

Woodland Primary School
SEND information report to parents
October 2018



<p>School statement:</p>	<p>Woodland Primary School is committed to ensuring equality of opportunity for all pupils. We are committed to supporting pupils with additional needs including Special Educational Needs and Disabilities (SEND) and the provision of additional learning support, service provision and bespoke curriculum packages. This personalisation is designed to enable every pupil to access the broad curriculum on offer at Woodland Primary and maximise their individual potential.</p> <p>This report outlines information that complies with Section 69 (2) of the Children and Families Act 2014.</p>
<p>The aims of our SEND policy and practice:</p>	<p>The main aim of the SEN/D policy is to ensure that all children identified as having Special Educational Needs /Disabilities are able to reach their full potential and are included fully in the school environment. The school aims to ensure that children with SEN have their needs met and are offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.</p> <p>The school follows guidance from the SEN Code of Practice and believes that 'All teachers are teachers of SEN' and aims to ensure that all teachers and support staff take responsibility for the academic, social and emotional well-being of these children</p>
<p>Who is the Special Needs Co-ordinator?</p>	<p>The SENCO at Woodland Primary is Miss R Mangan She can be contacted via the school office or email: admin@woodland.hull.sch.uk</p>
<p>Who is the SEND Governor?</p>	<p>The SEN governor is: Mrs S Tomlinson</p>
<p>How many children at Woodland have special educational needs or disabilities?:</p> <p>Continued...</p>	<p>Woodland Primary School is a smaller than average primary school, with currently 191 children on roll (FS1-Y6). We currently have 45 pupils that have special educational needs and disabilities on our SEN register - this is 24% of the school population. At present, on our SEND Register, we have:</p> <ul style="list-style-type: none"> ○ 2 children with an Educational Health and Care Plan/ Statements of Special Educational Needs ○ 43 children at school support <p>Of these,</p> <ul style="list-style-type: none"> ○ 14 have speech and language difficulties ○ 5 have ASD (1 of these is Asperger's Syndrome) ○ 11 have a general learning difficulty and 1 has a severe learning difficulty ○ 4 have social, emotional and mental health difficulties ○ 2 have physical disabilities and/or medical needs

<p>How does Woodland Primary know if my child needs extra help? (<i>Section 6 - Graduated Response</i>)</p>	<p>Woodland Primary will liaise closely with previous schools (if appropriate), nurseries attended; parents/carers and any additional outside agencies.</p> <p>Woodland Primary recognise that the learning process is a continuum which may change over time, therefore we implement an on-going process of assessment and monitoring. During the process of assessment and monitoring children who are not making progress will be identified and may receive additional school support.</p>
<p>What should I do if I think my child may have a special educational need or disability?</p>	<p>Section 19 of the Children and Families Act 2014 states that a student has SEND if they have a significantly greater difficulty in learning than the majority of children of the same age, or if they have a disability which puts barriers in the way of making use of educational facilities of a kind generally provided for children of the same age in schools within the Local Authority.</p> <p>If you feel your child has an unidentified Special Educational Need or Disability (SEND) then you should contact the SENCO (see above for contact details) at Woodland Primary and arrange a discussion about your child. Assessments/testing and/or observations can be arranged and appropriate support may be put in place.</p>
<p>How will I know how my child is doing?</p>	<p>Woodland Primary operates an 'open door' policy for all parents and carers. We welcome an ongoing dialogue between ourselves and parents/carers, seeing this as an education partnership that works to support the learning of your child. Woodland Primary has a termly programme of parent/carers consultation evenings that you will be invited to.</p> <p>For children on the SEND register at SEND SCHOOL SUPPORT and children with an EHC PLAN, their needs and progress will be discussed at review meetings. Individual Education Plan review meetings are held with the SENCO and class teacher and pupil views about their progress and their needs are sought too. Parents are invited to meet with the SENCO and discuss the IEP reviews and are also sent a paper copy of the proposed IEP targets and are requested to indicate they're happy with the targets.</p> <p>For pupils in receipt of a Statement or an EHCP (Education Health Care Plan) an annual review is also held near the anniversary of the original Statement/ EHCP.</p> <p>Teachers maintain close contact with home by telephone or parent mail and/or daily contact with parents/carers. Parents also have access to the Marvellous Me App in which staff send home messages and badges which show the children's progress.</p> <p>Identification and monitoring of progress of children with SEND is in line with the Revised Code of Practice.</p>

