



SEND INFORMATION Report to Parents

Hello, I am the SENCO at Woodside C. E Primary School

My role is to ensure that the children requiring extra support to access the curriculum make progress and achieve what they are truly capable of whilst at Woodside. I arrange meetings with multiple outside agencies when necessary so that the best provision can be put into place.

Sometimes the additional support required may be short term, allowing children to close any gaps in their learning so that they can keep pace with the rest of the class. Whilst other children may require long term support due to their medical, developmental or emotional needs.

Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or disability (SEND)?

If you are concerned about your child speak to your child's class teacher (please do not wait until parents evening) or ring the school to make an appointment with the class teacher.

Our school also has a Special Educational Needs Co-ordinator, we usually call her the SENCo. Her name is **Esther Beales**

If you would like to talk to her, then you can make an appointment by telephoning the school office to make an appointment. Appointments are flexible and can be before school, after school or during the day.

What kinds of different SEND does our school provide for?

Cognition and Learning - Children who find learning, thinking and understanding harder than most other pupils. Some of the things children with these difficulties might find difficult are:

- Take longer to learn important skills.
- Find it difficult to remember things such as the important words for reading and times tables.
- Find it hard to understand how to use letter sounds to read and spell words.
- May need more time to think about their answers.

Communication and Interaction - Children who find it difficult with interacting with the people and world around them. Some of the things children with these difficulties might find difficult are:

- Talking to other adults and or other children, especially when in a group.
- Talking about a topic they haven't chosen to talk about.
- Making friends or keeping friends for a long time.
- Following rules made by someone else.
- Dealing with noises, smells or other sensations around them.

- Understanding what other people mean when they are talking.
- Getting equipment and books organised - especially homework.
- Any change to the normal routine.

Social, emotional and mental health difficulties - Children who find it difficult to manage their emotions and behaviour in a way that affects their daily life. Some of the things children with these difficulties might find difficult are:

- Following rules set by others.
- Sitting still for very long.
- Listening to and following instructions.
- Understanding how they are feeling.
- Making friends.
- Dealing with their difficulties in a way that does not cause harm to themselves or others.
- Taking responsibility for the things they do.

Sensory and/or physical needs - Children who have a disability that may make it difficult for them to manage their everyday life without changes to the environment or support. This may be because of hearing or visual difficulties, physical disabilities or other medical needs. Some of the things children with these difficulties might find difficult are:

- Hearing what others in the classroom or school setting are saying.
- Reading words on books, worksheets or whiteboards that are not made bigger or changed to help them.
- Moving around without the aid of a walking aid or wheelchair.
- Using pencils, scissors, knives and forks and other things that we need to use without changes or support.
- Taking medication without adults helping them

What are the different types of support available for children with SEND at Woodside School?

- Teachers adapt what they are teaching or the way that they are teaching to help your child to learn with the rest of the class at the appropriate level.
- Extra support can be given in a small group by an adult to help your child to learn the things they are finding difficult.
- Extra support can be given to your child by an adult for a short time during the day to support them to learn skills.
- Individual targets set to help show what your child needs help with.
- Advice from an Early Intervention support teacher or other professional will be called upon if required.
- Support can be tailored to a child with particular needs upon consultation with the class teacher and SENCo. This may include access to a highly differentiated and individualised curriculum.

How can I be involved with my child's learning and progress?

Our school has an open door policy, ensuring we are always approachable so parents feel involved in the education of their child. This is done in a variety of ways including:

- Parents' evening.
- Regular meetings with class teacher, (support staff where relevant) and the SENCo when needed.
- Target setting so parents can see what their child is working on next.
- Home/school books if needed to inform parents of important information.
- Regular newsletter to inform parents of what will be going on during the term.
- Important information on our school website www.woodside-ce-school.co.uk
- Signposting to parent groups.
- Parents' views on IEP/Annual Review documents.
- A dedicated Pastoral support team

How will the school let me know if they have any concerns about my child's learning in school?

- Contact via the class teacher in the first instance.
- Scheduled Parents Evenings.
- Termly review meetings and Annual Reviews (where needed).
- Graduated approach to learning difficulties, using the 'Plan, Do, Review' model.
- Open Door Policy of School.
- SENCo advice and coordination.

All children's progress, including those children with special educational needs and disabilities, is tracked using the school's assessment tracking system. Pupils are assessed regularly using teacher marking, observations and questioning as well as more formal assessments such as curriculum tests and standardised tests.

Who are the other people providing services to children with SEND in this school?

