

# SEND Information Report – Woodthorpe JI School 2018-19

The Special Educational Needs and Disability Regulations 2014 require the Woodthorpe JI School to publish certain information regarding our provision for pupils with special educational needs and disabilities (SEND). At Woodthorpe JI School, we hope parents/carers of current and prospective pupils find the following information helpful. We encourage all interested parties to contact the school for more information.

<b>We provide support for the following SEND:</b>
Autism Spectrum Condition (ASC), Attention Deficit Hyperactivity Disorder (ADHD), Oppositional Defiance Disorder (ODD), global learning delay, dyslexia, dyscalculia, hearing & visual impairment, speech, language & communication difficulties, medical conditions inc. eczema, asthma, epilepsy, allergies, diabetes, cystic fibrosis, cerebral palsy, developmental delay, hearing and visual impairment.
<b>We identify and assess pupils with SEND using the following methods:</b>
Ongoing teacher assessments and judgements are supported by termly standardised, age-related tests in year 2 to year 6. Pupil progress plans are monitored and reviewed with the school’s Maths and English leaders.

Assessment data is used to plan interventions, quality first teaching (QFT) strategies in the classroom

Observations are carried out by Senior Leadership Team (SLT), subject co-ordinators and the Inclusion team.

Other agency support is put in place for assessments, observations and therapy (i.e. Educational Psychologist (EP), Pupil and School Support

(PSS), Communication/ Autism Team (CAT), Speech and Language

Therapy (SaLT), City Of Birmingham School (COBS) – a multi agency

meeting approach is used 2-3 times in the year to review and assess the progress made by SEN/ identified pupils.

Close liaison with parents is used as a vital source of gaining information about the child.

EHC plan children are supported by a teaching assistant on the inclusion team – their progress is tracked through the programmes they undertake

and against their IEP targets from the SEN continuums/pre-key stage

assessment standards.

SEN pupils are also assessed and tracked against the whole school

assessment system (OTrack) using age related expectations if appropriate.

**We evaluate the effectiveness of our SEND provision in the following ways:**

SEND assessment week takes place as part of whole school assessment week; this gives the opportunity for inclusion staff to review and discuss progress with other teaching staff for input on IEPs and targeted interventions on a half termly basis. There are also formal meetings to update the electronic versions of the continuums for each SEND child.

Provision Plans are a working document but formally up-dated termly so there are 3 per year.

Teaching staff meet with senior leaders as part of the monitoring process and children's progress is analysed and discussed, including those with SEND.

Parents' meetings and take place before new IEPs are written to allow parental views to be part of the review and target setting process, the pupils' are also given the opportunity to review their progress and make comments.

IEP review forms record the views of the teacher, parents and child.

A benchmark programme is used for all children in reading.

**Our arrangements for reviewing the progress of pupils with SEND are as follows:**

The progress of pupils SEND is measured against the SEN continuum – their data and progress made is tracked on the Toolkit Progress Tracker.

The Special Educational Needs Coordinator (SENDCo) keeps this up-date as new information and assessments are completed.

IEPs are working documents but formally reviewed termly (at the half term point of the Autumn, Spring and Summer).

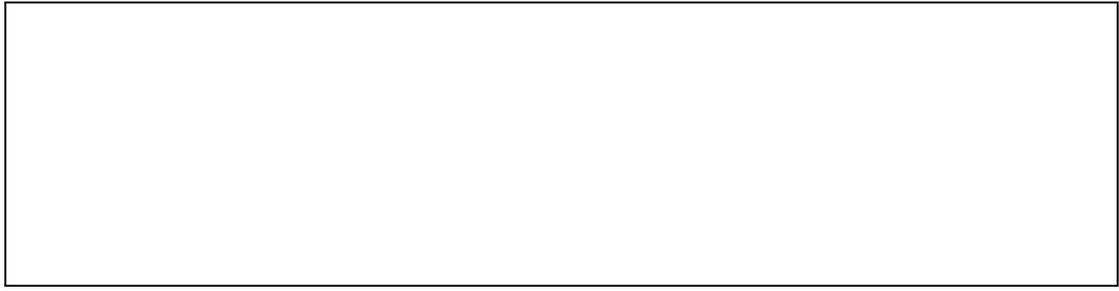
Secure band judgements are taken from the lowest band on a thread within the key area of learning. This means that challenging targets are set for each child in order to 'catch-up' and make better progress in specific areas (to target/meet their age related expectations).

End of term/ intervention reports are completed by staff for children receiving any additional support.

All progress information is used by SENDCO to review and update the school's provision plan.

Our external agencies produce reports for pupils which show and measure progress.

All staff are trained in supporting children on the autism spectrum, there is a lead practitioner and strategic lead professional in school.