<p>What arrangements does the school have for assessing and reviewing the progress of my child and other pupils?</p>	<p>Individual abilities and needs are assessed through a variety of procedures:</p> <ul style="list-style-type: none"> • Ongoing assessments informing teacher planning incl termly teacher assessment • standardised assessments - SATs; Termly English and Maths tests; individual assessments by SENCO and/or outside agencies - eg ED Psych, SALT, IPASS, Northcott Outreach; Ganton/Tweendykes Outreach. • IEP review meetings • Annual reviews
<p>How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> • Class teachers will use a range of differentiation to provide effective learning opportunities for all students. Various levels of differentiation are used to ensure access to a broad curriculum at an appropriate level. For children with SEND these may include: additional adult help in a smaller group; pre-loading (pre-teaching) eg vocabulary/ maths concepts; visual cues; tick lists of instructions; practical resources to aid eg the solving of maths problems; using keyboards rather than having to hand-write; scribing for the child; different tasks; more time to complete work etc. • Where a pupil is identified as having special education needs a Child Friendly Individual Education Plan (IEP) will be drawn up, tailored to each individual student's needs. Children identified as having SEND have an IEP which relate to the appropriate levels of the National Curriculum or Early Years Foundation Stage. Realistic targets will be set and the plans will be reviewed/ evaluated regularly and involve the pupil, parent/carer; SENCO and class teacher. If any support services are involved with the pupil, Woodland Primary will pass on any relevant information/ reports from them and arrange meetings as necessary. • All pupils with special educational needs also complete pupils' views questionnaires where they can tell us about their likes and dislikes; what they feel are their strengths and weaknesses and what works for them to support their learning. Information from the pupils' views questionnaire is included in the child friendly IEP so that all who come in to work with the children will understand what is needed to support that child. Copies of the child friendly IEP are put into the front of all the children's workbooks so that targets are constantly covered in lessons. • Children with SEND are identified in planning documents, with evaluation used to inform future planning • Teaching Assistant support is available for literacy and numeracy within every classroom with a priority for children with SEND either by direct support or by releasing the class teacher to work exclusively with those children. • Additional interventions are put in place as necessary. At present we have additional groups for: Reading Plus; Words First; Friendship Groups; fine motor skills; speech and language; small groups phonics; 1:1 daily reading; reading inference. • Children with Education Healthcare Plans or Statements of SEND are supported by additional TA provision in class (in accordance with their need), possible withdrawal sessions and individualised programmes of work.

<p>How will I know how Woodland Primary supports my child?</p>	<p>A pupil who has been identified as SEND will be supported by a child friendly Individual Education Plan which will show the support package available to each individual pupil including targets.</p> <p>A copy of this plan will be sent to parents/carers.</p> <p>Reviews of the IEP targets take place, and parents are invited to discuss their children's progress and needs with the SENCO. These are joint discussions where the progress and future needs of the child are agreed.</p> <p>Through Woodland's tracking procedures, progress is reviewed on an on-going basis with interventions being adapted accordingly.</p> <p>This builds on a cycle of assessment of need; planning the intervention; doing the intervention; and reviewing the progress made.</p>
<p>How does Woodland Primary adapt the curriculum and learning environment for my child and other children with SEND?</p>	<p>The school has two multi-use rooms with space for intervention and group work. All the rooms create a welcoming atmosphere, being well resourced with seating appropriate for either KS1 and KS2. The rooms also have appropriate materials to support learning.</p> <p>A range of software appropriate to SEND is available to pupils via the network. There are a variety of resources available to support basic skills in Literacy, maths, speech and language and social and emotional development.</p>
<p>How accessible is the school environment?</p>	<p>Our school building has only a single storey and disabled access to the building is through all entrances. There is a disabled toilet located near to the reception area and also a hygiene room.</p>
<p>How does Woodland Primary provide additional support for my child and other pupils with additional needs?</p>	<p>Children with SEND are identified in daily planning. Individual curricular needs are met by agreed targets through IEPs, differentiation within the curriculum and individual or small group support from outside agencies where appropriate.</p> <p>SEND practices are constantly monitored, evaluated and improved as necessary. The school values all children and celebrates success however small.</p>
<p>What training is available to staff supporting children and young people with SEND?</p>	<ul style="list-style-type: none"> • The school has an on-going programme of training for teaching and non-teaching staff, based on identified needs in skills training and updating on current issues e.g. Inclusion, disability and Closing the gap • The need for training is identified through monitoring and informal discussion. • In the past year, individual staff have attended the following training re SEN and associated issues: <ul style="list-style-type: none"> ○ Using visual supports within the classroom to support pupils with ASD ○ Workstations to develop independent working for pupils with ASD ○ Words First reading scheme ○ Supporting working memory difficulties within the classroom ○ SEND Conferences and ○ SENCO Forum/Network Meetings

What specialist services and expertise are available at or accessed by the school?

