

Woodstone Community Primary School

Special Educational Needs and Disabilities (SEND)

*Information
Report for Parents*

Contents

- What are Special Educational Needs and Disabilities?
- Our aims for pupils with SEND
- How do we involve parents, carers and families?
- How do Pupils participate?
- What is our approach to teaching?
- Our school procedures
- How do we assess and review progress?
- Our school policies
- Supporting pupils transferring
- Additional support
- Equality
- Mental Health and Wellbeing
- Responding to concerns and worries
- Contact details

What are Special Educational Needs and Disabilities?

The Government defines a child as having a special need if they have a learning difficulty or disability which calls for special educational provision to be made or they have a significant greater difficulty in learning than the majority of other children the same age.

Special educational needs and disabilities (SEND) can affect a child's behaviour or ability to socialise, for example children with autism may struggle to make friends. They can affect academic learning, for example a child may have reading difficulties because they have dyslexia. SEND can affect their ability to understand things or their concentration levels. They may also affect their physical ability. The broad areas of special educational needs that we support at Woodstone are:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or Physical

These four significant areas can be classified into core, additional and high needs. Some children require minimal interventions whilst others need additional support and resources to raise their learning.

Our aims for pupils with SEND

Our aims for children with Special Educational Needs and Disabilities are the same as for all of our pupils at Woodstone; to provide a broad and balanced curriculum and the highest quality of education.

We have high ambitions for our SEND pupils and set targets that stretch them. We are a very inclusive school and we support pupils to ensure their integration and curriculum entitlement. We value personal and social development and this is central to our provision.



How do we involve parents, Carers and families?

We offer an open-door policy where parents are welcome at any time to make an appointment to meet with either the class teacher or the SENDCO and discuss how their child is getting on.

We hold official bi-annual parents' evenings where parents will receive information about their child's progress in school. We can offer advice and practical ways that parents can help their child at home. We believe that children's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if a child has complex needs.

If a child is on the SEND register they will have a Pupil Passport which will contain targets. This is kept in their book bags and discussed on a termly basis. The targets set are SMART (Specific, Measurable, Achievable, Relevant and Time-based) targets which are regularly reviewed. Parents and children are encouraged to be involved in the process of reviewing and setting appropriate targets.



All information from outside professionals is communicated to parents directly or where this is not possible, in a report. The SENDCO may also signpost parents of pupils with SEND to the Local Authority where specific advice, guidance and support may be required.

If we feel a pupil has additional learning needs, the parents and the pupil are always consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up-to-date and consulted on any points of action drawn up in regards to the provision for their child.

How do pupils participate?

We encourage pupils to contribute their views about their needs and comment on the support they receive. We do this by using pupil interviews and surveys. Pupils are encouraged to put themselves forward as School Council Representatives so they have the opportunity to be involved in making whole school decisions. Pupils are involved in the targets set on their Pupil Passports and encouraged to reflect on these. Pupils are also supported to include information about their likes, dislikes and needs on their Pupil Passports; these are working documents that give pupils the chance to express what they believe their strengths are. They can also record the support and resources they feel helps them.

What is our approach to teaching?

At Woodstone Community Primary School, we celebrate the fact that every child is unique. We understand that children learn and develop in different ways and have different strengths and areas for improvement. Teachers and teaching assistants recognise this and use different teaching styles/resources and plan different levels of work in the classroom to cater for the various ways children learn. However, many children, at some time in their school life, need extra help.

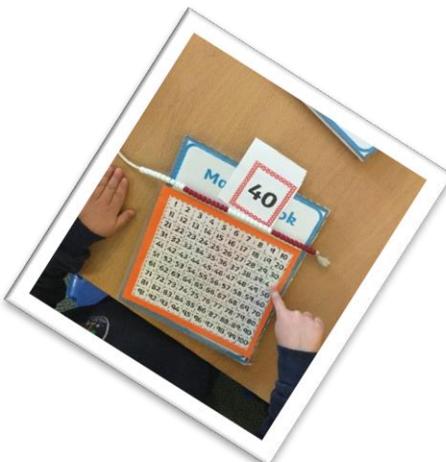
Our staff know that having high self-esteem is crucial to a child's emotional well-being and academic progress. We have a caring, understanding team who look after all of our children.



'Every teacher is a teacher of SEND'

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's Headteacher, the SENDCo and all other members of staff, particularly class teachers and teaching assistants have important day-to-day responsibilities.

Our School Procedures



Quality First Teaching:

'The baseline of learning for all pupils. Class teacher input via excellent classroom practice.'

