

# Woodford Green Primary School Educational Needs Information Report

2018 – 2019

*Work, Grow, Play, Succeed*

## (1) What kinds of special educational needs are provided for at Woodford Green Primary School?

Woodford Green Primary School is a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2015). We work with our Local Authorities, Waltham Forest and Redbridge in catering for the needs of pupils.

Through high quality teaching and provision staff are able to cater for pupils who may have difficulties with:

- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical
- Cognition and learning

Where necessary, we also make reasonable adjustments to our practices so as to comply with the Equality Act (2010), These include adjustments to the physical environment, the curriculum and how information is accessed.

## (2) What policies are in place for identifying pupils with SEN and how do staff at Woodford Green Primary School go about assessing their needs?

The school has an SEND (Special Educational and Disability Needs) policy which can be found on the school website <http://www.woodfordgreenprimary.co.uk>.

Pupil progress meetings are held with SLT and class teachers half termly to discuss the progress, engagement and behaviour of pupils within the school. Decisions are then made as to the most appropriate steps to take in order to support the learner; these decisions tie in with the school's graduated approach to meeting needs. The school collects data on a half termly basis, which is then analysed to make sure that pupils are attaining well and making progress in line with age related expectations.

Staff at Woodford Green Primary School work with the Special Educational and Disability Needs Code of Practice (2015) and adopt a graduated approach to meeting the needs of the pupils. Where concerns exist, staff will liaise with the SENDCO to discuss provision and how to support the pupil to help them make progress. The school SENDCO will then adopt the following model to help plan the most appropriate support for pupils:

- Assess
- Plan
- Do
- Review

Reasonable adjustments or support may be necessary when the following concerns arise:

- A pupil is making very little or no progress
- Concerns are raised by teacher, parents / carers or the child.
- A child's behaviour or progress begins to change.
- A child is identified as having difficulties with learning, behaviour or any emotional, social problems.
- A diagnosis is made by external professionals

### (3c) What is the approach at Woodford Green Primary School in teaching pupils with SEND?

Staff at Woodford Green Primary School adopt a graduated approach to meeting the needs of the pupils. In the first instance we support all our pupils through High Quality Teaching. Where it is felt that pupils are not making age expected progress or engaging fully, then reasonable adjustments are made and in some cases pupils might be placed on specific interventions.

The overall approach the school takes is as follows:

- Teachers will plan carefully for the individual child. Their work and activities will be differentiated according to a child's individual needs. An individual Learning Passport will be created for every child on the SEND register. This will have information about the child's strengths and difficulties. It will highlight interventions and strategies and have individual targets for the child. Parents/carers and the child are encouraged to be involved in creating and reviewing termly Learning Passports.
- If a child has a need related to a specific area of their learning such as phonics, spelling, handwriting, literacy or numeracy skills then the child will join an intervention group, usually taught by a teaching assistant. Interventions are reviewed regularly. A child's progress will be assessed when they start, mid-way and when they leave the intervention group. If parents have any questions or concerns about interventions, they can contact your child's teacher or the SENDCO.
- Pupil Progress Meetings are held each half term. This is a meeting where the class teacher meets with members of the Senior Leadership Team to discuss the progress of all the children in their class.
- Sometimes children need more expert support from an outside agency. A referral will be made with your consent and sent to the appropriate agency. After a series of assessments, a programme of support is usually designed for the child, and delivered by the school with the support of parents / carers.
- Governors ensure that all child protection, safeguarding and policies regarding inclusion are monitored and being followed.

**(3a) How do staff at Woodford Green Primary School go about evaluating the effectiveness of the provision made for pupils with SEN?**

We review the needs of the pupils regularly within the school and endeavour to put in place provisions in order to be able to cater for individual needs. The SENDCO carries out learning walks which help to review how provision is delivered. The SENDCO makes observations and will meet with staff to discuss.

The Senior Leadership Team meet with the class teacher as part of half termly progress review meetings where the progress for all pupils is discussed. There is a specific focus on the progress and attainment of children on the SEND register.

Children's individual Learning Passports are reviewed termly by the class teacher with parent/carers and child. Any specialist advice will be incorporated into the child's Learning Passport. The SENDCO may also be involved in creating and reviewing your child's learning passport.

### (3b) What are the arrangements for assessing and reviewing pupils' progress towards outcomes and their educational targets?

Every pupil at the school has age related targets that they are expected to achieve. These targets are monitored by teachers through assessing work completed in class Teachers use this to determine each child's rate of progress. Woodford Green Primary School also records progress through the use of Summative Assessment material.

