

Woodstone SEND Information Report and Local Offer for parents



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Special Educational Needs Co-ordinator (SENDCo): Mrs Karen Featherstone

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Website: www.woodstoneprimary.co.uk

Age Range: 4-11 years

Ofsted: February 2016 – Good

Areas of support and experience we currently offer to meet needs of children and young people with SEND



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.

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 has a significant greater difficulty in learning than the majority of others the same age.

We provide SEND support for pupils with significant needs in the following areas:

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

The four significant areas can be classified into core, additional and high needs. Some children require minimal interventions and support whilst others need additional support to raise their learning. The school will also provide provision for children, who have complex needs, on Education Health and Care Plans (EHCP).

Policies for the identification and assessment of pupils with special educational needs and disabilities

Our Special Educational Needs and Disabilities policy outlines our procedures and provisions. We also have an Inclusion policy and Accessibility Plan. All of our policies can be accessed at www.woodstoneprimary.co.uk

At Woodstone, the children are identified as having special needs in a number of ways:

- They could originate from a referral from a G.P, a health visitor, the speech and language service etc.
- Concerns have been raised by parents / carers, about the level or progress being made by their child
- Through paediatric assessments with the Paediatrician or concerns from the school nurse

Class teachers and support staff will also have identified that a pupil is failing to make the expected progress in their learning by raising concerns about the following issues:

- Displays difficulty in developing Reading, Writing or Mathematics skills which results in a child working significantly below age related expectations
- Despite differentiated teaching approaches targeted particularly in a child's identified area of weakness, the child is still making little or no progress
- Presents persistent emotional and behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- Has sensory or physical needs, and continues to make little or no progress, despite the provision of specialist equipment
- Has communication and / or interaction difficulties, and continues to struggle to make both academically and socially

As a school we work closely with a wide range of agencies to ensure children's individual needs are identified and met. We also aim to develop strong relationships with children and parents to ensure they are fully involved in the identification process.

How we evaluate the effectiveness of our provision

In order to make consistent progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the academic year. This is done in the form of annual parent and pupil questionnaire, discussion and through progress and review meetings with parents and staff.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on Pupil Passports and Provision Maps, which are updated when the intervention is changed or targets are met. They are updated by the class teacher and are monitored by the SENDCo. These reflect information passed on by the SENDCo at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated by the SENDCo and Headteacher and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.



The SENDCo monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

Arrangements for assessing and reviewing the 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 for your child. This contains two or three specific, measurable, achievable and realistic targets; outlines appropriate support or intervention and includes any reasonable adjustments that need to be made. The targets will be reviewed at least every term with the child, their parents, class teacher and Mrs Featherstone (SENDCo). However, if the targets are met sooner then new targets will be added to the document and a copy will be sent home for information.

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

Your child's progress is continually monitored by their 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.

We track pupil progress through:

- Assessing Reception children's on-entry data in the Early Years Foundation Stage and identifying any areas of concern
- Initial assessments when a child transfers to our school and discussions with previous their previous school/ early years setting
- Termly pupil progress reviews between the Deputy Headteacher, SENDCo and class teacher
- Every day formative assessments
- Analysing pupil progress data and setting appropriate targets
- Using National Curriculum testing (SATs)
- Using tests such as the Year 1 phonics screening, reading age and spelling age tests, and reading assessment tests.
- Gathering information from the child, parents, carers and other professionals
- SEND reviews between Mrs Featherstone and a class teacher to review attainment and progress.

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. Pupils 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 approach to teaching

'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. A graduated approach is adopted at Woodstone Community Primary School:



1. **Quality First Teaching:** 'The baseline of learning for all pupils'. Class teacher input via excellent classroom practice.
2. **SEND Support:** Any child who is falling significantly outside of the range of expected academic achievement. Any pupil identified as having a special educational need and / or disability will be added to the school's SEND record. 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.
3. **SEND Support for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.** The school will draw on the support of outside agencies e.g. Speech and Language Therapy to run small groups or 1:1 sessions.
4. **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 lifelong and who need more than 20 hours of support in school. Usually your child will also need specialist support in school from a professional outside of the school.

How we adapt the curriculum and learning environment

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 and reminders, visual 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.



How we provide additional support for learning

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.

Support with further assessment of the pupils' strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Activities that are available for these pupils, in addition to those available in accordance with the curriculum



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.

Support available for improving the emotional and social development of pupils

At Woodstone Community Primary School we have two specialist Emotional Literacy Support Assistants (ELSA), Miss Kelly Barnes and Mrs Denise Shepherd, who receives continual training to keep their knowledge and understanding of key areas up-to-date. All pupils are able to access this 1:1 support. Within the classroom the use of visual timetables helps to support pupils. Our PSHE curriculum has a focus on social skills, relationships and the emotional aspects of learning. The school's curriculum is underpinned by SMSC (Social, Moral, Spiritual and Cultural education). We have a caring, understanding team, who receive regular child protection training, looking after all of our children.



