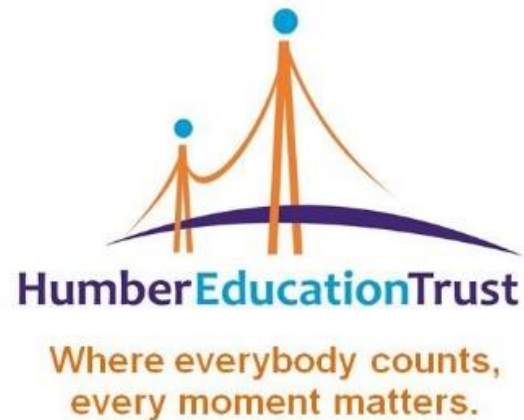


Humber Education Trust Woodland Primary School



SEN Information Report for Academic Year 2023/2024

This information report was approved by Woodland LGB in November 2023

Caroline East - Chair of Local Governing Body

Adopted in November 2023

This information report will be reviewed annually on or before September 2024

This SEN information report has been prepared by Hannah Kirk (SENCo) and approved by the Local Governing Body in October 2023 for publication on the website.

The SEN Information Report is part of a wider suite of documents relating to SEN, disability and inclusion that can be found on the websites of Woodland Primary School and Humber Education Trust. In particular, it should be read alongside the trust and academy's **Special Educational Needs and Disability (SEND) Policy**.

Introduction

At Woodland Primary School, we value all children equally whatever the differences in their abilities or behaviours and believe that every child matters. We cherish this diversity and recognise the benefits to everyone in having an inclusive education system. At Woodland Primary School we ensure all pupils, regardless of their specific needs are supported to make the best possible progress. We believe that pupils with SEND and their parent/carers should be at the heart of planning and decision-making. We aspire to the HET vision of a person-centred approach. We aim to provide opportunities for pupils with SEND and their parent/carers to play an active role in planning their provision in accordance with the SEND Code of Practice 2014.

Woodland Primary School makes provision for the following kinds of SEN:

Woodland Primary School currently supports children with a range of special educational needs (SEN) and disabilities. The Code of Practice 2014 describes four broad areas of SEN:

1. Communication and Interaction, including Speech, Language and Communication needs (SLCN) and Autism Spectrum Disorder (ASD)
2. Cognition and Learning, including Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
3. Social, mental and emotional health, including Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of Physical Difficulties (PD) as well as Hearing Impairment (HI), Visual Impairment (VI) and Multi-sensory Impairment (MSI).

The school has direct experience of supporting children with SEN and disabilities covering all 4 broad areas of need.

Woodland Primary School identifies and assesses SEN by:

At Woodland, we are committed to the early identification and support of all pupils. The school has a clearly defined graduated response. Arrangements are in place to identify and review pupils' needs on a regular basis. These assessments are reviewed following an 'assess-plan-do-review' (APDR) model, to ensure support is graduated, matched to need, barriers to learning are identified and a clear picture of the support needs of the child is formed. In some cases, where a child's needs may be described as 'complex' a 'Education, Health and Care Needs Assessment Request (EHCNAR) is developed and if needed, an Education, Health and Care Plan would be requested. The professional judgement of practitioners in the school, our SEND advisor, alongside the views and wishes of pupils and parents plays an important role in the assessment and review of pupils' needs. Where required we liaise with other professionals including SALT, educational psychologist, outreach agencies, occupational therapists to provide additional assessment information.

Woodland Primary School supports SEN in accordance with its policy framework which is set out at:

Concerns about progress may be raised at any time by class teachers and/or parents. Quality first teaching, adapted for individual pupils, is the first step in meeting the needs of pupils who have or may have SEND. Some pupils may continue to make limited progress despite quality first teaching and/or targeted intervention. At this stage, it is appropriate to consider the possibility that a pupil might have special needs. The SEND Code of Practice 2014 recommends a range of sources of information that teachers can draw upon to establish a clear understanding of a pupil's needs including observations and assessments. Further information about the ways we do this can be found in our **Special Educational Needs and Disability (SEND) Policy**, which can be found on the school website. Paper copies are also available on request from the school office.