During the assess, plan, do and review cycle we look at the actions needed to support a pupil towards their outcomes and highlight what can be done in order to make a positive contribution. In certain cases the SENDCO may carry out or refer to other external agencies in order to further assess a pupil for any underlying difficulties that are impacting on them accessing the curriculum or for further support and advice. Any external referrals will be made following consultation with parents/carers.

- Half termly pupil progress reviews with SENDCO and class teacher.
- Termly reviews of Learning Passports with child, staff, parent/carers

Other approaches used by the school are:

- Pupils are formally assessed using Standard Assessment Tests (SATs) in year 6 and year 2
- The progress of children with an Educational Health Care Plan (EHCP) is formally reviewed at an Annual Review. Children and all adults involved with the child will be invited.
- Year group provision overviews created by class teacher and updated termly

A range of ways will be used to keep you informed, which may include:

- Home / school book
- Letters / certificates sent home
- Monitoring of intervention groups
- Additional meetings as required
- Reports which are issued once a year
- Parents evenings held twice a year
- Termly Learning Passport reviews

Methods of suitable communication between home and school can be discussed at Learning Passport meetings.

### (3d) How are adaptations made to the curriculum and the learning environment for pupils with SEN?

#### Curriculum access:

- Teachers differentiate lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.
- Specific resources and strategies will be used to support your child individually and in groups.

Woodford Green Primary School works in conjunction with Waltham Forest Local Authority and supports their Local Offer.

**(3g) What support is there at Woodford Green Primary School for improving emotional and social development in pupils?**

All staff at Woodford Green Primary School have training so that they are able to cater for pupils who may have emotional and social difficulties. This acts to reinforce the school's PSHE programme that focuses on the holistic development of pupils. Lessons take place to cover spiritual, moral, social and cultural issues where tolerance is a clear focus.

We adhere to our anti bullying policy which can be found on the school website.

We provide the services of a counsellor, one day per week, who works closely with us and who we can refer children to. She offers sessions for children and will meet with parents/carers to discuss their child.

Referrals will be made to Child and Adolescent Mental Health services or the Early Help team, if required. Parents/carers and child will be consulted and involved in the process.

**(4) What is the name and contact details of the SENDCO, and the SEN Governor?**

The SENDCO Team is: Gina Venugopal and Kelly Surtees who can be contacted via the school office on 020 8514 9860.

The SEND Governor is Susie Bryan who can be contacted via the school office on 020 8514 9860 or via e-mail at:  
[school@woodfordgreen.waltham.sch.uk](mailto:school@woodfordgreen.waltham.sch.uk)

**(5) What expertise and training do staff at Woodford Green Primary School have and receive in order to support pupils with SEN? How does the school secure the expertise and support of specialist staff?**

Identified staff have had training in the following areas of intervention groups:

- Speech and Language support (Speech and language provision is overseen by an external speech and language therapist)
- Catch-Up Numeracy
- Reading Recovery
- Use of high quality teaching strategies to meet individual needs

We employ a speech and language therapist, counsellor and buy into the Educational Psychology service and the Education Welfare service.

Identified staff have had training in the following areas of medical needs:

- Paediatric First Aid
- Meeting the child's medical needs
- Epi-pen training

Woodford Green Primary School actively engages with external agencies who come into the school and provide specialist programmes and advice for specific children. We can access this support through making referrals to these agencies, with the consent of parents/ carers.

**(6) How does Woodford Green Primary School secure equipment and facilities to support children with SEND?**

At Woodford Green Primary School we secure appropriate facilities and equipment so that all children can access the curriculum through the relevant support services / agencies, charities and volunteer groups.

**(7) What arrangements does staff at Woodford Green Primary School have for consulting parents of children with SEN and involving them in their child's education?**

We operate an 'open door' policy at Woodford Green Primary School, whereby parents are encouraged to share their concerns at the earliest possible opportunity. Parents have the opportunity to discuss any concerns at parent evenings, informal meetings and termly Learning Passports review meetings arranged by parent/carer or teacher.

The following members of staff should be contacted in order to discuss concerns:

**Class teacher:**

- In the first instance if a parent wishes to discuss their child's progress or has a concern we encourage them to make contact with the class teacher. The class teacher has daily contact with the pupil and is the most appropriately placed individual to be able to comment about progress, attainment, engagement and general access to the curriculum. Following discussions with parents the class teacher may wish to inform the SENDCO and request the SENDCO contacts the parent/carer to discuss the concern or need of their child.

