



SEND

Additional

Information

Woodborough Wood's Foundation School Intent for SEND

Woodborough Woods Foundation School is a mainstream Church of England maintained primary school.

We are committed to raising the standards in education for all children at Woodborough Woods Foundation School and want all children, including those with special educational needs to reach their full potential.

Woodborough Woods Foundation School is fully committed to being an inclusive school

What kinds of special educational needs does the school make provision for?

As an inclusive school we realise that some children will need extra or additional support above and beyond that which is provided for the majority of children in school. This is the provision made for *special educational needs*.

At Wood's we have a smaller number of children than the national average who have been identified as having a special educational need. 6% of the school population is identified as SEND Support (national average 12%). There is a further 6% who are identified as Early Action, these pupils may need some additional support to allow them to achieve well in school but with some adjustments they are able to reach their potential. This gives us a total of 12% of children who are identified as having some form of special educational need that means that they receive support above and beyond normal quality first teaching. On top of this we have a separate register for children who are struggling with SEMH. This register is for children who are receiving support in school from out trained Emotional Literacy Support Assistant (ELSA). Children who have an identified need for SEMH may be on the SEND register as well, but this register will also include children who need support in the short term but do not have an identified SEND. Within any given school term there are approximately 10 children who are accessing either short or long term ELSA support (4% of the total school population).

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

Special Educational Needs and Inclusion is always a priority at Woodborough Primary School. All staff and the Governing Body are highly committed to inclusion and the principles outlined in our SEN policy; working hard to ensure that provision is made for those who need it and that all children are given the opportunities to be the best they can be.

How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs?

Within school, importance is given to identifying the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services, or other settings prior to the child's entry into the school.

We closely monitor the progress of all pupils in order to aid the identification of pupils with SEN. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored and added to our 'Early Action Register'. The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to have a better understanding of the provision and teaching style that needs to be applied. At this point an Early Action Support plan is set up, this will detail the child's strengths and areas where support is needed and what provision is being made to support the child. The SENCO (special educational needs coordinator) will be consulted as needed for support and advice and may wish to observe the pupil in class. Some children will not need any further support beyond what is outlined in their Early Action Support plan, the support that is in place is enough to allow the child to progress and achieve their potential.

If a pupil is then identified as having SEN they will be closely monitored by staff and the school SENCO, in order to gauge their level of learning and possible difficulties. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Children will also be added to the 'Early Action register' if they have been on the SEN register but no longer meet the criteria.

If any parent/carers has a concern about their child they should initially discuss this with the class teacher. All parental concerns will be listened to and looked at together with the school's information about the child and assessment data on how the pupil is progressing. The class teacher and SENCO will liaise to discuss potential barriers to learning and, where required, ensure appropriate intervention is put in place. Where it is determined that a pupil does have SEN, parents will be formally advised of this and the pupil will be added to the school's SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning.

How does the school evaluate the effectiveness of its provision for pupils with special educational needs?

In order to make consistent continuous progress in relation to SEN provision the school regularly evaluates its provision and its effectiveness through a range of different monitoring activities. This includes:

- data analysis -SATS, NFER data, B squared, AET progression framework
- discussions at parents meetings
- review meetings with the child and any other professionals working with the child
- discussions with the SENCO, teachers and support staff
- pupil interviews
- monitoring of progress of all children identified with SEND
- regular classroom observations of children in class

How will both the school and I know how my child is doing and how will the school help me to support their learning?

We work closely with parents to gain a better understanding of their child and involve them in all stages of their child's education. If an assessment or referral indicates that a pupil has additional learning needs or a special educational need, the parents and the pupil will always be consulted with regards to future provision. Support will also be offered in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work. Parents are invited to attend meetings with staff and external agencies (if involved) regarding their child and are kept up to date and consulted on any points of action drawn up in regard to the provision for their child. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs

Pupil progress is monitored three times yearly within school. Children who are on the SEND register and are significantly behind ARE (Age Related Expectations), are tracked using B squared.

Where children are identified within the SEN Support category, termly review meetings will be held. Reviews will be undertaken in line with agreed dates, (usually at half term) once a term. The review process will evaluate the impact and quality of the support and interventions and whether the child has achieved the targets set at the previous review meeting. It will take account of the views of the pupil and parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. During these review meetings and at our parent's evenings, parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps, including information on how they can support their child's learning and development at home. Additional meetings can be requested by parents or the school to discuss any issues that need addressing outside of the normal review process.