**Our approach to teaching pupils with SEND includes:**

Our vision for SEND provision:

At Woodthorpe School we believe that all children have the right to feel safe, valued and succeed. Our provision is based on meeting the individual needs of each child in order to reach their potential. We are fully inclusive, making learning accessible and challenging.

We want our children to develop the ability to make friendships, build confidence and have an 'I can' attitude. All of our staff encourage and promote autonomy so that our children develop a love of learning.

Our aim to provide a balanced approach for the child to learn in the most effective way, for example: effective differentiation of the curriculum, 1:1, 1:2 or small group work, a highly personalised and individualised approach for part of the school day. To ensure the best outcomes for our children, the support provided depends upon: the child's specific learning need, the most effective way of delivering the programme of support for the child and the type of intervention/ programme to be delivered.

Support for inclusion is also through booster groups, both in class and withdrawn, for focused study.

We want our SEND pupils to enjoy learning, make friendships, build confidence and self-esteem to be successful and reduce any levels of anxiety

**We adapt the curriculum for pupils with SEND in the following ways:**

Our quality first teaching approaches include:

- Talk for Writing which enables SEN/ all children to imitate the key language they need for a particular topic orally before they try reading and analysing it. Through fun activities that help them rehearse the tune of the language they need, followed by shared writing to show them how to craft their writing, children are helped to write in the same style.
- Talk for Maths is an approach which encourages children to ask questions, it builds confidence to explore and investigate mathematical concepts.
- Elements taken from Singapore Maths are taught through a concrete, pictorial abstract sequence of learning activities. This supports SEND children through real objects and a hands-on approach to learning.
- Differentiation of the curriculum to ensure SEND children can access and engage
- Using personal interests and a full range of teaching and learning styles so children are motivated.

**We enable pupils with SEND to engage in the activities of the school, together with children who do not have SEND, in the following ways:**

Clubs and after school activities are accessible to all children including SEND. These currently included choir, street dance, rugby, football, tennis, gymnastics, archery, fencing and French.

Teaching assistants attend school trips to help supervise SEND children in their care.

SEND children have opportunity to join various sporting teams such as football and cricket. Woodthorpe's strong link with Bishop Challoner Secondary School (who are closely linked to Dame Ellen Pinsent) provides training for staff and curriculum development in PE.

Bronze Ambassadors are sporting leaders in the school and have been trained in assisting with the delivery of inclusive PE. We have achieved the School Games Silver accreditation and are currently working towards the Gold Accreditation. We also have SEND-specific provision, in addition to curriculum PE, delivered by AVFC. Woodthorpe school offers sport to all of our pupils. We are fully inclusive of children across a range of abilities to take part in sport.

**The following emotional, mental and social support is available for pupils with SEND:**

The internal and external supports systems we have are:

School Nurse Service, which is under review, but currently assisting writing care plans and safeguarding – assessing any identified vulnerable children.

Social groups and nurture groups (friendship focused – self-esteem, behaviour, resilience building, positive mental health)

PSHE and SEAL curriculum is inclusive of mental health, safeguarding, anti-bullying (including cyber-bullying) and e-safety.

Enrichment day visits & activities

Positive classroom environments, fully inclusive practice, quality first teaching approaches, tiered support in place.

IBP & pastoral plans

A buddy system, friendship stop and peer mediation run at lunchtimes to support our most vulnerable children in school. All staff are trained in providing social, emotional, behavioural and well-being support.

**Our SEND co-ordinator (SENDCO) is: Ms R Carrington**

Listed below are the names of staff members possessing expertise related to SEND:

**Name: Joy Agunsoye**

**Name: Mandy Preston**

Job role: Teaching Assistant

Job role: Teaching Assistant

Expertise: Year 2 TA, SEND interventions/booster, EAL, First Aid

Expertise: SEND – EHCPs, Autism – Lead Practitioner, Lead Practitioner for Dyslexia, Forest School, Social groups

**Name: Margaret Mason**

**Name: Sally Mason**

Job role: Teaching Assistant

Job role: Teaching Assistant

Expertise: Lunchtime Play Leader, literacy interventions	Expertise: Year 1 TA, Foodnet, Forest School, Social groups, Phonics, First Aid
<b>Name: Emma Geary</b>	<b>Name: Naomi Howard</b>
Job role: Teaching Assistant	Job Role: Teaching assistant
Expertise: SEND booster/interventions, Speech and language, Eco-team	Expertise: Reception TA, Social groups, SEND, Booster/interventions, Phonics, First Aid
<b>In addition, we use the services of the following specialists:</b>	
<p>Education Psychology (EP)</p> <p>Communication Autism Team (CAT)</p> <p>Pupil and School Support (PSS)</p> <p>City Of Birmingham School (COBS)</p> <p>Speech &amp; Language Therapist – SaLT</p> <p>PDSS Victoria Teacher</p> <p>Visual Support Service Teacher</p> <p>School nurse</p> <p>Steve Brown - Positive Handling/ Team Teach</p>	

**We currently possess the following provisions to assist our pupils with SEND:**

The study room is an allocated space for the teaching of intervention groups and individuals for targeted support.

