



Woodlands Primary School

SEN Information Report

Woodlands Primary School is a welcoming and friendly school that provides high quality education for children aged 2-11.

It is very important to us that the children are happy and experience the best education possible. We value strong links and a close partnership between home and school and recognise the importance of trust and shared responsibility in education. We have high expectations for all pupils. We welcome and celebrate the diversity in our community and share experiences, interests and strengths.

Introduction

All Cheshire West and Chester Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and /or disabilities and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

The broad areas of SEND need are:

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

What is the Local Offer?

The LA Local Offer

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The LA refer to this as the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

<https://www.livewell.cheshirewestandchester.gov.uk/>

What is the Special Education Needs Information Report?

The Special Education Needs Information Report

Schools utilise the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide. Schools refer to this as 'The Special Education Needs Information Report.'

Questions

Please read the 12 questions below for more information about the Special Education Needs Information Report for Woodlands Primary School.

Question 1

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

The Class teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, interventions) and letting the Special Education Needs/Disabilities Coordinator (SENDCo) know as necessary.
- Writing Learning Goals and sharing and reviewing these with parents at least once each term and planning for the next term. Personalised teaching and learning for your child as identified on their SEND Profile.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENDCo – Mrs Morphet

Responsible for:

- Developing and reviewing the school's SEND policy
- Coordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are;

i) involved in supporting your child's learning

ii) kept informed about the support your child is getting

iii) involved in reviewing how they are doing.

- Liaising with all the other people who may be coming into to school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.

The Headteacher – Dr Carr

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Headteacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor – Katie Lee

Responsible for:

- Making sure that the necessary support is given for any child who attends the school, who has SEND.

School contact telephone number – 0151 329 3164

Question 2

What are the different types of support available for children with SEND in our school?

a) Class teacher input via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

b) Specific group work/Intervention Groups

Intervention which may be:

- Run in the classroom or outside.
- Run by a teacher or a Key Adult
- Run by the SENDCo
- Specialist groups run by outside agencies e.g .Speech and Language therapy

c) SEN Code of Practice 2014: School Support (SS)

This means they have been identified by the SENDCo/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from: Local Authority central services such as the Outreach Team or Sensory Service (for students with a hearing or visual need) or outside agencies such as SALT.

What could happen:

- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school. The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

d) Specified Individual support

This type of support is available for children whose learning needs are, severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through QFT and Intervention Groups.

For your child this would mean:

The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case 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 current support.

After the reports have all been sent in, the 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

The EHC Plan will outline the number of hours of individual/small group 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.

The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

If you have concerns about your child's progress you should speak to your child's class teacher initially.

If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Coordinator (SENDCo).

The school SEND Governor can also be contacted for support.

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail.

How will the school let me know if they have any concerns about my child's learning in school?

- listen to any concerns you may have
- plan any additional support your child may need
- discuss with you any referrals to outside professionals to support your child's learning

Question 3

How is extra support allocated to children and how do they progress in their learning?

The school budget, received from Cheshire West and Chester LA, includes money for supporting children with SEND.

- The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including:

i) the children getting extra support already.

ii) the children needing extra support.

iii) the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.

iv) the child's view will be sought informally and for review meetings; this may not always be possible with very young children / children with delayed development.

v) identifying the needs of their pupils on the individual SEND Child Profiles which identifies all resources and support. These are reviewed regularly and changes made as needed.

Question 4

Who are the other people providing services to children with SEND in this school?

School provision:

- Teaching Assistants/Key Adults
- Sunbeams before and after school provision
- School clubs
- Educational Psychology Service (via consultations or when EHC Assessments are carried out)
- Local Authority Provision

- Education Access Team
- IASS
- Health Provision
- Speech and Language Therapy
- School Nurse
- Occupational Therapy
- Physiotherapy
- Community Paediatricians
- CAMHS/MHST
- Autism Team
- Family Caseworkers

Question 5

How are the teachers in school helped to work with children with SEND and what training do they have?

- The SENDCo's job is to support the class teacher in planning for children with SEND.
- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as Dyslexia and Speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Autism Service, SALTs
- In-house training is also organised by the SENDCo and delivered to teachers and teaching assistants.

Question 6

How will the teaching be adapted for my child with SEND?

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

Question 7

How will we measure the progress of your child in school?

Your child's progress is continually monitored by his/her class teacher.

- His/her progress is reviewed formally every term in reading, writing and maths.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are formally assessed.

- Children will have personal outcomes on their SEND Child Profile which will be reviewed, and a future plan made.
- The progress of children with an EHCP is formally reviewed at an Annual Review, with all adults involved with the child's education.
- If an Interim Review is needed this is planned for.
- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in through Learning Walks and regular monitoring.
- The Engagement Model is used to assess children who aren't accessing subject-specific learning and who are working below the level of the National Curriculum.

Question 8

What support do we have for you as a parent of a child with a SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have. You can also email or speak to the SENDCo on the phone.
- All information from outside professionals will be discussed with you directly, or where this is not possible, in a report.
- Outcomes will be reviewed with your involvement.
- Homework will be adjusted as needed to your child's individual needs.
- 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.

Question 9

How is Woodlands Primary School accessible to children with SEND?

- The school is fully compliant with DDA requirements.
- The majority of the school is on one level with easy access.
- There is an accessible toilet.
- We ensure, where ever possible, that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for all children including those with SEND.

Question 11

How will we support your child when they are leaving this school or moving on to another class?

We recognise that transitions can 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 SENDCO and ensure he/she knows 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 in advance and in most cases, a planning meeting will take place with the new teacher. Learning Goals and SEND Child Profiles will be shared with the new teacher.
- 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:

- The SENDCo/Year 6 class teacher will discuss the specific needs of your child with the SENDCo of their secondary school.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- 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.
- If a child has a SEND Profile this is shared with the receiving high school
- An Early Alert Profile is completed for any child on our Early Identification Register and shared with the receiving high school in addition to being uploaded on CPOMs

Question 12

What Emotional and Social Development support do we have for a child with a SEND?

We recognise that pupils with SEND may well have Emotional and Social Development needs that will require support in school.

- The Emotional Health and Well-being of all our pupils is very important to us.
- We have a robust Child Protection Policy in place; we follow National & LA Guidelines.
- We have a robust Behaviour and Discipline Policy in place.
- The Head teacher and all staff continually monitor the Emotional Health and Well-being of all our pupils.
- We are an Anti-bullying school.
- We have three trained ELSAs (emotional literacy support assistant) who offer ELSA sessions.
- 'Wishes and Feelings' are completed by the SENDCo/Learning Mentor when necessary.
- Pastoral Team (2 ELSAs, Learning Mentor, Deputy Headteacher and EAL Lead) review interventions and support