Early Identification:

Children who are falling significantly outside of the range of expected academic achievement will be identified. If we feel a child could potentially have a special educational need and / or disability will be added to the school's SEND record for monitoring.

SEND Support:

Extra support will be given to these pupils to help them to make progress as a result of being acknowledged by the class teacher as having specific gaps in their understanding of a subject/ area of learning. The school will draw on the support of outside agencies e.g. Speech and Language Therapy to run small groups or 1:1 sessions.

Education, Health and Care Plan (EHCP):

This type of support is available for children with significant special needs whose learning requirements are severe, complex and/or lifelong and who need extra hours of support in school.

How do we assess and review progress?

We use the graduated approach detailed in the Special Educational Needs and Disability Code of Practice 2014 of “assess, plan, do, and review”.

Assess

We aim for early identification of any special educational needs and disabilities, and this process starts from the first day children enter our school. If a child is attaining lower than age related expectation or progress is slower than expected/usual for the child, but it is felt that the child doesn't have SEND, then appropriate intervention is planned for and specific objectives are recorded on our whole-school provision map. If we suspect a child might have SEND, then we initially talk to the people who know the child best i.e. the child and their parents/carers. In that initial assessment meeting, the child, their parents and their class teacher are invited to share their opinions and discuss the child's strengths, areas of difficulty and hopes for the future. These meetings will draw upon subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data. The opinion and feelings of the individual and advice from external support services will also be considered. This forms the starting point for future support planning. Following the first meeting, if it is deemed appropriate, a Pupil Passport will be created. This contains two SMART targets and outlines appropriate support or intervention and includes any reasonable adjustments that need to be made.

With the permission of parents, we may seek additional advice from outside specialists such as health professionals, specialist teachers or educational psychologists who would:

- Carry out further assessment of the child's needs
- Provide advice to schools on how to best support the child
- Suggest resources that would help the child make progress

Review

Progress is continually monitored by the child's class teacher. Their progress is reviewed formally every term and they will be assessed against age related expectations in all subjects including Reading, Writing, Maths and Science. Progress is tracked through:

- Initial assessments and information gathering from relevant adults
- Daily formative assessments
- Summative assessments
- Progress reviews with the SENCo, deputy headteacher and class teacher.

In addition to the above, the progress of children with an Education, Health and Care Plan is formally reviewed at an Annual Review with all adults involved with the child's education. Children accompany their parents, where this can be arranged, and are able to participate in discussions. Detailed 'Review' reports are written and circulated to Leicestershire SEND department, teachers and support staff and parents/ carers. New targets for the next 12 months are identified and put into practice.

Our School policies

Our Special Educational Needs and Disabilities policy outlines our procedures and provisions. We also have an:

- Inclusion policy
- Accessibility Plan
- Equality Policy
- Medical Conditions Policy

All of our policies can be accessed at www.woodstoneprimary.co.uk

Supporting Pupils Transferring

We understand that transitions can be particularly difficult for pupils with special educational needs and we work closely with other schools and agencies to ensure as smooth a process as possible.

If a child is moving schools to a new primary school, or coming from another primary school then we will always endeavour to talk to the relevant staff in person and ensure all support needs are in place.

We have close links with our feeder nurseries and our local high school. We will visit children in their nursery setting to get to know their needs.

Transition to secondary school

If required, children will do focused learning about aspects of transition to support their understanding of the changes ahead. A member of staff from the secondary school comes to visit and meets with the children who will be attending their school. Where possible, children will visit their new school on several occasions and in some cases staff from the new school will visit children in this school. Many schools hold open evenings for parents to attend in order to support the school decision-making process.

If a child has already been identified as having special educational needs, then the SENDCo at our school may meet with the secondary school SENDCo during the final term of Year 6. Details of the pupil's needs are passed on to the new SENDCo along with details of what support has been in place at our school to help them. Our SENDCo passes on information about any outside agencies that have been involved and all SEND paperwork is passed on, including documents such as Pupil Passports and outside agency reports. The receiving secondary school will then have all the relevant information needed to put support in place as soon ready for the child to join them in Year 7. At our feeder secondary school (Ibstock Community College) they run a programme specifically tailored to aid transition for more vulnerable children.

Children with EHCP plans will have transfer review meetings for high school and nursery.



Additional support, equipment and facilities

At Woodstone, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. The curriculum and learning environment is adapted according to the needs of the pupils. This may include different amounts of adult support, visual aids, timetables and small steps success criteria. Specialist advice is followed and used either within the classroom or in a small group/one-to-one work.



