

Special Educational Needs Report

Woodlands Primary School is an inclusive school. We will ensure, to the best of our abilities, that every child with Special Educational Needs and Disabilities (SEND), gets the support they need to make progress and take an active part in school life. All children have access to a broad and balanced curriculum and high expectations are set for all pupils, relevant to their prior attainment. Potential areas for difficulty are identified and addressed as soon as possible through early intervention strategies. Teachers will use excellent inclusive teaching practices in lessons to ensure any barriers to learning are overcome.

Roles and Responsibilities of the Special Needs Co-ordinator (SENCO – Mrs Coleman)

Our SENCO is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEND. The SENCO liaises with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected. There is regular contact with a wide range of external agencies who are able to give more specialised advice.

Sefton's Local Offer

The local offer was introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEND and their families. This information sets out what is normally available in schools to help children with lower-level SEND as well as the options available to support families who need additional help to care for their child.

1. How does the school know if children need extra help?

We know when pupils need help if:

- concerns are raised by parents/carers, teachers or the child,
- limited progress is being made,
- there is a change in the pupil's behaviour or progress.

2. What should I do if I think my child may have special educational needs?

The class teachers are responsible for the progress of pupils in their class, including any children who access additional support. The class teachers are therefore, the first point of contact for any parent who may have concerns about their child's progress or well-being. The SENCO, Mrs Rimmer, is part of the Senior Leadership Team and works closely with the Headteacher: Mr Williams, the Deputy Headteacher and Governors in determining how SEN is developed in the school and decisions made concerning additional support.

3. How will I know how Woodlands Primary School will support my child?

As part of the Sefton agreement, Woodlands Primary School agrees to the provision of a minimum offer in terms of quality first teaching. This ensures that all pupils will access good quality, inclusive teaching that provides reasonable adjustment to accommodate learning difference. Teaching is monitored through regular observations to ensure it meets the agreed standard.

Teachers are continually assessing and monitoring pupils in their care and termly Pupil Progress meetings take place between senior leaders and class teachers. Through this regular assessment, staff identify pupils who are not making anticipated progress and therefore require more targeted support. A pupil has SEND when, in order for them to make progress, they require additional or different support to the school's Quality First Teaching ethos. When pupils are identified as requiring SEND support, parents must be notified and their views (and those of the child) must be incorporated in any targeted plan.

Occasionally, a pupil may need more expert assessment of a particular need from an outside agency, such as an Educational Psychologist, Speech Therapist, Occupational Therapist or the Community Paediatrician. A referral will be made, with parental consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

In a support and challenge role, the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way.

4. How will the curriculum be matched to my child's needs?

As part of the minimum quality first offer, teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. Teachers set different tasks for pupils of different abilities, allocate additional help and support to pupils in the class, set open ended tasks and allow pupil response at different levels and through alternative means of recording.

Grouping arrangements are organised in different ways with opportunities for both ability and mixed-setting experiences to maximise learning opportunities for all. Additional adults are used flexibly to help groups and individual pupils with a long-term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on additional support.

Appropriate specialist equipment may be given to the pupil e.g. writing slope, pencil grip etc.

5. How do you track the progress of my child?

We will track progress for all pupils at Pupil Progress meetings which take place each term. Targets are set for each child from the previous levels achieved and any child not making progress is highlighted and immediate interventions put into place. The monitoring and evaluation of SEN support is measured through both summative and formative data and progress made towards personal targets. Targets are assessed in a variety of ways to support teacher assessment.

6. How will I know how my child is doing?

You will be able to discuss your child's progress at Parents' Evening. Your child's class teacher will also be available at the end of each day if you wish to raise any concerns. If you wish to talk in more detail to the teacher or the SENCO, appointments can be made through the school office.

7. How will you help me to support my child?

The class teacher may suggest ways of how you can support your child. The SENCO may meet with you to discuss how to support your child. If outside agencies are involved; suggestions, strategies and programmes can be provided and followed.

8. What support will there be for my child's emotional and social development?

Strategies to support the development of pupils' social and emotional issues:

Small group programmes e.g. social skills, social stories
Enhanced transition
Regular 'celebration of success' opportunities

Strategies to reduce anxiety/promote emotional well-being (including communication with parents)
Transition support, visits and events
Regular contact and liaison with parents

Work stations
Home/School Diary

Strategies to support/modify behavior
School reward and sanctions as set out in the School Behaviour Policy

Planning, assessment, evaluation and next steps

B-Squared

SEN Support Plan - termly review

Whole school pupil tracking

Intervention programmes

9. Pupil's with medical needs

If a pupil has a medical need then a detailed care plan is compiled with support from the school nurse in consultation with parents/carers. Key persons in school have first aid training and staff receive appropriate training delivered from school nurse e.g. Epi-pen training.

Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a signed Medicine Consent Form/letter is in place to ensure the safety of both child and staff member.

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

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and meet. These include:

- Sefton Education Psychology Service
- Social Services
- Speech and Language Therapy Service
- Occupational and Physiotherapy Services
- Sefton's Generic Inclusion Consultants
- Sefton's Social and Communication Team (incorporating Together Trust)
- Primary and Specialist Child and Adolescent Mental Health Service (CAMHS)
- Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)
- Early Years Advisory Teacher
- Advisory Teacher for Visual Impairment and Hearing Impairment
- Inclusion Consultant for Complex Needs
- Community Paediatricians and other health professionals
- School Nurse Team
- ADHD Nurse
- ASD Nurse
- Early Help Team
- Sefton Young Carers
- The Guide Dogs for the Blind Association

11. What training have the staff supporting children with SEND had, or are having?

Different members of staff have received recent training related to SEND. These have included:

- Speech and Language
- Lego therapy
- Precision Teaching
- Understanding sensory needs of children
- Strategies to support short term memory

- SEN support plan writing

12. How will a child be included in activities outside the classroom, including school trips?

Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of support is required, a parent/carer may be asked to accompany their child.

13. How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Ramp into school
- 1 toilet adapted for disabled users
- Wide doors in some parts of building
- All classes are situated on one level

We follow our Equal Opportunities Policy in school.

14. How will the school prepare and support my child when joining Woodlands Primary School or transferring to a new school?

- Discussions are held between previous or receiving schools prior to pupil joining/leaving.
- All pupils attend a transition session where they spend some time with their new class.
- Additional visits are arranged for pupils who need extra time in their new school.
- Secondary staff visit pupils prior to them joining a new school and Year 6 teachers liaise with Heads of Year at secondary schools.

15. How are the school's resources allocated and matched to children's special educational needs?

The SEN budget is allocated each financial year. The money is used to provide additional support/resources. Resources may include deployment of staff depending on individual circumstances.

16. How is the decision made about how much support my child will receive?

These decisions are based upon termly tracking of pupil progress following the Pupil Progress meetings.

17. How will I be involved in discussion about, and planning for, my child's education?

All parents are encouraged to contribute. This may be through:

- Discussions with class teacher
- During parental meetings and during discussions with SENCO

18. Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please speak to your child's class teacher in the first instance. For further information, please arrange an appointment to speak to the SENCO, Mrs Coleman or the Headteacher, Mr. Williams.