

Woodthorpe J.I. School

Special Educational Needs Offer

Hello and welcome to Woodthorpe J.I. School's Special Educational Needs area. Our Special Educational Needs co-ordinator (SENDCo) is Ms Carrington. The SENDCo works with children, teachers, parents and agencies to ensure that our pupils' needs are met. Please click on the tabs below to find out what Woodthorpe can offer you, if you think your child has special educational needs.

[Open and honest communication](#)

[Appropriate and effective teaching and learning.](#)

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SENDCo means Special Educational Needs Co-ordinator.

Miss McGrath is in school every day except some Tuesdays.

Open and Honest Communication

- How to speak to the SENDCo, if you have a concern.
- How we try to make the information about your child clear and easily understood.
- Which agencies might become involved with your child.
- How we ensure the necessary people know about your child's needs.
- What happens when your child moves school.

If you have a concern about your child Ms Carrington is available to speak to you. We always encourage you to speak to your child's teacher too.

Ms Carrington works everyday but sometimes she may be busy so you can do the following:

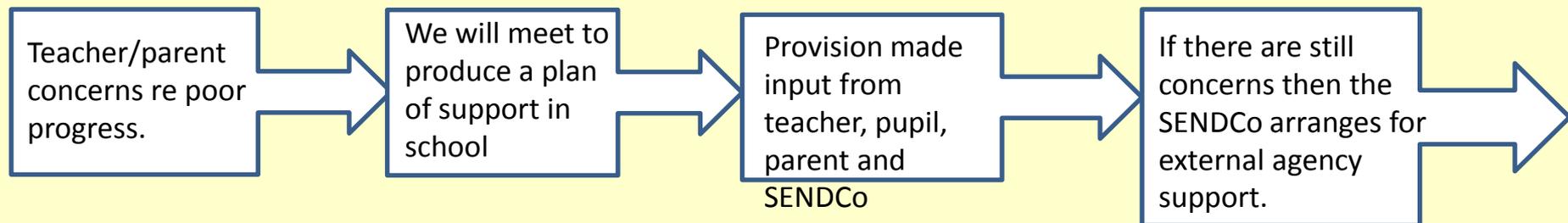
- Speak to Mrs Hull or Mrs Hicken in the office to find out when she may be available.
- Make an appointment to see her or ask if she can telephone you.
- You can also email her on r.carrington@woodthorpe-school.com
- We hold regular meetings with parents/carers, during the day, so you can find out how your child is doing in school.

We will make all the information we need to share with you clear and easy to understand

You can read our SEN/Inclusion Policy (available in the School Information section of our website – School Policies). The policy explains how we identify and assess children who we think might have special educational needs.

If you prefer information on paper, please ask for a copy of the policy via the school office.

Our Governing Body has a governor who is responsible for special educational needs. Her name is Ms Gibson.



Woodthorpe works with lots of external agencies to help identify specific needs.

These are:

- Pupil and School Support
- Speech and Language Therapy
- City of Birmingham School – emotional and behavioural needs
- Communication and Autism Team
- Educational Psychologist

School also provides services such as nurture groups, speech therapy support.

If your child requires support from these services, we will always consult you and request written permission.

Ms Starr, from Pupil and School Support, regularly comes into school to assess, offer support and advice.

The SENDCo, Ms Carrington, will make sure that all necessary school staff are aware of your child's needs and worries.

If your child has been identified with extra educational needs an individual action plan will be written with the teacher and shared with you and your child.

If your child has emotional or behavioural needs only, an Individual Behaviour Plan will be written with the teacher and shared with you and your child. If your child reacts to situations in an emotional way, suggestions to help calm your child will be included.

If your child has medical needs, a plan will be written and shared with you.

All staff have access to a copy of these plans in the classroom. The plans identify how your child should be helped to succeed and make progress.

Occasionally, your child's teacher may not be in class and this extra information is useful for the covering teacher.

If school thinks your child needs extra support, we will always talk to you about it.

Your child's teacher will talk to you about the progress that has been made each term. You can make an appointment to speak to your child's teacher or the SENDCo at any point during the year.

If your child has individual targets, these will be discussed and reviewed regularly with you and your child.