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

Once a pupil has been identified as possibly having a special educational need, they will be closely monitored by staff in order to identify any possible difficulties. The child's class teacher will take steps to provide suitable learning opportunities that are matched to the child's ability and help support their needs. The class teacher may ask the SENCO for support and advice to ensure the child receives the best possible learning opportunities. Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

How will the curriculum and learning be matched to my child's needs?

We aim to make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENCO and class teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for. The class teacher remains responsible for working with your child on a day-to-day basis. They will plan and work closely with teaching assistants to provide a suitable package of support. This support may be provided in class by the teacher or TA or may involve the child being withdrawn for additional intervention. Interventions may be delivered in small groups or on a 1:1 basis. The interventions that we currently deliver are tailored to meet the needs of individuals and develop skills in maths, reading, writing, social skills, speech, language and communication, ELSA, which helps children with their social and emotional development. Each class teacher maps the provision that they make for all pupils who receive additional support on a termly basis. Where a pupil's needs are significant and require a number of different interventions or specialist support, termly targets are agreed. The targets are put in place and will be closely monitored by the SENCO and adjusted where necessary to meet the needs of individuals and groups of pupils. Many of our SEN/Early Action children are receiving interventions for emotional and mental wellbeing including lego therapy, meet and greet, ELSA, drawing and talking, anxiety, emotional coaching and bereavement.

How are decisions made about the type and amount of support my child will receive?

Decisions about the type and amount of support a pupil may receive are made based on the individual needs of each child. Decisions are usually made by the class teacher in conjunction with the SENCO. A small number of pupils with SEND may require access to additional funding to help support them effectively within the classroom. This additional funding is accessed through a budget which is devolved

to and moderated by the Family of Schools (Our Family of Schools comprises of Colonel Frank Seeley and its six feeder primary schools) and is allocated on an annual basis. For those pupils with the most complex needs the SENCO will refer individual applications to a multiagency panel (called the HLN panel) which is administered by the Local Authority. The panel meet termly and determine whether the complexity of need meets the threshold for this level of funding. The decision to apply for additional funding is made by the school SENCO in collaboration with the Family SENCO and the Head Teacher.

How will my child be included in activities in and outside the classroom, including school trips?

All children are encouraged to take part in out of class learning and appropriate support will be put in place to allow all pupils to access after school clubs, lunch time activities and school visits, wherever possible. The school works hard to ensure that pupils with disabilities participate fully in school life. Disabled pupils attend all school trips and residential visits, ensuring that risk assessments take into account additional resources and adjustments that need to be made. Staff liaise closely with parents during the planning stages, to ensure the appropriate provision and support is in place for the visit, and hopefully provide peace of mind for parents. Additional support is provided at break and lunch times, for those pupils who find the unstructured parts of the day difficult, through the use of teaching assistants and additional midday supervisory staff.

What support will there be for my child's overall wellbeing?

We believe that children learn best when they are continually and consistently encouraged to behave well. We promote this through a range of positive behaviour strategies and rewards. Our consistent approach to behaviour is outlined in our behaviour policy, which can be found on our school website. Occasionally, some children may require a different behaviour system, which is individually tailored to meet their needs. Where this is the case, this will be discussed and agreed with parents. PSHE is taught weekly in class and a range of issues is discussed such as, bullying, relationships and safety, as well as topical global issues. Where staff are aware that a child or young person may be experiencing friendship difficulties, a buddy system can be set up, or an ELSA intervention may be used to help resolve issues or support a child's social skills. If a parent has any concerns regarding their child's overall well-being, these should be discussed with the child's class teacher in the first instance.

Who is the school special educational needs coordinator (SENCO) and what are their contact details?

The person currently responsible for overseeing and co-ordinating the day to day provision of education for pupils with SEN is Mrs Lindsay Beach. Her role is to oversee the school's policy for SEND and is responsible for ensuring that it is implemented effectively throughout the school. Mrs Beach can be contacted by telephone (0115 9652136) or by email senco@woodsfoundation.notts.sch.uk or by visiting the school office. The school Governors are responsible for the overall effectiveness of provision for special educational needs within the school and our Governor responsible for special educational needs is currently Mrs Annie Hill.

What specialist services and expertise are available or accessed by the school?