Other policies which describe our regulatory responsibilities include:

- Accessibility Plan
- Admissions Arrangements
- Safeguarding and Child Protection policy and procedures
- Complaints procedures
- Early Years Foundation Stage
- Equality Information
- Data Protection
- Health & Safety
- Home-school agreement document
- Behaviour
- Sex & Relationships Education
- Supporting Children with Medical Conditions

Government guidance about SEN can be found on the DfE Website:

- www.gov.uk/government/organisations/department-for-education
- Guidance on supporting pupils at school with medical conditions: www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions-3
- Equality Act, Advice for schools: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf
- Equality and Human Rights Commission guidance on Reasonable adjustments: www.equalityhumanrights.com/en/publication-download/reasonable-adjustmentsdisabled-pupils
- For further information parents should also reference the SEN Code of Practice, in particular Sections 6 (Schools) and 9 (Education, Health and Care Plans) <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Woodland Primary School's SENCO's details are:

School Information:

- Our SENCo is Hannah Kirk
- Our SEN Specialist Teacher is Hilary Bohl
- Our SEND Governor is Claire Donnelly

Telephone: 01482 787000

Email: admin@woodland.het.academy

Woodland Primary School's staff have been trained and have expertise in the following areas:

Woodland has a policy of continuous professional development for all staff, including teachers and teaching assistants. This includes training on special educational needs. The staff will receive training 'in house' and from outside agencies where appropriate during the school year. Where pupils require specialist expertise, this is secured by referral to outside agencies and by school staff accessing specialist training.

The table below indicates the training that different groups of staff have received in **2022/2023**:

INSET Training	Individual/Group Staff Training	Outside Agency Specific Training
SEND on ScholarPack Developing Oracy – CHATTA Cognitive Load Theory My Happy Mind HET SEND: Learning & Cognition HET SEND: Autism	Ongoing training from Northcott Outreach to support pupils on ASD waiting list/diagnosed with ASD Ongoing training from SLD Outreach to support pupils with complex needs Ongoing training from Steps to Success Venn Academy Outreach to support pupils with SEMH needs Pupil specific communication plan training and coaching from NHS SALT	Behaviour Training x 2 – STS Outreach Emotion Coaching – STS Outreach

The table below indicates the training that is **planned to be delivered** to different groups of staff during **2023/2024**:

INSET Training	Individual/Group Staff Training	Outside Agency Specific Training
Fortnightly SEND briefings during Staff INSET on a variety of topics HET Teacher Development Programme HET SEND: Sensory Processing	Ongoing training from Northcott Outreach to support pupils on ASD waiting list/diagnosed with ASD Ongoing training from SLD Outreach to support pupils with complex needs Pupil specific communication plan training and coaching from NHS SALT	Intensive Interactions – SLD Outreach for all EYFS and Year 1 staff

Woodland Primary School will secure equipment and facilities for children with SEND by:

The curriculum is adapted for pupils when necessary, either through support, differentiated/adapted learning tasks, adaptations to furniture (e.g. toilet blocks, handrails, sensor tap, writing slopes, foot blocks for the classroom, quiet learning zones for children with ASD):

- Pupils with dyslexia or other reading/writing diagnosed conditions will be provided with reading and writing overlays, as needed, coloured books, as needed and teachers will be made aware that they may need to sit with their backs to windows with the blinds closed in order to reduce the glare from the sunlight. When required, some pupils with identified Dyslexia will also follow a specialist intervention programme.
- All pupils with ASD, when required, will be provided with a quiet learning space for 1:1 learning activities – this will usually be away from the main learning classroom in order to reduce the busy nature of the classroom environment so that pupils are able to learn in a quiet, non-stimulating environment.
- Learning environments are assessed for ease of access and appropriateness for pupils with physical disabilities and or learning disabilities – environments are adapted as far as possible without taking away from the school learning environment policy – if environments are deemed unsafe, due to physical disabilities then they will be adapted.
- All pupils who are visually impaired will have an access to larger print materials (appropriate to the required print). The school will work closely with IPASS to provide the necessary learning materials
- Access to and from the school/classroom is reviewed yearly with the help of IPASS as needed – access is adapted when and where needed.
- At times, some children may require additional emotional well-being support. Children needing this specialised support will be given a personalised plan and have regular check-ins and time to talk about their feelings/behaviour and personalised situations.
- Pupils with identified additional needs in the nursery may be eligible to access Early Years funding. This is a small amount of money paid to the school each term to support specific interventions for the pupil.