If your child has more complex needs, then we may review your child's progress and needs through a Person Centred Review/Health Education Plan. This approach very much values the views of the child and the parents as well as the school's. The SENDCo has undergone specialist training to ensure these meetings run smoothly and everyone is involved. Parents who have already been involved in such meetings, say they find them very useful.

Your child's progress will be reviewed regularly and you will be invited into school to discuss the outcomes and give your views. Your child's views will also be listened to.

We use a set of criteria to assess some of the children who are working below the level of national benchmarks. All teachers and teaching assistants do this together in the Autumn term so they can talk to each other and gather evidence. This is called the CRISP audit.

This helps us identify any targets your child may need to make faster progress in English or Maths. We use the criteria to make an individual action plan. This plan is shared with you and your child and sets out what needs to be in place for your child to make as much progress as possible. We then review it each term and talk about what has gone well and what might still need to be worked on.

Sometimes children don't need an individual action plan any more because they have caught up with national benchmarks.

Sometimes we involve outside agencies, such as Pupil in School Support.

Your child's progress will be reviewed regularly and you will be invited into school to discuss the outcomes and give your views. Your child's views will also be listened to.

If your child has an individual action plan and you move your child to another school, the SENDCos at both schools make sure that information is shared.

If your child is at **Nursery School and is about to start in Reception here**, we liaise with the SENDCo at the nursery school to find out as much information as possible about your child's needs. This will include any targets and paperwork or agencies which might have been involved in supporting your child. We may also arrange for a home visit and ask you to complete a one page profile; this is information from you about your child's interests, likes and dislikes.

When your child moves from **Year 6 to secondary school**, the SENDCo will ensure that all information regarding your child's special educational needs are passed on to the new SENDCo. Extra visits to the secondary school may be arranged and sometimes the new SENDCo may visit your child in their current setting.

Appropriate and effective teaching and learning

- How we train staff to support the needs of your child.
- How we ensure good teaching for your child and how we give extra support if your child needs it.
- How we ensure that parents and children with additional needs are fully included in all school activities.
- How we ensure that your child has work pitched at the right level to make good progress.
- What resources does the school offer if my child has significant social and/or communication needs?
- What sorts of learning resources are available for my child?
- What support is available if my child needs support managing behaviour or dealing with social situations?

Appropriate and effective teaching and learning

All school staff will receive appropriate training so they have the knowledge and confidence to support children's needs.

At Woodthorpe we have weekly staff training meetings. These are used to ensure that staff have up to date knowledge to teach children of all abilities.

Sometimes the training is run by specialists e.g. Epipen training or training by a member of the Communication and Autism Team. Our teaching assistants and other support staff have also been involved in this specialist training.

Our SENDCo is available, has non teaching time, once a week for staff to come and ask for advice about teaching approaches and resources for children with additional needs.

Appropriate and effective teaching and learning

Teaching and support staff will be able to accurately assess the where children are working at and differentiate the curriculum.

We use a range of criteria and evidence to help us identify pupil attainment. This might include:

- Checking the words children can read and spell
- Making observations regarding speaking and listening
- Looking at the children's work in their books.
- Questioning / discussing with the children, what they have learned
- Use of tests, where appropriate.

This helps the teachers to plan work for all children to make progress. The work and support will be different for different groups of children.

We use the following to support children with additional needs to become independent learners:

Interventions; one to one or group support; adapted tasks and resources; peer support

Appropriate and effective teaching and learning

A range of resources will be available in all learning areas to support learning for children operating at different levels. These are identified on children's individual action plans. Specific resources for some children are held in the study room. Teachers and teaching assistants use these.

- All classrooms have a maths box with different types of practical and visual apparatus to support learning and progress.
- Our reading books for reception and Key Stage 1, in class and to take home, are levelled so that they are at an appropriate level for your child to make progress.
- We have a range of ICT equipment including laptops, iPads, cameras and recording equipment to support children in recording their work in different ways across the school environment.
- Positions of tables and chairs are always considered for children with sight and/or hearing impairments.
- Our working walls contain information and advice to support independent learning.