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. We believe that sharing knowledge and information with our support services is key in providing effective and successful SEN provision within our school. The school seeks advice, as appropriate, around individual pupils. Requests for involvement can be made to Schools and Families Specialist Services and the Educational Psychology Service on a termly basis. Referrals to the Early Help Unit, the Multi-Agency Safeguarding Hub, Family Service, CAHMS, Healthy Family Team, Sure start, Small Steps, Newark Bereavement Centre, Women's Aid (Safe hands) and GAP (Gedling Area Partnership) are made as and when it is necessary. For a full list of services that are available for school to access enabling us to support SEN pupils the best way possible, please see our full SEN policy which is available on our school website or look at the Nottinghamshire Local offer (link on our website)

How will equipment and facilities for SEN be secured and how accessible is the school?

At Woodborough Woods Foundation Primary School, we endeavour to comply with accessibility requirements regarding the physical environment and access to the curriculum. Our current access arrangements and areas identified for improvement are outlined in our Accessibility Plan (available on the SEN page of our school website). We recognise that additional modifications may need to be made at any time, to ensure all pupils are able to fully access the school site and the curriculum we offer. The school currently has a range of facilities for pupils with SEN in place. These include:

- Wheelchair access to the site
- Teaching assistant support
- Disabled toilet with changing and shower facilities
 - Use of Dyslexia friendly resources throughout school
- Use of laptops and iPads for recording

If a situation arises where specialist equipment was needed, then advice would be sought from specialist services, such as the Physical Disability Support Service.

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

At Woodborough Woods, we work hard to create a school environment where pupils feel safe to voice their opinions of their own needs. We believe that pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life. Children with special educational needs, wherever possible, will be involved in their target setting and reviewing process and attend their termly review meetings where appropriate. Their views about the provision will always be taken into account.

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

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, they are advised to speak initially to the relevant class teacher, and then the Head Teacher if they feel the issue has not been resolved. If the issue is regarding a child's special educational needs and the provision made by the school, then they should make an appointment to speak to the school SENCO (Mrs Lindsay Beach), who will be able to suggest ways forward and make steps to resolve the issue. If parents feel the matter is still unresolved and would like to submit a formal complaint, then a full copy of the complaint's procedure can be obtained from the school office upon request.

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

At Woodborough Woods Primary School, we work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. We have a number of services who work alongside staff, pupils and parents at our school to provide support and advice, enabling us to achieve the best possible outcomes for each child and their family. This includes Schools and Family Specialist Service, Educational Psychologist, Gedling Area Partnership (emotional and mental health), CAMHS, Speech and Language Therapy, School Nurse and Social Services. Additional services/professionals can be contacted to support, as the need arises.

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

Additional services and organisations are recommended to parents, carers and young people as and when a need arises. Services which may be recommended include support groups, charitable organisations, clubs for children and the Parent Partnership Service. Parents will be signposted to Nottinghamshire Local Offer page on the website, access to this can be supported by school if parents have difficulties accessing a computer, smart phone or tablet.

www.nottinghamshire.sendlocaloffer.org.uk

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need.

How will the school prepare my child to transfer between phases of education?

When a child with additional needs joins the school, every effort is made to ensure that they have a smooth transition and that training resources are in place to meet their individual needs. The Office Manager, Mrs Sam Sycamore, is responsible for admissions and transition and the SENCO will liaise with the child's previous school or setting to ensure that all of the relevant information has been shared. We encourage visits from children and their families before starting our school. For those children who have support in place from professionals, related to their area of need, we like to hold an informal meeting between ourselves, parents, the professionals, and the child (where appropriate) before they start school, or within the first few weeks of them joining us. This helps us get to know each other, share information and ensure appropriate provision and support are in place, to achieve the best outcomes for the child and their family. The SENCO will co-ordinate and oversee transition into different educational settings and ensure that the provision is appropriate to children's individual needs. The SENCO will ensure liaison between staff members and SEN teams within school to ensure that the provision is individualised where needed. As pupils move to a new class, plans are put into place to support both the pupil and new staff to enable them to successfully transfer alongside their peers. This may include the organisation of additional visits, sharing of information, creating photo books, meeting new staff and facilitating any appropriate staff training. The school closely liaises with our local secondary schools to enable an effective transition to take place. Parents are actively involved and kept fully informed throughout this transition process. We encourage children to be as independent as possible, in preparation for adulthood. The teaching of life-skills is embedded in our everyday practice, particularly in the early years. We understand that for pupils with significant special educational needs, learning life skills is equally as important as acquiring new skills in reading, writing and maths.

Where can I access further information?

Further information can be found on our school website:

www.woodsfoundation.notts.sch.uk or by contacting the SENCO (Mrs Beach) via the school office or on 0115 9652136 or by email on senco@woodsfoundation.notts.sch.uk