The class teacher remains responsible for working with the child on a day-to-day basis. Additional support is provided through adapted teaching practice, smaller group or individual work. We also provide additional support through the quality first teaching and additional intervention led by either teachers or teaching assistants. Pupils also have access to a wide range of ICT and learning resources (e.g. overlays, pen grips) to support their needs.

We make sure that all pupils have access to all school activities. Additional activities include: use of ICT, extra-curricular clubs, school day trips and residential visits. All pupils are encouraged to access the range of activities made available by the school and provisions are put in place to allow this to happen. Risk assessments are carried out for each trip outside of school and a suitable number of adults are made available to accompany the pupil, with 1:1 support if necessary. We celebrate the achievements of all our pupils, irrespective of individual differences through our special achievement assemblies.



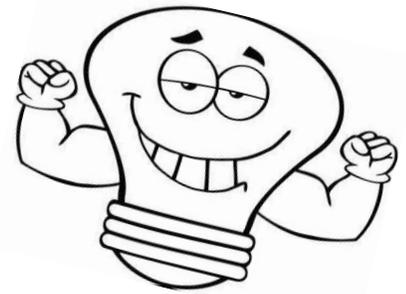
Equality

We aim to have pupils with SEND are fully represented in all areas of school life. This includes monitoring to ensure their inclusion in awards, school productions and as representatives on the school council. Our reward systems are based on attitudes to learning and character traits, allowing all children to feel a sense of achievement.

We have an accessibility plan that includes aims, such as our commitment to making adjustments for off site visits so that children are given as much access as possible. Please also see our equality policy which can be found on the school website.

Mental Health and Wellbeing

At Woodstone Community Primary School, we recognise the importance of promoting good mental health and wellbeing. We are proud to be a 'Route to Resilience' accredited school which is a programme that aims to promote young people's well-being, focussing on recognising, understanding and developing character traits that make us unique and then using these 'Character Muscles' to allow us to be the best version of ourselves.



Universal support

We believe that at the heart of character education is creating a culture in and out of school where children are given every opportunity to rehearse and strengthen their sense of themselves. We have introduced 32 Character Muscles including 'resilience', 'perseverance', 'self-control', 'confidence' and 'teamwork'. In school, children are regularly given opportunities to reflect upon the character muscles they are using and are supported to build and apply these muscles in everyday life.

Our whole curriculum is underpinned by SMSC (Social, Moral, Spiritual and Cultural education). In addition this, our PSHE curriculum addresses mental health and focusses on social skills, relationships and the emotional aspects of learning.

Targeted Support

We have three specialist Emotional Literacy Support Assistants (ELSA), Miss Barnes, Mrs Shepherd and Mrs O'Neil. They receive continual training to keep their knowledge and understanding of key areas up-to-date. Please see our ELSA information leaflet for details.

Specialist support

We work closely with external agencies to ensure children receive the support they need, including Social Services, Family Support Workers and the Child and Adult Mental Health Services (CAMHS).

Responding to concerns and worries

If a parent is concerned about anything to do with the education that we are providing at our School, they should, in the first instance, discuss the matter with their child's class teacher. Most matters can be dealt with in this way. All teachers work very hard to ensure that each child is happy at school and are making good progress; they always want to know if there is a problem, so that they can take action before the problem seriously affects the child's progress.

Where a parent feels that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the Headteacher. In most cases any such complaints are normally resolved at this stage. If the school cannot resolve the complaint itself, those concerned should contact the Chair of Governors, Rebecca Walker. A copy of the school's complaint policy is available on the website.

Contact Details

School contacts:

- Chair of Governors/SEND Governor: Mrs Rebecca Walker
- Headteacher: Mr Patrick Mullins
- Deputy Headteacher: Miss Grace Clement
- Special Educational Needs Co-ordinator (SENDCo): Miss Kelly Barnes

All of the above can be contacted using the details below:

Address: Heather Lane, Ravenstone, Leicestershire, LE67 2AH

Contact Number: 01530 519473

Email address: wpsoffice1@woodstone.leics.sch.uk

Website: www.woodstoneprimary.co.uk

Additional useful contacts

- The local authority – Special Educational Needs Assessment service (SENA)
Contact number: 0116 305 6600 Email: senaservice@leics.gov.uk
- SEND Information Advice and Support Service (SENDIASS Leicestershire)
Contact number: 0116 305 5614
- Child and adolescent mental health service (CAMHS) Leicestershire and Rutland Team
Contact number: 0116 2952992
- Young Minds helpline:
Contact number: 0808 8025544

We work closely with the Local Authority to ensure that our SEND Information Report complies with the new Code of Practice. Leicestershire County Council's Local Offer can be found at: www.leicestershire.gov.uk