Resources & materials : Black Sheep Press, Language STEPS, Cued Spelling, Plus One and Plus Two, Talking Semantics, Paired Writing.

Speech & Language Therapy

Peer support via daily Peer Tutoring (reading & phonics)

Rapid Phonics programme for year 3 and 4 pupils (including those who did not pass the KS1 phonics check)

IDL online intervention for dyslexia

Specialist intervention teacher/s for SEN & Pupil Premium children – reading, writing and maths

Booster group provision in years 1 to 6 allocated to pupils who need additional support in class and/ or through small group activities.

Speech, language and communication checklist from Wellcomm/Universally Speaking for screening and early identification;

Assessment toolkit for Inclusion staff to use once SLCN pupils are identified (to plan & carry out the required provision).

Enrichment days and visits for SEND pupils throughout the year, providing opportunities for beyond the classroom experiences (for social, emotional and behavioural needs).

SEND i-pads allow pupils to access a range of apps and learning tools for all aspects of the curriculum.

**Our confirmed plans for SEND provision in the future:**

SENDCO manages the budget for special needs across the school.

Enrichment days will continue (approx. 4 during the school year). For 2017-18 the SENDCO will expand the inclusion team to include PSHE coordinator (year 2 class teacher) and friendship group co-ordinator (SENDCo).

Services have been secured for identified pupils and to support other pupils with an SEND need.

Provison will include speech and language therapy with therapists working directly with pupils in school.

**Our arrangements for ensuring the necessary involvement of parents are as follows:**

Our cycle of reviewing the IEPs includes parents/ carers in the process of reviewing and identifying their child's new targets. Class teachers invite parents to attend these meetings during or just after the school's assessment week. Their child's progress is discussed from the IEP review and SEN continuum. Their views are gained.

Coffee drop in sessions for SEND parents/carers and parent ambassador (also attended by school's external agencies e.g. CAT worker, PSS teacher) – offers training, advice and signposting.

**Our arrangements regarding SEND related complaints from parents are as follows:**

First point of contact would be the class teacher. However, parents can also contact the SENDCO/ Inclusion Leader directly. Some parents may wish to speak directly to the practitioner who is delivering the support for their child. Following this, a discussion between the members of the inclusion team and class teacher will take place. The outcome of this will be fed back to the parent and a further, more formal meeting, may be required. Please see Complaints Policy.

**We work with the following bodies to ensure the best possible provision for pupils with SEND:**

Special Educational Needs Assessment and Review (SENAR)

Education Psychology

Communication Autism Team (CAT)

Pupil and School Support (PSS)

City Of Birmingham School (COBS)

Speech & Language Therapist

Sensory Support Service

Also: Early Help & Brokerage Service, Team Around the Family (TAF), School Nurse  
Team, Diabetes Nurse, Allens Croft Children's Centre,

**Parents of children with SEND may find the following additional services helpful:**

School Nurse Team - Broadmeadow

All Saints – ADHD support group

ASC – Communication Autism Team (CAT), the MAC (events), Millennium

Point Cinema, drop-in parent groups

Beyond the Horizon (charity) for loss, separation, bereavement

Pause – Forward Thinking Birmingham

NHS services – referrals to Paediatricians and Speech & Language

**Our transitional arrangements for pupils with SEND include:**

Meetings with Secondary Schools' transition tutors to hand over information

Pupils attend planned transition meetings at their new secondary school – with a member of school staff and parents

Meet the teacher events during the Summer term

One Page Profiles are updated and given to the child's next teacher

Reception staff complete home visits for new intake (SENDCo attends home visits for identified SEND pupils and meets parents/ professionals to gather information for a smooth transition and handover)

Reception stay and play sessions for children & parents, new parent presentation & meeting in school.

For more information regarding the Woodthorpe's SEND provision, please contact Ms R Carrington, on 0121 464 5203

Birmingham's local offer, explaining what is available on an LA basis, can be found using the following link:

<https://www.birmingham.gov.uk/localoffer>

**Glossary of terms:**

**ASC:** Autism Spectrum Condition

**ADHD:** Attention deficit/hyperactivity Disorder

**AVFC** – Aston Villa Football Club

**CAT** – Communication and Autism Team

**EAL** – English as an additional language

**EHCP** – Education Health Care Plan

**EP** - Educational Psychologist

**IEP** – Individual Education Plan

**IDL** – Indirect Dyslexia Learning

**KS** – Key stage

**PSS** – Pupil and School support

**QFT** – Quality First Teaching

**SEND** – Special Educational Needs and Disabilities

**SENDCo** – Special Educational Needs and Disabilities Co-ordinator

**SLT** – Senior Leadership Team