

SEN Information Report Questions for Nottinghamshire

1. What kinds of special educational needs does the school/setting make provision for?

At Woodborough Wood's Foundation School, we encounter a wide range of Special Educational Needs and Disabilities. The Special Educational Needs we encounter fall within the four broad areas of SEND – Cognition & Learning (C&L), Physical & Medical Needs, Communication & Interaction (C&I) and Social Emotional and Mental Health needs (SEMH).

2. (For mainstream schools & maintained nurseries only) How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?

Woodborough Wood's Foundation School monitors all children's progress termly (often half termly). We look closely at the rate of progress that children should be making and compare it to national expectations. If your child makes no progress or 'inadequate' progress over a reliable amount of time (usually a full term), they will be monitored closely and their parent will be informed through a structured conversation. The Class Teacher and SENCo (and other adults around the child) would have a discussion about the provision that child is currently accessing and what other provision we could put in place to best support their needs. We would then look at the impact of that extra provision in place for the child. If there has been no impact, the SENCo **may** contact external professionals such as Educational Psychology, Communication & Interaction Team, Learning and Cognition Team or the Schools Family Specialist Service (SFSS). These professionals will observe the child informally as well as liaise with adults in school about how we can best support the needs of certain children.

If a parent has a concern that their child has a Special Educational Need or Disability, they should inform the class teacher first, who will then discuss it with the SENCo and Headteacher.

3. a) How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

We look at the impact of provision we have put into place for children with SEND every half term. This happens through a meeting between the SENCo and adults who work with that child. The children with SEND are also tracked closely through our online assessment system in conjunction with Multi Element Plans (MEP's). If provision hasn't been successful, we think of other strategies and/or provision that would be effective for a child. If provision has been successful, we may continue it if consolidation is needed or end a certain type of provision if it is no longer necessary.

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b) How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?

All parents with children (including those with Special Educational Needs) are informed about their child's progress through parental consultation evenings (these happen twice a year, with an 'optional drop in consultation evening' too). Parents are entitled to talk to their class teacher at any time in the year to discuss progress if they wish to. Some children with Special Educational Needs have termly reviews though this is not mandatory. The reviews are in addition to the parent consultation evenings where teachers and adults around the child and sometimes the SENCO will talk through progress if necessary and also advice on how parents can support their child's learning further.

c) What is the school's approach to teaching pupils with special educational needs?

We are committed to raising the standards in education for all children at Woodborough Wood's Foundation School and want all children, including those with Special Educational Needs to reach their full potential. We have in place a wide range of strategies in addition to 'Quality First Teaching' which enable us to respond to the individual and diverse needs of these children. We may teach the children in smaller groups or 1:1 depending on the child's needs. Ultimately, our aim is for our children with Special Educational Needs to achieve their full potential and flourish at our school.

d) How will the curriculum and learning be matched to my child/young person's needs?

We adhere to the national curriculum and the objectives and outcomes included within that. We have 'non-negotiables' objectives which all children should be taught continually throughout the year. We work on an assess, plan, do, review system which means that we work from the 'stage of development' that the child is working within. This may entail 'going back to basics' or making an effort to challenge and extend learning further. This purely depends on the needs of the child as we endeavour to cater for all needs. We want children to undertake a varied, fun and challenging curriculum aimed at their 'stage of development'.

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e) How are decisions made about the type and amount of support my child/young person will receive?

If the child is making 'inadequate or no progress' over a reliable period of time (usually a full term), the class teacher would meet with the SENCo to closely monitor particular children. We would also share our concerns with parents through a structured conversation and the Head Teacher would also be informed. We would then try to identify the difficulties that the child is experiencing. We would then tailor an intervention(s) aimed at that difficulty to try and 'close the gap' as quickly as possible. Parents would be informed about the progress their child is making as a result of the extra provision they are accessing. If after significant provision, progress hasn't been made, we may contact external professionals to support us (subject to consent by the child's parents). The aim is for the teachers, TA's, SENCo, professionals and parents work together to best support the child.

f) How will my child/young person be included in activities outside the classroom, including school trips?

We feel that our school offers an extensive range of extra curricula activities to suit all children. All children have the opportunity to participate in these activities (some might have a cost). Our school offer Multi-skills, basketball, running club, prayer club, dancing, football and cricket teams just to name a few. All children are entitled to go on school trips. Some children (those with Special Educational Needs or other difficulties) may need 1:1 or small group support on school trips. This is arranged as necessary. .

g) What support will there be for my child/young person's overall well-being?

All staff work extremely hard to make sure that the children at our school reach their full potential and can learn in a safe and happy environment. We deliver a creative and dynamic curriculum where children can grow personally and in knowledge to be the best that they can be.

4. (For mainstream schools and maintained nurseries) Who is the school/setting's special educational needs co-ordinator (SENCO) and what are their contact details.