How we would support a parent/carer with a concern or a young person who was worried about their learning

If you are concerned about your child's progress in school then initially please make an appointment with the class teacher. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope they are able to do the same with us.

The SENDCo also holds termly drop-in sessions for parents/carers who have concerns about their child – please speak to the office to arrange an appointment.

Children are encouraged to speak to their class teacher or teaching assistant about any worries they may have. There is also a 'worry box' in school that can be accessed by all children and which is monitored daily by our ELSA.

Expertise and training staff have in relation to SEND

All of our staff including teachers and TAs have received training in a wide range of interventions to support children of all needs.

As a school we work closely with any external agencies that we feel are relevant to individual pupil's needs, including: GPs, school nurses, clinical psychologists, paediatricians, speech and language therapists, occupational therapists, social services, educational psychologists and the Autism Outreach Team.

Staff undergo regular training to keep their knowledge of SEND current. This is organised in conjunction with specialist courses offered by Leicestershire County Council, Forest Way Teaching Alliance and other specialist providers.

We have a member of staff trained as an ELSA, who receives regular support and training.

All members of staff receive training for Autism and Attachment disorders. In addition, some staff members have received in depth training in Dyslexia and ASD.

How equipment and facilities, to support pupils with SEND, is secured

Part of the main school budget is identified for children with SEND. This is supplemented for children with complex needs by the Local Authority. This money is used to provide additional support in teaching and learning.

Equipment and facilities are secured through advice received from specialists; alongside our school policies and procedures.

Arrangements for consulting parents/carers of pupils about, and involving them in the education of their child

We offer an open-door policy where you are welcome at any time to make an appointment to meet with either the class teacher or the SENDCo and discuss how your child is getting on. There are also official bi-annual parents' evenings where you will receive information about your child's progress in school.

We can offer advice and practical ways that you can help your child at home.

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

If your child is on the SEND register they will have a Pupil Passport which will have targets. This is discussed on a termly basis and parents will have a copy. The targets set are SMART (Specific, Measurable, Achievable, Realistic and Time scaled) targets with the expectation that the child will achieve them by the time it is reviewed. Parents and children are encouraged to be involved in the process of reviewing and setting appropriate targets.



All information from outside professionals will be communicated to you 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 an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be 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.

Arrangements for consulting young people with special educational needs about, and involving them in their education

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 support they feel will help them, for example, if they are having a bad day. The school suggestion box allows all pupils to express their views.

Arrangements made by the governing body, relating to the treatment of complaints, from parents and carers of these pupils, concerning the provision made at our school

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. Should a parent have a complaint about the Head teacher, s/he should first make an informal approach to the Chair or Vice Chair of Governors. A copy of the school's complaint policy is available on the website www.woodstoneprimary.co.uk

How the governing body involves other bodies (including health and social services bodies, local authority support services and voluntary organisations) in meeting the needs of these pupils and supporting their families

The SEND Governor attends network meetings provided by the Local Authority and is able to access all the different SEND provision provided by the LA and external agencies. In addition, the SEND Governor carries out regular monitoring visits to the school/SENDCo to discuss the progress of the pupils, look at the support offered and its effectiveness.

The Governing Body encourages the school to use outside services like: Autism Outreach Team, Speech and Language Therapists, Social Services and Psychologists, to support the children in their learning and special needs.

Contact details for the support services for parents and carers of these pupils, including those for arrangements made in accordance with Section 32 (Children and Families Act 2014).

The following link will take you to the Leicestershire Local Offer: www.leicestershire.gov.uk

SEND Information Advice & Support Service (SENDIASS Leicestershire)

Telephone: 0116 305 5614

(Monday to Thursday 9am to 4.30pm, Friday 9am to 4pm)

Email: sendiass@leics.gov.uk

How we support pupils to transfer between phases of education

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transfer to a different educational setting is as smooth as possible.

If your child is moving to another school:

We will contact the school SENDCo and ensure they know about any special arrangements or support that needs to be made for your child. We will make sure that all records about your child are passed on as soon as possible.

When moving class in school:

Information will be passed on to the new class teacher in advance and in all cases, a planning meeting will take place with the new teacher. All pupils' Pupil Passports will be shared with the new teacher.

Transition to a new class is facilitated by sessions during the summer term with new class teachers and environment. If your child would be helped by a book to support them understand moving on then it will be made for them.

In Year 6:

If required your child 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 meet with the children who will be attending their school. Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school. Many hold open evenings for parents to attend in order to support your decision-making process about which school is the right one for your child. If your 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 if it is deemed appropriate. 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 as your child joins 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.



Reception Class:

Induction events take place during the summer term for all children who are joining the Foundation Stage in September. The Reception class teacher does some pre-school visits in the summer term before the children enter our school. She speaks with your child and their key workers to gain as much information about your child as possible. If your child has already been identified as having special educational needs then your SENDCo will have been invited to attend a meeting at the pre-school setting. Your child will also have visits to our school in the summer term where they will get to meet the teachers, other

children that will be starting the school with them and the new school environment.

How we contribute to the publication of the Local Authority's local offer

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