- Early Intervention Service
- Speech and Language Service (NHS Service)
- Educational Psychology
- Family Support Worker
- Parent Partnership Service
- SENCo and SEN support worker

How do we know that provision is effective?

- Tracking and attainment of a child's and progress is made from Early Years through to Year 6.
- Progress is judged from individual starting points.
- Attendance data showing that children are coming to school.
- Data and information from intervention records indicating progress linked to targets.
- Feedback from Child, Parents, Teacher, Teaching Assistant, SENDco and outside agencies involved.

How are the staff in school helped to work with children with SEND and what training do they have?

- In our school we believe that every member of the teaching and support staff should be involved and responsible for supporting pupils with special educational needs, disabilities and medical needs so we ensure that staff are trained to help them do this effectively.
- Staff training needs are reviewed on a regular basis, dependant on the needs of our children. Recent training has included Safeguarding, Trauma, Attachment, Autism, Speech and Language and Asthma.

How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis where needed to meet your child's learning needs.

How will we involve your child in decisions about their education?

We aim to involve all children in our school in the evaluations and implementation of their own education. For children with Special Educational Needs we use a variety of strategies to support this including:

- Person Centred Reviews.
- Involve child in setting their own targets
- Child's target review meetings.
- Having a range of equipment available for the child to choose to use.
- Ensuring the child works with a range of different partners.
- Ensuring the child has a designated adult to go to if they need help.
- Representation on the school council.
- Medical alert cards
- Visual timetables.
- Prompt cards to promote independence.
- Personalised work stations.
- Learning break.

What support do we offer you as a parent of a child with SEND?

- As part of our open door policy the class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDco or senior leaders are available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you and the person involved directly, or where this is not possible, a report.
- Your child's provision will be reviewed with your involvement, each term.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- We will signpost you to parent support groups.

How is the whole school day made accessible to children with SEND?

Adjustments are made to physical environment where necessary. Specialist equipment, visual timetables, now and next boards, social stories, transition books, additional adult support are also provided as necessary.

How will we support your child when they are leaving this school or moving on to another class?

We aim to make times of transition as easy as possible for the children and young people in our school. If appropriate, when starting at our school we:

- Meet with the child and their parents to talk about their needs and answer any questions about our school and provide a school prospectus.
- Hold a discussion with staff at the child's previous school or setting.
- Provide the child or young person with a transition book that has photographs of the key staff and areas around school.
- Read professional reports from people who have worked with the children
- Give any adults working with the child a one page profile describing the things that help to support them in school.
- Identify any particular needs e.g. language, medical, physical, learning, and introduce appropriate staff who will support your child.

Based on needs, when moving to a new year group we:

- Introduce the child to their new teacher and teaching assistant individually.
- Provide the child or young person with an updated transition book that has photographs of the key staff and areas around school to look at during the school holidays.

- Talk to the child and their family so we can answer any questions they may have about the new year group.
- Give any adults working with the child a one page profile describing the things that help to support them in school.

When moving to a new school we:

- Hold a review and invite key staff from the new school.
- Talk to key staff at the new school about things that help the child or young person to learn well and be happy at school.
- Arrange extra visits to the new school (with a member of staff from our school if that is what the child wants).
- Talk to the child and their family so we can answer any questions they may have about the new school.

What is the school's policy for SEND?

- Our School SEND Policy can be found on our [Policies](#) page of this website. This is reviewed and updated annually.

How is the governing body involved with SEND provision?

In our school the Governor responsible for special educational needs is Mrs Sarah Marsh.

Her job is to meet with the SENDco regularly. In these meetings the SEND Governor makes sure that children, young people and families are being supported by the services both in and outside of school. The SEND Governor is involved in the whole school monitoring schedule. In addition the Headteacher and SENDco provide a report to the SEND Governor twice a year.

The SEND Governor shares this report with the other governors so that the whole governing body is aware of how special educational needs are being supported in the school and how effective this is. The governors will challenge, support and advise the head teacher if appropriate provision isn't being made.

What can I do if I am not happy with the provision for my child?

If you have a complaint about the school's provision for your child which cannot be resolved with the class teacher or the SENCo, please contact the Headteacher, who will do everything she can to address the issue.

Our school and governing body take complaints seriously and will act upon these on an individual basis. For more information about the complaints procedure please contact the school office.

Where is Warwickshire Local Authority's Local Offer?

By law, Warwickshire Local Authority has to provide information on a website detailing all services available in Warwickshire for children with Special Educational Needs and Disabilities. This information is called The Local Offer and can be found at www.warwickshire.gov.uk/send