

Special Educational Needs and Disability (SEND) Information Report 2017/18

Woodloes Primary School is a fully inclusive mainstream school that is committed to providing an appropriate and high quality education for all children living in our local area.

The Head teacher, staff and governors will do their utmost to support and provide suitable provision for any pupil who has an identified special educational need or a disability.

We support children who have barriers to learning within the areas of Learning and Literacy, Sensory and/or physical needs, speech, language and social communication and lastly social and emotional health.

Our ethos is aimed at enabling children with any SEND to achieve their full potential, be fully included in our school community and make a successful transition to Secondary School and beyond.

Our whole school has a shared responsibility to monitor the progress of all pupils, identifying need as and when it arises therefore allowing us to provide the appropriate targeted support to meet each children's needs.

We believe that all children, including those identified as having SEND have a common entitlement to a broad and balanced academic and social curriculum and to be fully involved in all aspects of school life.

All schools in Warwickshire have the same special educational needs and disability duties, and are expected to provide support for children and young people who have additional needs.

These duties come from the SEND code of practice: 0 to 25. You can find out more information about Warwickshire's Local Offer on the website: www.warwickshire.gov.uk/SEN

School Admission arrangements can be viewed on our website http://www.woodloes.com/website/primary_school_admissions/

We also follow Warwickshire guidelines which can be seen at www.warwickshire.gov.uk/admissions

Below are the frequently asked questions about Woodloes Primary School and its SEND provision.

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

Children may be identified as having SEND prior to joining Woodloes this information could be:

- Information and any assessments from their previous school/nursery setting.
- Informal indications from parents
- Reports and discussions with other professionals such as Social Services, Educational Psychologists, the Child Development Centre.

Once your child starts school:

- All children's progress is tracked and monitored against national and school expectations.
- If concerns are raised about the rate of progress, or the health and well-being, safety or social and emotional health of a pupil then the class teacher will initially have an informal discussion with the parents or carers.
- The class teacher will inform the SENDCo (Special educational needs co-ordinator) who will provide additional advice.

- The SENDCo, class teacher, parents and child will discuss next steps and put support in place.

What should I do if I'm concerned that my child may have special educational needs or isn't making progress?

Your child's class teacher will be your first point of contact if you have any concerns.

The SENDCo may become involved to support and advise you and the class teacher in the best provision for your child.

Our school SENDCo, Nicola Andrews is available Monday to Thursday. Please do feel free to contact her whenever you feel the need to discuss any issues related to your child's learning and/or emotional well-being. She will get back to you as soon as possible either via e-mail or a phone call.

- Warwickshire also provide helpful support and advice for parents go to <https://www.family-action.org.uk/what-we-do/children-families/special-educational-needs-services-children/warwickshire-parent-partnership-service/>

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

- Each child is assessed individually according to the SEND Code of Practice and will be supported through clear targets dependent on the individual need.
- Learning ladders are created to support children with making progress. They show short term targets which are regularly reviewed.
- For some children additional assessments from other outside services, such as educational psychologists, language and learning support units and speech and language therapists will be needed to provide information to the school about how to support the child. This enhanced level of support is called 'SEND Support'.
- Regular review meetings with yourself and appropriate staff are carried out to discuss your child's progress and any additional needs that require support.
- Pupil progress meetings are held termly with the Head Teacher and the Senior Management Team to track progress and decide upon further support.
- If your child's needs are more complex or require a greater level of support than the school can offer from their resources we may request an 'Education, Health and Care Plan' (EHCP) via the local authority in order to ensure we can secure further support.
- EHCP are provided for children whose learning needs are severe, complex and lifelong or need more than 20 hours of individual support in school

How will school staff support my child?

- Your child's need's will be met within the class wherever possible, supported by first class quality teaching; including lesson planning that takes account of the needs of each child.
- Lessons are pitched appropriately so that all children can learn and progress.
- The progress of all children is reviewed on a regular basis in conjunction with the Senior Management team in school.
- The class teacher may develop a plan for your child alongside you and the SENDCo, setting appropriate targets. This plan will be reviewed at least three times a year to ensure that the support in place remains appropriate.
- Where necessary an individual programme of support will be used and progress monitored.

- Children will have learning ladders which are the targets they are working on in school; these will be visible to your child and all staff at all times. These targets will be changed as soon as children have achieved them.
- Where necessary children will take part in a range of interventions which are suitable for their need.
- Where necessary the school may seek support from a variety of outside services. This will be discussed with you and a referral only made with your full permission.
- The governing body is responsible for ensuring that funding is used appropriately, and for monitoring teaching and accessibility. There is a designated SEND governor, Charlotte Rheams who works with the SENDCo.
- Pupil progress meetings are held three times a year with the Head Teacher, Deputy Head Teacher and Phase Leaders to discuss suitable teaching programmes or interventions that may support your child.
- Children work in a variety of groupings, such as small supported groups, 1:1, mixed ability and similar ability groups.

How will I know how well my child is progressing?

- Regular review meetings with you to discuss progress and targets.
- Parent-Teacher Consultations will give you the opportunity to ask questions and discuss progress.
- Children's targets (learning ladders) coming home regularly so you can support at home.
- Teachers and the SENDCo are always available to meet parents if you require further advice or want to know how your child is getting on.