Appropriate and effective teaching and learning

Where necessary, resources will be available to support the learning of children who have significant social and/or communication needs.

Our individual action/behaviour plans identify the types of need a child may have. For example, autism, behaviour, cognition and learning.

Our staff are Team Teach trained so that we understand how to safely diffuse a situation.

We use visual timetables in all classrooms so that children understand the bigger picture. This supports children who have difficulty with changes in routine.

We work with the Communication and Autism Team. Members of the team visit to observe, assess and offer advice on ways to support children with autism.

We can provide individual workstations for a pupil who needs them.

Appropriate and effective teaching and learning

The school will provide support for children if they need support with managing their own behaviour and/or to build up skills and confidence in dealing with social situations.

We work with the City of Birmingham School who provide support for pupils who have difficulty in managing their behaviour.

We run social skills/nurture groups across the school to support children who can find social situations difficult.

We follow the Social and Emotional Aspects of Learning, SEAL, curriculum. The school makes links to this aspect of the curriculum through whole school assemblies, house and class assemblies.

We have a set of sanctions and rewards, as set out in our Anti-Bullying and Behaviour Policy, to encourage children to make the right choices. This is consistent across the school. Our Anti-Bullying /Behaviour policy is available on our website in School Information ; School Policies)

Appropriate and effective teaching and learning

The school will try to make sure that children with additional needs and their families are able to take part fully in educational visits and social events.

Children with additional needs take part in after school clubs. You just have to apply!

The school curriculum includes visits to enrich the experiences of children. Our risk assessments are inclusive of SEND children.

Parents are consulted regarding specific needs, including those children with medical needs, so that all children have a safe and enjoyable experience.

All children participate in assemblies and performances such as musical performances.

Appropriate and effective teaching and learning

The school will provide good teaching for your child and extra support when needed.

Woodthorpe uses a range of strategies to monitor the progress of children and to ensure that good teaching is in place for all pupils. We do this through:

- Tracking your child's progress and holding teachers to account through termly, or more frequent, pupil progress meetings.
- Termly book scrutiny for all classes and constructive feedback to teachers.
- Classroom observations and learning walks.
- Monitoring progress of children in specific intervention groups or one to one.
- We also provide a play leader for children who may be encountering emotional or behavioural difficulties at lunchtimes.

A partnership approach

- How we will work with you to identify your child's needs.
- How we will ask for your permission to involve other professionals to work with your child.
- How we will involve you in all discussions and listen to your views.
- How we will involve your child in decisions about their learning.
- How we can support you in contacting organisations who can give advice and support.

A partnership approach

We will work in partnership with you to identify the needs of your child and put in place the correct support including family support if you need this.

The Governing Body has a duty to ensure that the school adheres to the new Code of Practice under the Children and Families Act 2014. This means the school holds the Headteacher and SENDCo to account.

The Governing Body appoints a governor who is specifically responsible for special educational needs to ensure that the school and the SENDCo carry out their duties. This governor is Luisa Gibson.

One of the key responsibilities of the Governing Body is to make sure that the school's policy for children with disability and special educational needs (SEND) is published on the school website. The information on the school website must be reviewed annually by the Governing Body.

The Governing Body also has a responsibility to ensure that appropriate safeguarding procedures are in place for all pupils including those with special educational needs.

A partnership approach

Sometimes we need to ask for your permission to involve other qualified professionals to support your child.

The Governing Body, through the SENDCo, ensures that other appropriate agencies are involved in meeting the needs of pupils with special educational needs.

