

Woodlands Primary School

SEND Information Report 2023-24

Date: September 2023

This report describes Woodlands' policy and provision for pupils with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

Approval and review:

This report is the responsibility of: Charlotte Smith SENCO

This report was approved by the Local Governing Body on: 02.10.2023

Part Two: SEN Information Report

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The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

Sensory and/or physical needs, for example, hearing impairments.

1. Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

1. Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty

We take into account the parents' concerns

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

2. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs.

This will draw on:

The teacher's assessment and experience of the pupil

Their previous progress and attainment and behaviour

Other teachers' assessments, where relevant

The individual's development in comparison to their peers and national data

The views and experience of parents

The pupil's own views

Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review (3 x a year) the effectiveness of the support and interventions and their impact on the pupil's progress against their Support Plan targets.

3. Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Children are offered enhanced transition to secondary provision if needed:

During Term 5 & 6 the SENCO and Pastoral Manager start to meet with the teachers, SENCOs and secondary schools to share information about pupils who will be moving on to Year 7.

- If a child has an Education, Health and Care Plan, the secondary SENCO will be invited to attend the Y5 or 6 Annual Review Meeting depending on the time of year.
- For some pupils who may require an enhanced transition package, we support an enhanced Transition programme during the final term of Year 6.
- A small minority of pupils will require further enhanced transition and this can include visits to secondary early in Year 6.
- Parents and children are welcome to visit to support the transition process

4. Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Pastoral and behavior support
- SEN Provision for English (including colourful semantics), Maths and Reading within the classroom or through small group work.
- Speech and language including Language for Thinking, Narrative Therapy, Talk Boost, Intensive Interaction
- ELSA support
- Life skills
- Social and emotional programmes including Zones of Regulation
- Supported transitions
- In-class TA support in some classrooms
- Fine motor skills

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

Adapting our resources and staffing

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Use of sound proof rooms if required to support Hearing needs.

Please see Woodlands accessibility policy for further clarification.

5. Additional support for learning

We have a team of 18 teaching assistants, including 3 HRB TAs, our nursery staff and HLTAs. Woodlands staff have received deaf awareness training and some are trained to deliver interventions listed above.

- Teaching assistants will support pupils on a 1:1 basis when this is stipulated in the EHCP
- Teaching assistants will support pupils in small groups for targeted intervention

We work with the following agencies to provide support for pupils with SEND:

- Sensory Support
- Behaviour Support
- Educational Psychologist
- Speech and Language
- Occupational Health
- Physiotherapists
- Vision Support
- Cluster 3 support

6. Expertise and training of staff

Our SENCO has completed the National Award for SEN Coordination and has previously worked as Phonics and Reading lead and has been a class teacher for 7 years.

They are allocated 3 days to manage SEN provision.

We have a team of 18 teaching assistants who are trained to deliver SEN provision.

In the academic years of 2018/2019, 2019/2020 and 2021/22, staff have been trained in maximizing the impact of teaching assistants.

Individual TAs have received training on visual impairment, hearing impairment, speech and language programmes such as Talk boost, colourful semantics and Nurture UK.

7. Securing equipment and facilities

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We ensure that all children with special educational needs are provided for to the best of the school's ability.

Resources are allocated on a needs basis, with the children who have the greatest need being allocated the most support.

Students who struggle to write legibly or have a physical difficulty may have access to a school laptop.

8. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Children who are not making expected progress are identified using Bromcom. Reasons why the child may be experiencing difficulties are explored and a discussion takes place as to what further support can be given to aid their progress during pupil progress meetings.
- Provisions and Interventions are tracked using Provision Map.
- Progress is continually tracked from their admission through to the end of Year 6.
- If a child has targets and a specific target has not been met, the reasons for this are discussed. The target may then be adapted into smaller steps or a different approach may be tried to ensure the child does then make progress.
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHCPS
- Teachers will meet with key parents and students to review ISPs and reset 3 x a year.

9. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

We aim for all children to be included on school day trips and residential trips.

- A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised.
- For children with special needs or a disability, parents may be invited to help support their child on a school trip.
- In the unlikely event that it is considered unsafe for a child to take part in an activity, alternative activities will be provided in school.
- Where appropriate, teachers will try to prepare children in advance for any new environment or situation.

10. Support for improving emotional and social development

We support the emotional and social development of all of our pupils, including those with SEND. Our staff are caring and have the wellbeing of all children as a key priority. All children are encouraged to share any worries or concerns with their teacher (if applicable).

If further social/emotional support is required, this can be arranged through the SENCO or Pastoral lead.

We have a zero tolerance approach to bullying. Please refer to our Behaviour Policy & Procedures for more information.

Working with other agencies

We work closely with any external agencies that we feel are relevant to individual children's needs within our school. These may include:

GP, School Nurse, Pediatrician, Speech & Language Therapists, Inclusion Support, Behaviour Support, Occupational Therapists, Educational Psychologists, the Child and Adolescent Mental Health Service (CAMHS), Social Services.

1. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy.

Headteacher – Rachel Dean

admin@woodlandsprimaryate.co.uk

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

2. The local authority local offer

Our contribution to the local offer is:

<https://find-information-for-adults-children-families.southglos.gov.uk/kb5/southglos/directory/localoffer.page?localofferchannel=0&channel=localoffer>

Contact details of support services for parents of pupils with SEND:

- Off the Record: 08088089120
- Supportive Parents: 01179 9897725
- Action and Response Team:
 - Mon- Fri: 01454 866000
 - Out of hours and the weekend: 01454 615165
- South Glos Education: 01454 868008

Contact details for raising concerns

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- At Woodlands: admin@woodlandsprimaryyate.co.uk
- Action and Response Team:
Mon- Fri: 01454 866000 Out of hours and the weekend: 01454 615165
- South Glos Education: 01454 868008

For further information about the local offer, see Part One section 4.