance are clearly signed and free from obstructions.
- Disabled toilets are located on the ground floor and first floor and disabled parking is available on the school car park.
- Visual timetables are used in all classrooms.
- An accessibility plan is available to view.

9. What steps have been taken to prevent disabled pupils from being treated less favourably than other pupils?

Auxiliary aids include Ipads, laptops, writing slopes special handwriting pens, coloured overlays, reading rulers, coloured paper, coloured boards, where necessary, external professional provision for individuals or groups will be coordinated including Speech and Language Therapists, Occupational Therapists, Educational Psychologists, Sensory Support, Behaviour Support, School Nurse, CAMHS etc. Please refer to our Equality and Inclusion Policies.

10. How will my child be included in activities outside the classroom, including school trips?

- Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary for trips held during the school day. There may be some pupils for whom risk assessments identify that the trip may not be suitable due to their specific needs.
- Any additional resources/staffing required for residential trips are considered on an individual basis with parents/carers being invited to accompany their child if this ensures access.



Woodfield Primary School

- After school clubs are available to all pupils where possible although some clubs are specific to a particular age group. Vulnerable pupils are given priority and adjustments will be made to support their participation.
- Health and safety audits will be conducted as and when appropriate.

If a parent/carer wishes to discuss something about their child and/or the provision being made for them, they should talk to the class teacher in the first instance. If the class teacher is unable to address their concerns they should contact the SENCo (Mrs K Lowe) or the Headteacher (Mrs J Charnley) via the school office.

11. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

We have good links with high schools and pre-school settings and work closely with staff.

- Induction events take place during the summer term for all children who are joining Reception class in September.
- When children already have identified SEN before they start school, close liaison takes place between the SENCo, Reception class teacher, early years settings and yourselves, as parents, in order to facilitate a smooth transition. This may involve multi-agency meetings to support the transition.
- Transition sessions for Year 6 pupils take place during the summer term or earlier if necessary. When choosing a high school it is recommended that you visit the high school and meet with the SENCo to discuss how the school will meet your child's needs.
- Close liaison takes place between Woodfield staff and the chosen high school. During these meetings information is shared and a transition program discussed to enable your child to experience a successful start to high school.

12. How are the school's resources allocated and matched to children's special educational needs?

- The special educational needs and disability (SEN) budget is managed by the Headteacher, SENCo, SEN Governor and Business Manager.
- Resources are requested and ordered as necessary to support each pupil's learning.
- Regular meetings are held to monitor impact of extra support.
- The governing body is kept informed of funding decisions.

13. How is the decision made about what type and how much support my child will receive?

- Each child is assessed individually and an individual or group learning support programme is developed dependent on need.
- Additional assessments from outside services, such as educational psychologists, learning support, speech and language will inform the types of support and/or resources needed.
- Regular review meetings with appropriate staff are carried out to discuss your child's progress and any additional needs that require support.



Woodfield Primary School

14. Who can I contact for further information?

Mrs Lowe (SENCo).

Woodfield Primary School 01942 243675

Email: enquiries@admin.woodfield.wigan.sch.uk

Mrs Brockbank (SEN Governor) contact via school.

This report was reviewed in January 2018 in collaboration with parents and took into account children's views. Please see separate Accessibility Plan for information.

15. Complaints

If you have any complaints about the support the school provides, please follow the school's complaints procedure which is available on our school website.