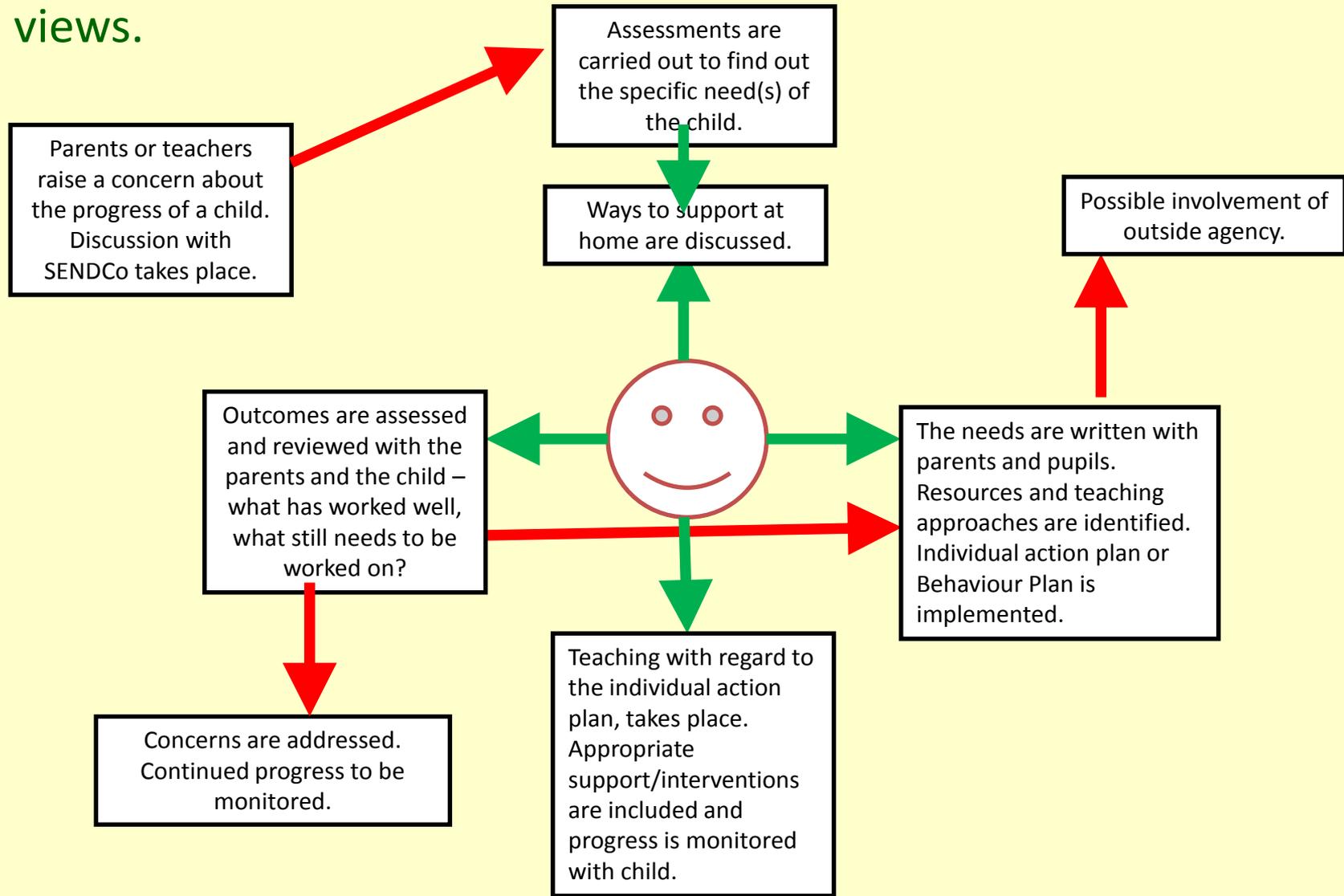
Ms Gibson, the SEND governor, meets regularly with the SENDCo. The SENDCo reports regularly to the Governing Body regarding the number of pupils and their additional needs.

The Governing Body regularly reviews both policy and the information published on the website to ensure it is up to date, parent and pupil friendly and in line with government policy and the Code of Practice.

When another qualified professional works with your child, permission is granted and the member of the outside agency is introduced. The content of the meeting is confidential and is only shared with the parents/carers and the SENDCo. Please speak to Ms Carrington if you require any further information.

