

Woodford Green Primary School

SEND Information Report

1. How does the school know it pupils need extra help and what should I do if I think my child has special educational needs?

- The school liaises closely with previous class teachers/school and Special Educational Needs Co-ordinator (SENCO) to identify children's needs.
- The SENCO observe children alongside class teacher and external professionals.
- Parents have the opportunity to discuss concerns prior to admittance, during the admissions process and through discussions with class teachers and the SENCO.
- Children are monitored throughout the school year to track their academic progress and emotional well-being.
- Class teachers can approach the SENCO at any point during the academic year to discuss concerns and seek advice and strategies.

2. How will school staff support my child?

- Our school has an inclusive environment which ensures that support is given to every child without excluding them from mainstream life.
- We run intervention programmes that target areas of needs as identified by parents, pupils, class teachers and the SENCO.
- All children have personalised targets aimed at supporting them in achieving their overall school targets.
- One page profiles are used to share essential information about children's needs, aspirations and how best to support them. These are further supported by a provision map which outlines strategies or support to help children achieve their full potential.
- Teacher assessment and data are used track children's progress and attainment.

3. How will the curriculum be matched to meet my child's needs?

- All teachers ensure that daily teaching plans identify learners with additional needs and how teachers will differentiate the task.
- Where applicable personalised targets are set to meet children's individual learning needs within the curriculum.
- Resources are differentiated to ensure all children can access the learning at their level.

4. How will I know how my child is doing?

- We review the child's individual provision map termly and one page profile with the parent/carer, teacher, SENCO and child.
- Parent teacher consultations are held termly in which parents can discuss progress with the teacher.
- Report cards are given to parents at the end of the Autumn and Summer term with an Annual school report sent home in the Spring term.
- Person centred review meetings are held annually for children with EHC plans.
- Home/school diaries (where applicable) are completed by adults working with the child and sent home on a daily basis where parents can respond.
- Reports from multi agencies are shared with parents, class teachers and any relevant adults working with the child.
- We celebrate success through weekly newsletters and significant achievement awards.

5. How will you help me to support my child's learning?

- Home visits are made by school staff during induction periods.
- Weekly homework is sent home to reinforce the learning which is taking place in school.
- Parent workshops are held throughout the year to support parents with Literacy and Numeracy skills.

6. What is available to support my child's overall well-being?

- Family Support Workers
- Referral to Social Inclusion Team
- SENCO
- Student Social Workers (where applicable)
- Multi agency links – specialist support (school nurse, Educational Psychologist,, Speech and Language therapist)

7. What specialist services or expertise are available at or accessed by school?

- Speech and Language Therapist (SALT)
- SENCo
- Whitefield's Outreach support
- Educational Psychologist

8. What training have staff supporting pupils with SEND had or receiving.

- Speech and Language and Communication Development
- Nigel Bufton (Numeracy)

9. How will my child be included in activities outside of the classroom?

- Our basic ethos is INCLUSIVE practice, however, all planning of community or learning events takes in to account individual needs of all children.
- Some interventions may require children to be withdrawn from mainstream class for short periods e.g. Speech and Language, Self-esteem groups

10. How accessible is the school environment?

- Classrooms are inclusive and have visual aids to support other forms of communication such as PECS
- Visual aids and signs around school

11. How will the school support my child in starting school and moving on?

- Transition Meetings and Plans are conducted when there is significant change in the Childs provision e.g. at the end of each academic year.
- In some cases Induction meetings are necessary to ascertain children's needs and previous education provisions.

12. How are the school's resources allocated and matched to pupil's SEND?

- Areas of needs are assessed such as Speech and Language, Social Interaction, Learning Difficulties, Cognitive Development and Emotional Difficulties and Mental Health.
- Assessment Data is used to assess needs.

13. How are decisions made about how much support my child will receive?

- Consultation with specialist support (outside agencies).
- Consultation with Local Authority DES department regarding funding.
- Based on the provisions listed in the child's EHC plan.
- Use of assessment data and ongoing discussions with Class Teacher.

14. How will I be involved in discussions about and planning for my child's education?

- One page profiles meetings and reviews involve parent/carers, child, SENCO and Class teacher.
- Person centred reviews (Annual review)
- Parent/teacher consultation meetings (Termly)

- Pupil Progress meetings
- Meetings with SENCo and deputy SENCo as and when required

15. Who can parents contact for further information?

SENCO

- Contact school office on info@woodfordgreenprimary.sch.uk

16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

<https://directory.walthamforest.gov.uk/kb5/walthamforest/directory/directory.page?directorychannel=1>