

Woodlands Primary School

SEND Information Report



At Woodlands we put children's needs first. We work in partnership with parents, the community and outside agencies. Through our high aspirations we aim to challenge, inspire and motivate children; we encourage them to reach their maximum potential and promote a sense of fulfilment.

Who is involved?

The Special Educational Needs Co-Ordinator (SENCO) is Mrs B Lewis

The SENCO is responsible for:

- Coordinating support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are involved in supporting your child's learning and informed of the progress they are making.
- Liaising with outside agencies to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are detailed records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can support children with SEND in the school achieve the best progress possible.
- Monitoring the impact of interventions and the effectiveness of provision in the school.
- Working with the Local Authority to implement and monitor our provision.

The SEN Governor is Mrs V Maher

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Monitoring the effectiveness of SEND provision in the school.

What kind of special educational needs are provided for in our school?

At Woodlands, we provide support for SEN pupils across the four areas of need as stated in the Code of Practice 2014:

- **Communication and interaction** (Speech language and communication needs, Social communication difficulties, ASD, Asperger's Syndrome)
- **Cognition and learning** (Moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), specific learning difficulties (SpLD- Dyslexia, Dyscalculia and Dyspraxia).
- **Social, emotional and mental health** (Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), anxiety, depression, self-harming behaviour, challenging/disruptive behaviour, attachment disorder, eating disorders).
- **Sensory and/or physical needs** (Vision impairment, hearing impairment, multi-sensory impairment).

What happens if my child does have SEN?

The school will follow a graduated approach to your child's learning.

It will follow the sequence of Assess, Plan, Do, Review. This way we can constantly ensure that the school is meeting your child's individual needs. This includes children with specific barriers to learning that cannot be overcome through whole class good and outstanding teaching (Quality First Teaching) and intervention groups.

- If your child has been identified as needing more specialist input in addition to good and outstanding classroom teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.
- Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- Sometimes more detailed person centred planning with input from yourself and your child will be needed. A One Page Profile will be written with the SENCO that outlines this more detailed provision.
- If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs. The specialist professional will work with your child to understand their needs and make recommendations.

What if I think my child needs more help than the school can provide?

If you or the school believe that your child needs more support than the current provision set in place either you or the school can request that the Local Authority carry out a statutory assessment of your child's needs.

This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer. After the school have sent in the request to the Local Authority, they will decide whether they think your child's needs are complex enough to need a statutory assessment. If so, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support they are providing.

After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more support in school to make good progress. If this is the case, they will write an Educational Health Care Plan (EHCP). The EHCP will outline support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. This may be used to support your child with whole class learning, individual programmes or small groups including your child. Each child's programme will vary depending on the needs of the child and the targets set in the EHCP.

What if the Local Authority says no?

If the LA decides not to issue an EHCP, they will write to you informing you of their decision. They will ask the school to review or continue with the support at the current level and hold regular review meeting to discuss progress.

How will my child manage tests?

All children with SEND will have their tests needs met by determining which access arrangements best suit the needs of your child. This may include:

- Different test room
- Additional time
- Having a scribe
- The use of a computer

How accessible is your school?

The school was originally designed to cater for children with physical difficulties and there is currently only one classroom upstairs. The ground floor is easily accessible. Teachers in school adapt the classroom layouts to cater for children with special needs and/or disabilities. Alternative coloured paper is available for pupils with dyslexia.

- For children who benefit from the use of electronic equipment to aid their learning, such equipment as laptops, iPads are readily available.
- We have equipment and a room where children can experience respite and other activities to promote mental health and resilience with our school learning mentor. Writing slopes, writing grips, alternative scissors (e.g. loop scissors) are readily available for children to use.
- View Accessibility Plan.

What skills do the staff have to meet my child's needs?

- The SENCO's job is to support the class teacher in planning for children with SEND.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school.
- We have whole staff training to develop knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND.
- Individual teachers and support staff attend training courses run by the LA and outside agencies that are relevant to the needs of specific children in their class.

How is behaviour managed?

The school behaviour policy applies to children with SEN and focuses on rewarding good behaviour. Sometimes pupils with SEN require extra support with their behaviour and personalised modifications to the policy can be made. Support is also provided, when appropriate, by the school learning mentor Mrs M Skillen.

How will I know how my child is doing?

At Woodlands, your child's progress is continually monitored by their class teacher, SENCO and the Leadership Team.

- Their progress is reviewed every half term and a level given in reading, writing and maths.
- If your child is in Year 1 and above, but is not yet at age related levels, a more sensitive assessment tool can be used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.
- At the end of each key stage (at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the

government requires all schools to do and they are the results that are published nationally.

- Children on the School SEND register will have, in all cases, a One Page Profile and, where SEN needs are more significant, an Additional Support Plan. This has targets set for your child and will be reviewed every term. You will be invited to attend a meeting in order for us to review and set new targets together.
- The progress of children with an Education, Health and Care Plan (EHCP), is formally reviewed at an Annual Review with all adults involved with the child's education.
- The Leadership Team and SENCO will also check that your child is making good progress with 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/schoolbooks, parents evenings, additional meetings as required, reports.

How will the school fund the support needed for my child?

The school budget, received from Wirral Local Authority, includes money for supporting children with SEND.

The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school. The Headteacher and the SENCO discuss all the information they have about SEND in the school, including: children receiving extra support already; children needing extra support; children who have been identified as not making as much progress as would be expected and deciding what resources, training and support is needed. All resources, training and support are reviewed regularly and changes made as required.

How will the school help my child to manage the transitions into the school, into a new class or on to a different school?

We recognise that transitions can sometimes be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- **If your child is moving to another school:** We will contact the school SENCO and ensure that they know about any special arrangements or support that need 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 classes in school:** Information will be passed on to the new class teacher and a planning meeting will take place with the new teacher. All One Page Profiles will be shared with the new teacher. Depending on the needs of the child, a

visit to their new classroom can be provided to help them in their understanding of moving to a new class.

- **When moving into Woodlands School during the academic year:** We will meet with you and your child to discuss their needs and decide how to best transition into our school. We will liaise with the previous school SENCO to discuss the provision and obtain records from external agencies. We will organise a meeting six weeks after starting to discuss the transition and ongoing support.
- **In Year 6 / transition to Secondary School:** We fully support parents and carers in making decisions about the secondary school they choose for their children and work with them to ensure the smooth transition from KS2 to KS3 is smooth. The SENCO will attend the Primary Transition meeting to discuss the specific needs of your child with the SENCO of their secondary school, and staff can also arrange a special visit session for pupils with greater needs as part of an enhanced transition. Your child will have opportunities to learn about aspects of transition to support their understanding of the changes ahead. Secondary School support workers are invited into school. Where possible your child will visit their new school on several occasions and staff from the new school will visit your child in school.

Where can I or my child get further help, information and support?

Wirral SEND Partnership (formerly Parent Partnership) is an impartial, independent and confidential service which gives free information, advice and support about matters relating to Special Educational Needs or Disabilities (SEND) and is for parents or carers of children aged 0-25, and young people aged 16-25 with special educational needs and/or disabilities <http://www.wired.me.uk/Parent-Partnership>.

The Wirral Local Offer website sets out what services, support and advice are available for children in Wirral if they have special educational needs or a disability. <http://localofferwirral.org/>

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