A partnership approach

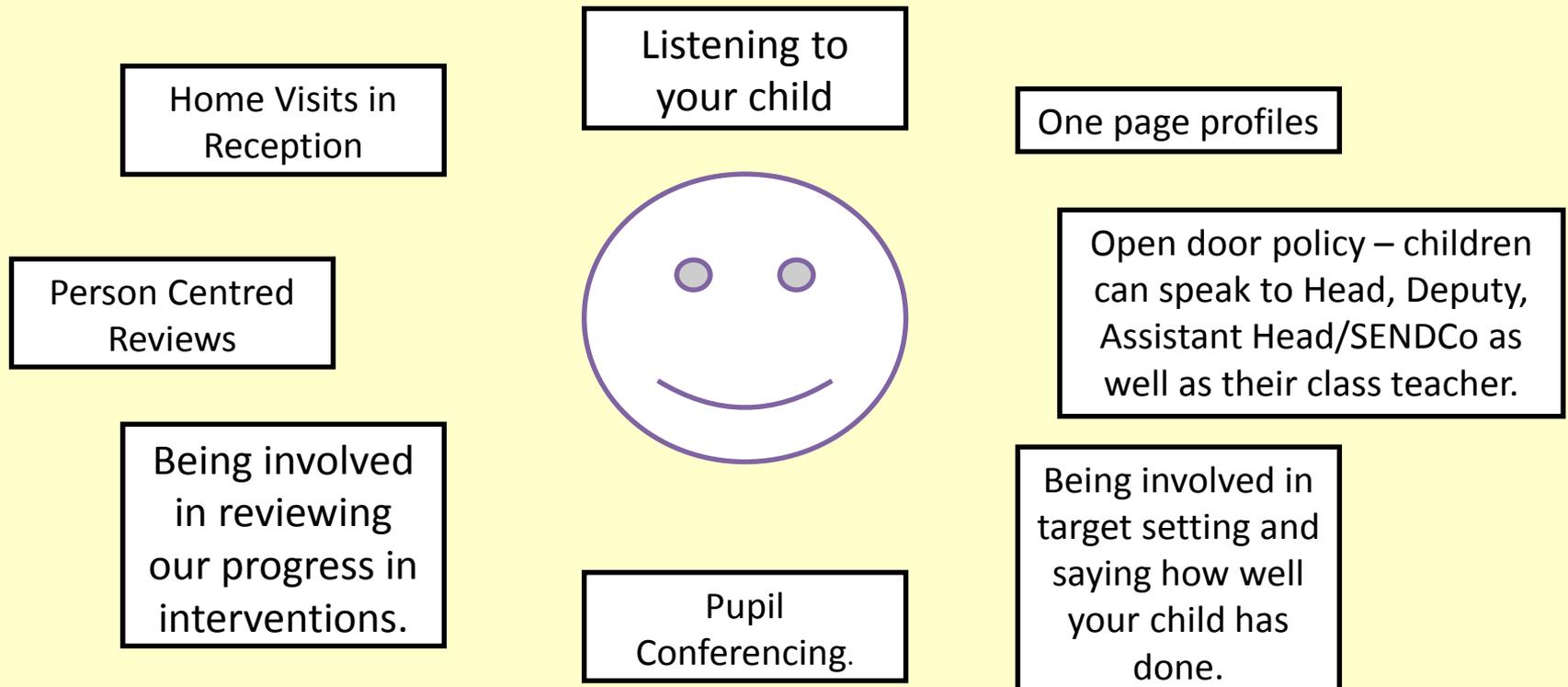
The school will involve you in all decisions and listen to your views.



A partnership approach

The school will try to involve your child in decisions about their learning.

Here are the things we do at Woodthorpe to make sure your child's voice is listened to and involved in decision making.



A partnership approach

We will be happy to give you contact details for organisations who can give advice and support for you and your child. Please ask Ms Carrington if you need any other contact details.

Local Authority Support:

Communication
and Autism Team
Tel: 303 1792

Pupil and
Support Services
Tel: 303 8288

City of Birmingham
School (COBS)
Tel: 303 0272

Team for children
with sensory
difficulties
Tel: 303 1793

SENAR
Tel: 303 0824
(0825)

Health Services:

School Nurse
Tel: 4464690

Child Development
Centre.
Tel: 466 4700

Speech and Language
Therapy
Tel: 465 5419

Social Services and Voluntary Organisations:

Social Services
Tel: 303 1888

Children and
Mental Health
Services
Tel: 303 1888

The Arch Project –
Dr. Barnados
Tel: 359 5333

Parent Partnership
Tel: 303 1793