Woodland Primary School aims to involve the parents and children with SEND in the education of the children and will do so by:

Woodland recognises the significant contribution parents/carers can make to the education of their child and as such the school seeks to work in full partnership with parents. We aim to keep parents fully informed and involved during their child's time at Woodland. We take into account the wishes, feelings and knowledge of parents/carers and encourage them to make an active contribution in their child's education and in identifying outcomes that will make a difference to them and their child.

- The class teacher is the key person to support parents/carers. If a parent/carer has information or concerns they wish to share about their child we encourage parents/carers to share this with their child's class teacher first. Parents are invited to termly parent's evenings where additional time is allocated to review the progress of children with SEN or who are identified within the Cause for Concern process.
- We hold Pupil Centred Planning meetings for pupils going through the EHCP process and support parents through their contributions to this process. We also meet parents for EHCP Annual Reviews and seek their views and feelings about their child's progress over the course of the previous year.
- Each term we discuss with pupils with SEND what is working well and what isn't working as well for them. We record these comments on their Individual Education Plan, which parents receive a copy of.
- For pupils with EHCPs we work with them to produce a PowerPoint, which is all about them and is shared with parents at the annual review. This is then submitted to the Local Authority SEND Team alongside the parent views.
- All pupils express how they are feeling each day on the feelings chart to help monitor those pupils, including those with SEND and provide the appropriate support.
- A range of extra-curricular activities support children's well-being including breakfast clubs, lunchtime clubs and after school clubs. 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. 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.

Any concerns or complaints raised by a parent of a child with SEND will be dealt with at Woodland Primary School by:

If parents/carers are concerned about the progress or provision of/for their child, they can contact the class teacher, SENCo, SEN Specialist Teacher, Headteacher or SEND Governor by email admin@woodland.het.academy or by making an appointment through the school office.

The link to Woodland's complaint procedure is below: <https://woodlandprimary.org.uk/wp-content/uploads/2023/09/Complaints-Procedure-March-2023-March-2025.pdf>

Woodland Primary School works with other agencies to support children with SEND and their families by:

At times it may be necessary to consult outside agencies to receive their more specialised expertise. The governing body understands the value of this support for pupils. Services include:

- City Psychological Service - Educational Psychologist
- Applied Psychologies – Educational Psychologist
- Northcott ASD Outreach Service
- NHS Speech and Language Therapist Service (SALT)
- School Nursing Service
- IPASS – Integrated Physical and Sensory Service
- Physiotherapist Service
- Occupational Therapist Service
- Tweendykes & Ganton Outreach Support Service (SLD Support)
- Behaviour Outreach Service – STS Venn Academy Outreach
- KIDS
- Virtual School – Looked After Children
- Early Help
- Social Care

Woodland Primary School acknowledges that parents of children with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:

(01482) 467541
hullsendiass@kids.org.uk
<https://www.kids.org.uk/sendias/services/hull-sendiass/>
www.facebook.com/hullsendiass

Woodland Primary School works on transition arrangements for children joining or leaving the academy by:

There are **two** key transitions points for pupils at a primary school. The transition from Early Years to Primary education and the transition from Primary to Secondary education.

Early Years to Primary School

At Woodland we;

- Liaise with the Early Years SEND Area Senco, who plays an important role in planning for children with SEN to transfer between early years provision and schools. (SEN Code of Practice 5.57)
- Liaise with an individual early years setting where a child has been identified at Early Years SEN. We check with the early years setting that parents have given permission for their child's information to be shared with us.
- We attend meetings or reviews, where appropriate, in the early years setting for a child with SEND transitioning to Woodland Primary to meet with the parents and the outside agencies involved with the child.
- We plan transition visits in the summer term with the parents and the early years setting, to support as smooth a transition as we can from one educational phase to another.
- Additionally, we complete referrals into outside agencies, who require a separate referral pathway for early years and schools to ensure to the best of our ability that there is a continuity of provision.
- Woodland identifies in the transition process from an early years setting to a primary any additional training requirements for our staff, in order for a child to be safe within our setting.
- Woodland will liaise with the parent/carer and the Local Education Authority SEN Case Worker for Woodland and the outside agencies where it is felt a bespoke transition into Woodland is required to support a child's needs.