We have experience of supporting children and young people with a range of needs, including:

- Speech, language and communication needs;
- Autistic Spectrum Disorder;
- Gross and fine motor difficulties;
- Sensory issues;
- Social, emotional and mental health needs;
- General and specific learning difficulties (including dyslexia);
- Physical disabilities and medical needs

Within school there are staff who have been specifically trained in a number of areas: speech and language, reading strategies, dealing with medical issues and behaviour management strategies. Training takes place both within school and externally. The school has an Emotional Wellbeing and Behaviour team.

The school has links with a wide range of outside support agencies:

- The City Psychological Service
- IPASS (Integrated Physical and Sensory Service)
- Speech and Language Therapy Service
- Behaviour support unit- Primary PRU
- Northcott Outreach Support Team
- Ganton/ Tweendykes Outreach Support Team
- Educational Welfare Service
- KIDs
- Early Years Inclusion Team
- School Nurse and Health Visitor Team.

These services provide a range of support including individual assessments and advice including:

- Individual teaching
- General advice
- Reports for reviews
- Provision of programmes of work
- Provision of specialist resources
- Professional development

<p>What support will there be for my child's overall well-being?</p>	<p>Woodland Primary offers a proactive pastoral support programme including emotional wellbeing workers. A range of extra-curricular activities support children's well-being including breakfast clubs and after school clubs. Free school lunches are offered to all children in Foundation Stage 2 and Key Stage 1. All children eligible for free school meals are catered for in school. We offer a range of different menu options to suit the needs of children and families.</p> <p>Attendance is carefully monitored and we work closely with parents and carers to ensure that children attend school regularly so they can achieve their potential.</p> <p>A positive and proactive behaviour policy is consistently applied by all staff in school. This includes close working relationships with parents/ carers and has a range of rewards and sanctions in place.</p> <p>Extra-curricular activities are currently open to all children.</p>
<p>How will the school prepare and support my child when transferring to a new school?</p>	<p>All children are prepared well in advance of any known transition periods, including changing class at the end of each year.</p> <p>Children starting school for the first time are visited at home and have several 'trial' sessions within the setting to ensure they are familiar with the setting and key members of staff. Parents stay with the children during the trial sessions so they can ask us any questions</p> <p>Older children leaving primary school to transfer to secondary school have a programme of transition put into place for them. This includes visits to the secondary school within the Summer term of Year 6, and emotional and social preparation for a time of change.</p> <p>The school has liaison meetings in the summer term with the main secondary schools to discuss individual needs and to ensure appropriate support and provision is identified.</p> <p>Where appropriate, some children will make/ be given a transition book with photos of and information about their new school/ class that can also be taken home so they can be prepared for the changes.</p>
<p>How will I be involved in discussions about and planning for my child's education?</p>	<p>The school has an open door policy to parents.</p> <p>Parents of children with SEND are well informed of all matters relating to their children's needs and entitlements in line with guidance from the Code of Practice. Parents are encouraged to be actively involved in all aspects of their child's education. There are many opportunities for parents to discuss their children, both formally and informally, through Annual Reviews for pupils with EHC Plans; IEP review discussions with the SENCO; Parent consultation evenings; and daily contact with the class teacher and other adults working with your child.</p>

<p>How are children involved in discussions about their own education?</p>	<p>Pupils discuss with their teacher/TA their views about their learning; their likes and dislikes and what they feel they need help with. These views are fed into the IEP review meetings and incorporated into their plan and targets. Also they are encouraged to attend parent's consultation evenings with their class teacher and parents.</p>
<p>What do I do if I have a complaint about my child's SEND provision at the school</p>	<p>Complaints about SEN provision within the school are first dealt with by the SENCO during arranged meetings. Where a satisfactory conclusion cannot be reached, the parent can then make an appointment to see the Head Teacher / Assistant Headteacher during which further information can be exchanged and procedures altered as appropriate.</p> <p>If a satisfactory conclusion still cannot be reached then the Governing body must become involved. The school participates fully if receiving requests for information for tribunals or assisting parents in formulating appeals etc.</p>
<p>What policies and documents do the school have in place re SEN and related areas that I could look at?</p>	<p>Many of Woodland's school policies can be accessed on our website.</p> <p>Policies relating to special educational needs issues include:</p> <ul style="list-style-type: none"> • SEND policy • Behaviour Policy • Accessibility Plan • Child Protection Policy • Safeguarding Policy • Anti-Bullying Policy • Equality Statement & Scheme • Health & Safety Policy <p>Other policies eg Medical Needs Policy can be requested via the school office.</p>
<p>Contact details:</p>	<p>SENCO: Rebecca Mangan rmangan@woodland.hull.sch.uk Headteachers: Kirsten Bradley head@woodland.hull.sch.uk SEND Governor: Symone Tomlinson symonetomlinson@live.co.uk</p>
<p>Who can I contact for further information about local services?</p>	<p>Hull Local Offer link: https://www.connecttosupport.org/s4s/WhereILive/Council?pageId=774&lockLA=True</p>