

Woodford Green Primary School Educational Needs Information Report

2015 - 2016

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:

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

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 SEN (Special Educational Needs) policy which can be found on the school website <http://www.woodfordgreenprimary.co.uk>.

We have meetings to discuss the progress, engagement and conduct 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 new Special Educational Needs Code of Practice and adopt a graduated approach to meeting the needs of the pupils. Where concerns exist, then staff will liaise with the SENCo to work out how to support the pupil and enable access to the curriculum. This will aid progress and attainment. The school SENCo will then adopt the following model to help plan the most appropriate support for pupils:

- Assess

- Plan
- Do
- Review

We know that 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 parents / carers or the child.
- A child's behaviour or progress begins to change.
- A child is identified as having difficulties through diagnosis by an external agency

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

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.
- 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 run by a teaching assistant. Interventions are reviewed regularly. A child's progress will be assessed when they start, mid-way and leave the intervention group. If you have any questions or concerns about your child's intervention, please don't hesitate to contact your child's teacher or the SENCo.
- 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 within the school and endeavour to put in place provisions in order to be able to cater for their needs. Some of the funding the school receives may go towards funding training so that in-house provision is more targeted at needs. The SENCo carries out learning walks which include reviewing how provision is delivered and helps in maintaining standards through rigorous quality assurance.

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 with SEND.

Our provision management tool also looks at the impact each intervention has had on the progress of each learner. Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention.

Each year we review the needs of the whole cohort to see if there is a change in the overall makeup of the school. Decisions are then made as to whether any additional interventions need to be put in place.

(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 through the use of 'Classroom Monitor' whereby work completed in class is monitored and recorded to reflect progress. Woodford Green Primary School also records progress through the use of half termly 'Rising Stars' tests.

During our assess, plan, do and review cycle we look at the actions needed to support a pupil towards their outcomes and highlight what each stakeholder can do in order to make a positive contribution. In certain cases the SENCo may carry out or commission other agencies in order to further assess a pupil for any underlying difficulties that are impacting on them accessing the curriculum.

Other approaches used by the school are:

- Pupils are formally assessed using Standard Assessment Tests (SATs) in year 6.
- The progress of children with an Educational Health Care Plan (EHCP) is formally reviewed at an Annual Review with all adults involved in the child's education.
- The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include:
 - Home / school book
 - Letters / certificates sent home

- Additional meetings as required
- Reports which are issued once a year although there are pupil progress meetings held termly
- Parents evenings held twice a year

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

The school is on two levels with an accessibility lift for pupils in a wheelchair.

At Woodford Green Primary School, a child's ability to access all of our facilities and curriculum is vital. Our facilities include:

- Two hygiene rooms
- Two accessible toilets
- Extended corridors for wheel chairs and equipment access
- A wheelchair accessible lift
- Fire evacuation chairs
- Wide doors in many parts of the building
- Fully accessible sensory / soft play area
- Two school halls
- Outside playground equipment
- A disabled parking

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. The Local Offer can be found at the following address: <http://senddirectory.newham.gov.uk/>

(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 have an anti bullying policy in the school.

There is also a charity that comes in once a week to work with key children using play therapy with the consent of parents / carers.

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

The SENCo (Special Educational Needs Co-ordinator) is Miss Emily Haughey who can be contacted via the school office on 020 8514 9860 or via e-mail at: ehaughey2.320@lgflmail.org.

The SEND Governor is Ms. Ruth Marshall who can be contacted via the school office on 020 8514 9860 or via e-mail at: 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?

The SENCo has a PGCE specialising in inclusive education; Is currently undertaking a Masters in Special and Inclusive Education; Is currently undertaking the National Award for Special Educational Needs Co-ordination.

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

- Handwriting
- Social Skills
- Self-Esteem
- Use of high quality teaching strategies to meet individual needs

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

- Paediatric First Aid

- Meeting the child's medical needs
- Epi-pen training

All support staff are receiving new curriculum training, including supporting children with specific needs.

Woodford Green Primary School actively engages with external agencies who come into the school and provide specialist programmes and advice for specific children. We 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

(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. We also have a regular reporting cycle where parents are informed of progress through parents evenings and informal meetings throughout the year. Following a parents evening or informal meeting, parents are able to come in to school in order to discuss how they can support the learning and progress of their child with the class teacher and SENCo. 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.

The following members of staff can 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.

SENCo:

- If parents continue to have a concern with their child's progress or engagement they can contact the SENCo via the aforementioned contact details, so that a conversation can be had or a meeting can be arranged for you to come into the school to share your concerns. The SENCo will be able to

discuss your concerns following their liaising with key staff within the school and being able to assess the most appropriate way to meet your child's needs.

Headteacher:

- Where a concern cannot be resolved then the matter will progress to the Headteacher who will be able to meet with parents to discuss concerns. Where possible the Headteacher will liaise with key staff in order to facilitate actions to support the child within the school.

Parent Teacher Association / Parent Governors

- We have a parent teacher association where parents can become involved in school life. We also have parent governors who can take an active role in the overall running of the school including financial management, curriculum development and whole school improvement.

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

The SENCo liaises with key staff in the school where there are concerns about progress or engagement. Following the sharing of information decisions are made as to the most appropriate type of support to put in place for the learner. Pupils and parents / carers are then spoken to regarding progress and or concerns.

Within school we have a school council, pupil voice and personal interviews carried out by senior leadership.

(9) What are the arrangements for handling complaints from parents of SEN 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 SENCo may become involved and a meeting convened 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. The complaints procedure will outline the formal steps the school will take in handling each complaint.

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

(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?

We hold meetings where professionals from outside the school are invited to attend. During these meetings we may discuss individual cases where it is felt support above and beyond what the school is able to offer is necessary. In these cases parents and pupils will be consulted and consent sought so that agencies are able to work in supporting the overall development of the pupil.

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 designated teacher, Mr Kieran Johnson, meets with social services and the virtual school to ensure the child's wider needs are being met. A personal education plan (PEP) is produced termly to help support the child develops 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

(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 and if necessary a planning meeting will take place with the new teacher. All available targets will be shared with the new teacher.
- Children may 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 along for parts of the induction day.
- A separate meeting for children with SEND may be arranged with Miss Haughty and the Secondary School SENCo
- 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 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 will make sure that all records about your child 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