Primary School to Secondary School

At Woodland we;

- If a pupil has an EHCP, Woodland follow the requirements set out by SEN Department in the Local Education Authority for pupils transitioning to secondary with an EHCP. The parents of a pupil with an EHCP in Year 5 will be asked at the Annual Review for their preferences for secondary schools. Where the Annual Review is held in the Autumn Term Year 5, an additional transition meeting will be held in the summer term of Year 5, to complete the separate paperwork that is required for stating secondary schools preferences.
- Woodland encourages parents of pupil's with an EHCP in Year 4 to consider possible secondary schools so that in the Autumn Term of Year 5, the parents can attend the secondary school open evenings if they so wish to do.
- Woodland will support parents of pupils with EHCPs with this process of information gathering about what each provision or type of secondary school may be able to offer. We are unable to make the choices ourselves for suitable secondary schools as we do not have parental responsibility.
- All parents of pupils including those at SEN Support or with an EHCP will be informed of the secondary school allocated in the Spring Term, Year 6.
- Woodland would seek parental permission to share information about their child's SEN,
- Woodland follow a robust transition process for all pupils with additional needs including those pupils at SEN Support and with an EHCP:
- Vulnerable pupil forms are completed for transition once secondary schools have been allocated, which include all pupils at SEN Support and with an EHCP. The Local Education Authority to the allocated secondary school then sends these.
- Transition is carefully planned on a pupil-by-pupil basis dependent on needs. This might involve the SENCo or a member of the Secondary SEN Team coming into school to meet a pupil, or additional visits planned to the secondary school, co-ordinating visits with Outside Agencies such as IPASS who may need to complete a physical assessment of the secondary school to help understand any adaptations that may need to be made.

- Woodland would work with the SENCo and the secondary school regarding any additional social stories, transition booklets and communication passports for example that would be needed.

Other transition points including during FS2 to Y6

At Woodland we:

- May be consulted by the SEN Local Education Authority about a pupil with an EHCP, who the parent/carer or the SEN LEA themselves, about whether Woodland can meet the needs the pupil has as stated in their EHCP.
- An EHCP is the responsibility of the SEN LEA and if a parent wishes to consider Woodland as a school for their child, this can only happen by the parent contacting the SEN LEA to make this request.
- Where a pupil is identified being at SEN Support in their previous school, Woodland would liaise with the parents, the previous setting or school. This would involve checking parents have given their permission for information to be shared with us to gain as full a profile of the pupil in order to contact outside agencies to let them know of a change of school and any other relevant bodies involved with the pupil. Where a pupil is from outside the LEA then this may involve liaising with agencies for example where a pupil is in the middle of an autism assessment in a different Health Authority and will the process still be maintained.

The Local Offer produced by the Hull Local Authority is available at:

The **Hull Local Offer** can viewed at <http://hull.mylocaloffer.org/s4s/WhereILive/Council?pagelId=3018&lockLA=True>



Links to Useful Websites

 <p>http://www.parentsforinclusion.org/</p>	 <p>http://www.specialkidsintheuk.org/</p>	 <p>http://www.scope.org.uk/support/families/parents-carers</p>
 <p>http://www.councilfordisabledchildren.org.uk/</p>	 <p>http://www.youngminds.org.uk/</p>	 <p>http://www.nasen.org.uk/</p>
 <p>http://www.ipsea.org.uk/</p>	 <p>http://www.parentsforinclusion.org/</p>	 <p>http://www.bibic.org.uk/</p>
 <p>http://www.ican.org.uk/</p>	 <p>https://www.gov.uk/children-with-special-educational-needs/statements</p>	 <p>http://www.dyspraxiafoundation.org.uk/</p>



<http://www.dyslexiasparks.org.uk/>



Giving
disabled children
a brighter future

<https://www.kids.org.uk/>



<https://www.autism.org.uk/>