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

We currently have teachers and teaching assistants who have had specific training in the following areas:

- Speech and language
- Dyslexia
- Autistic Spectrum Disorder
- Nurture
- Mental Health First Aid
- Autism
- Paediatric First Aid
- Positive Handling

We also access support from a variety of other services on a regular basis including:

- Educational Psychology Service (EPs)
- Speech and Language Therapy (SALT)
- School Health Advisors
- Early Help Team
- Parent support worker (PSA)
- Integrated Disability Services (IDS)
- Education Support, Behaviour and Attendance Service
- Occupational Therapy (including supporting dyspraxia, fine motor, gross motor needs and those sensory issues linked to an Autistic Spectrum Disorder)
- Child and Adolescent Mental Health Service (CAMHS)
- Counselling services (Snowford grange)
- Services for Children with Sensory Needs
- MASH multi agency safeguarding hub
- Children's Services – Social Care
- EMTAS (Ethnic Minority and Traveller Achievement Service)

- Specialised Teaching Service (STS).

What training have staff had, or are undertaking, to support children with special needs?

- All staff have regular Continuing Professional Development (CPD)
- Training is sourced by the Senior Leaders and the SENDCo and uses relevant outside services in conjunction with identified needs.
- Shadowing/peer observation regularly takes place.
- Medical training to support pupils with medical care plans such as Epi-pen training.
- The current SENDCo completed the National Award in Special Educational Needs Co-Ordination in 2016
- Termly SENDCo meetings
- Regular SENDCo and Teaching Assistant meetings.

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

Support we can provide in school may include:

- Nurture groups
- 1:1 counselling
- Occupational therapy support
- Social skills and friendship groups
- Encouraging the 'pupil voice'
- Appropriate behaviour programmes including rewards and sanctions.
- 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. As a staff we have yearly, refresher updates and training on the use of Epi-pens.
- Plan in conjunction with a member of the School Health Team.

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

- We make sure that activities outside the classroom and school trips are available to all.
- 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 wherever necessary.
- Parents/carers are invited to accompany their child on a school trip if this ensures access
- After school clubs are available to all pupils. 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.

How accessible is the school environment?

- The school site is wheelchair accessible including access to the playgrounds.
- We have a disabled toilet that is large enough to accommodate full changing and is suitable for wheelchair users.
- We have a shower room
- Visual timetables are used in classrooms.
- See Accessibility policy and plan on the website for further information.

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

- Induction events take place during the summer term for all children who are joining the Foundation Stage in September.
- The class teacher and teaching assistant conduct home visits of all children beginning Foundation in September.

- We aim for a good transfer of all SEND information, including paper reports when children transfer to new schools.
- Previous schools are contacted for information sharing purposes.
- Flexible transition plans and timetables from Pre-School into the EYFS are developed to take account of an individual child's needs and parental views.
- Transition to new classes is facilitated by sessions during the summer term with the new class teachers, teaching assistants (including 1:1).
- We run a transition group with specialised teaching service (STS) for Year 6 pupils during the summer term.
- A child's new school is always invited to attend any reviews prior to transition.
- We encourage the pupil voice (children are asked their views on an issue either individually or in small groups)
- If your child would be helped by a photograph book/passport to support them in understanding their moving on, then one will be made for them.

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

- The special educational needs (SEND) budget is managed by the Head Teacher, SEND Governor and Bursar.
- Resources (including support from external professionals) are requested and ordered as necessary to support each pupil's individual learning.
- Regular meetings are held to monitor impact of extra support.
- The governing body is kept informed of funding decisions.

How will you support my child emotionally and socially?

- School PSHE programme
- Bullying Policy and procedures
- Circle Time
- A range of interventions to support children when needed such as Time to talk, SULP, Socially Speaking, What's the Buzz.
- Counselling
- Nurture groups

Who can I contact for further information?

- Class teacher
- Nicola Andrews, SENDCo
- Andy Mitchell, Head Teacher
- School website
- Warwickshire also provide parent support and advice <https://www.family-action.org.uk/what-we-do/children-families/special-educational-needs-services-children/warwickshire-parent-partnership-service/>
- Warwickshire local offer: www.warwickshire.gov.uk/SEN

Please do not hesitate to contact our school if you would like any more information

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Phone: 01926 497491 Email: admin5207@welearn365.com

Website: www.woodloes.com

This offer is accurate now, but services are regularly reviewed and could change. All information will be updated as soon as possible to reflect any new service offer. (Reviewed and updated October 2017)

Glossary – notes taken directly from the ‘Draft special need and disability code of practice; 0-25 years – April 2014’ by the Department for Education and Department for Health

SEND – Special Educational Needs/Disability - A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him to her. A disability as defined under the Equality Act 2010 is a “physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

EHCP – Educational, Health and Care plans – The purpose of an EHCP plan is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across education, health and social care and, as they get older prepare them for adulthood.

A request for an EHCP can be done by the parents of the child or a person acting on behalf of the school with the knowledge and agreement of the parents. The Local Authority must determine whether the EHCP assessment is needed and must communicate its decision to the parents within 6 weeks of making the request.