The SENCO at Woodborough Woods Foundation School is Mr T Flint.
Contact details:

E: office@woodsfoundation.notts.sch.uk

T: 0115 9562136

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5. a) What training have staff supporting special educational needs had and what is planned?

TA's supporting children with SEND have been on courses involving Speech and Language, Fun Fit, Dyslexia and Nurture courses, among others. Our school have also recently been involved in Theraplay training as well as training on attachment. We have also had training on Epilepsy and a small number of adults have had training on Focal Epilepsy specifically. This is in addition to English & Maths training based on provision offered to all children who require it.

- b) What specialist services and expertise are available or accessed by the setting/school?

The SENCo has access to many external agencies who offer professional and essential advice and support to help children with additional needs. This is accessed through regular termly meetings as well as contacts at Nottinghamshire County Council. External professionals also attend some review meetings too.

6. How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school/setting?

Resources and informative books can be found in a central location within the school (known to the staff). More personalised equipment will be stored by those who use it most frequently. It can therefore be accessed when required. We endeavour to cater for the needs of all children who require it i.e. wide door access, a disabled toilet etc.

7. What are the arrangements for consulting parents of pupils with special educational needs? How will I be involved in the education of my child/young person?

The input of our parents is invaluable. The parental contribution is crucial to us as a school and we hope that parents feel that their opinions are valued and that their voice is heard. Parents of children with Special Educational Needs are able to arrange appointments with their child's class teacher if they wish too (the SENCo may attend this meeting also). We also hold meetings at consultation evenings (in addition to termly reviews though this is not mandatory). The termly meetings create an opportunity for the parents, class teacher, SENCO and any external professionals to plan for the provision of their child. We set targets for our children which are realistic and achievable. This is normally through creating an MEP in addition to class targets. Multi-

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Element Plan (MEP) targets may be more behavioural/communication centred. MEP's are personalised to the child's needs and enable parents, child and teachers to review targets and plan for new targets.

8. What are the arrangements for consulting young people with SEN and involving them in their education?

Children with SEND on the SEN register will have a Multi Element Plan (MEP). This document is personalised to the child's needs. They will contribute to the realistic and achievable targets and will be given the opportunity to review their targets and be involved in setting new targets too. Their input is then recorded on the MEP and through pupil interviews. We also have 'pupil voice' at the start of review meetings too.

9. What do I do if I have a concern or complaint about the SEN provision made by the school/setting?

We would recommend that you make an appointment with the Head teacher (Mr Hopwell) regarding your concerns. The SENCO will also be invited to this meeting. We would hope to discuss any concerns or complains at length to try and resolve the issue. Woodborough Wood's Foundation School will do all it can to make sure that all children are happy and are enjoying a rich education which is full of possibilities. If a resolution cannot be reached, the parent can use the school's formal complaints policy. Parents may also report their complaint to Nottinghamshire County Council should they wish to gain confidential advice.

10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?

Nottinghamshire County Council have a 'local offer' available to Woodborough Woods Foundation School. The 'local offer' informs us of the external services which are available to us as a school and to parents. These services cover a range of needs and are available for free or at a fee, dependent on the activity. If we feel that a child may benefit from the support of an external agency, parental permission will be sought after and a discussion would take place between school and parents. The SEND governor holds yearly meetings with the SENCo to discuss targets and impact of objectives. A link to the Nottinghamshire County Council Local offer can be found at <http://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?directorychannel=10>

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11. How does the school/setting seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

At Woodborough Wood's Foundation School, a bank of contacts has been sourced so external agencies are only a phone call/email away. Our school has developed strong links with these agencies and they are more than happy to support and assist us when requested. Also, parents may have access professionals through the 'local offer'. Also, if parents wish to ring for confidential advice, they may contact the local authority through the local offer. The link to the local offer can be found <http://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?directorychannel=10>

12. How will the school/setting prepare my child/young person to:

- i) Join the school/setting? – Through transition days. If your child is starting in EYFS, the EYFS teacher could visit your child's Nursery/Pre-School setting.
- ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)? – Close links have been formed between EYFS and Key Stage 1. Class transition dates are always arranged as well as meetings between teachers involved and EYFS children will see their next teacher regularly around school. Children with SEND will have a file which is passed on to their next class or secondary school prior to the child starting. This enables the secondary school to understand the needs of certain children. The SENCo will also liaise with the secondary school SENCo to discuss the needs of a child and/or arrange extra transition days.
- iii) Prepare for adulthood and independent living?
Give them the skills to be independent through teaching and life skills. If all educational settings around the child work together, the child will hopefully be best prepared for adulthood.

13. Where can I access further information?

The Woodborough Wood's Foundation School SEN Policy 2016-17 will give parents/carers valuable information on how we cater for children with Special Educational Needs. This can be found on the schools website. It will also give more detailed information about Education Health Care Plans (EHCP) which will replace the statement) amongst other things we do in school to help children with Special Educational Needs fulfil their potential.