**SENDCO:**

If parents continue to have a concern and feel they need some further advice they can contact the SENDCO so that a meeting can be arranged. The SENDCO will discuss your concerns liaising with key staff within the school and then consider the most appropriate way to either assess or meet your child's needs. The SENDCO will keep you informed of process.

**Headteacher:**

- Where a concern cannot be resolved then the matter will progress to the Headteacher who will meet with parents to discuss what has happened so far and how any issues can be resolved.

**(8) What arrangements does Woodford Green Primary School have in place for consulting pupils with SEND and involving them in their education?**

Pupils with EHC Plans will be involved in Annual Reviews in school.

Pupils are involved in creating and renewing their individual Learning Passport.

We also have a school council, pupil voice and personal interviews are carried out by senior leadership and Governors.

**(9) What are the arrangements for handling complaints from parents of SEND pupils at Woodford Green Primary School with regards to the provision made at the school?**

In the first instance if a parent has a concern they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage then the SENDCO may become involved and a meeting arranged so as to discuss the nature of the complaint and look for a resolution to the issue.

A copy of the school's complaints procedure can be found on the school website [www.woodfordgreenprimary.co.uk](http://www.woodfordgreenprimary.co.uk). The complaints procedure will outline the formal steps the school will take in handling each complaint.

The school may seek support and advice from boroughs integrated disability team if appropriate.

Where a resolution between the parent and school cannot be reached then parents will be advised to seek external support through the Waltham Forest

SENDIASS (formerly known as the parent partnership). This can be done via telephone: 0208 496 5230 or via email:

[wf.sendiass@walthamforest.gov.uk](mailto:wf.sendiass@walthamforest.gov.uk)

**(10) How do staff at Woodford Green Primary School involve other bodies, including health and social care, local authority support services and voluntary sector organisations, in meeting pupil's SEN and supporting their families?**

External Professionals are invited to support families, children and school as necessary.

External agencies we can access support and advice from include; Early Help Team, Educational Psychology, Special School Outreach workers, S+L Therapist, Counselling, Inclusion team, Integrated Disability team, Child & Adolescent Mental Health team and specialist services team. SENDIASS and Barnardos can also offer independent support and advice.

We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement within the learning environment. Our Headteacher and SENDCO Team, Gina Venugopal and Kelly Surtees would meet with social services and the virtual school to ensure the child's wider needs are being met. A personal education plan (PEP) would be produced termly to help support the child to develop holistically.

**(11) Where can parents of children with SEND find contact details for relevant support services?**

Parents can find all contact details related to SEND services on the local offer website at:

[www.walthamforest.childrensservicedirectory.org.uk/kb5/walthamforest/fsdmobile/landing.page?localofferagebandsnew=2&familychannelnew=5\\_1](http://www.walthamforest.childrensservicedirectory.org.uk/kb5/walthamforest/fsdmobile/landing.page?localofferagebandsnew=2&familychannelnew=5_1)

### **(12) What are the arrangements for supporting pupils in moving between phases of education and in preparing for adulthood, independent living and participation in society?**

Transferring schools is a key point in a child's education, therefore at Woodford Green Primary School we ensure that any transition is carefully planned. Some of the strategies in place include:

- Home school visits for Nursery/Reception
- Carefully assessing new children so teachers can begin to plan for their individual needs
- When moving classes in school: Information will be passed on to the new class teacher in advance, staff complete contextual handover sheets for each child in their class as well as meeting with the next class teacher.
- Children visit Secondary Schools in Year 5 and 6 for transition taster days. Where we know there is likely to be high levels of anxiety we send staff and parents/carers along for parts of the induction day.
- A separate meeting for children on SEND register may be arranged with our SENDCO and the Secondary School SENDCO
- In certain cases we arrange for an extended transition period where pupils visit their new school for extended periods of time so they become more accustomed and familiar with the new environment and staff.
- Parents/Carers are invited in to discuss the next stage of the young person's development. Guidance and signposting for advice is given during the meeting so that each stakeholder can take an active part in preparing for the next stage of education.
- We ensure that all children's records are passed on as soon as possible.

### **(13) Where can parents find the Waltham Forest Local Offer?**

The local offer is a guide to all the services for children and young people in Waltham Forest with SEND. Parents can visit the local authorities local offer at:

[www.walthamforest.childrensservicedirectory.org.uk/kb5/walthamforest/fsdmobile/localoffer.page](http://www.walthamforest.childrensservicedirectory.org.uk/kb5/walthamforest/fsdmobile/localoffer.page)