

SEN Report 2019-2020

Name of School: Woodfield Primary School

SEN INFORMATION REPORT

| The kinds of special educational needs that are provided for in school |
|---|
| <p>It is a primary aim Woodfield Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. The presence of pupils with either a disability or special educational needs is warmly welcomed by the school and the governing body. Every opportunity will be taken to ensure that these pupils, along with all others, are treated equitably and fairly at all times. This is an inclusive school which accommodates all kinds of special educational needs and disabilities. These are classified according to 4 main categories as referred to in the reforms to the SEN Code of Practice (Sept 2014):</p> <ol style="list-style-type: none">1. Communication and interaction2. Cognition and learning3. Social, mental and emotional health4. Sensory and/or physical |
| The name and contact details of the SENCO (mainstream schools) and further contacts where parents/ carers may have concerns |
| <p>Nicky Fallon – Deputy Head Teacher/SENCo (853289) Tracey Lawes – Family Support Mentor (853289) Nicky Cotton – Learning Mentor (853289)</p> |
| Policies for identifying children and young people with SEN and assessing their needs (list all relevant policies) |
| <p>The following policies are relevant to the assessment and identification of SEND</p> <p>SEN Policy Behaviour and Inclusion Policy Equality and Diversity Accessibility Plan Equal Opportunities for pupils (based upon the Equality Act 2010)</p> <p>Procedures for identifying pupils with SEN and for monitoring their progress will be clear, effective and straightforward. All procedures will take account of the new SEND reforms. Parents will be fully informed at every stage and the views of both parents and pupils taken into account. The school operates an Assess, plan, do and review cycle to address any identified needs. Initial discussions will take place with the class teacher and extra provision will be planned for. If a pupil requires further intervention, then the use of an SEN support plan may be implemented with the involvement of the SENCO. The school can also involve more specialist advice from the Educational Psychologist, Speech Therapist, Occupational Therapist and the School Nurse.</p> |

| |
|---|
| |
| Arrangements for consulting parents of children with SEN and involving them in their child's education |
| <p>At Woodfield Primary School we believe that the best results are achieved by working in partnership with parents/carers. In working towards this principle, the school will:</p> <ul style="list-style-type: none">○ Assist parents/carers in their understanding of SEND procedures, provision and support○ Provide opportunities for mediation and discussion○ Ensure that the review process seeks and takes account of the parent/carer's view wherever possible <p>Wherever possible there should be pre-emptive action for the child/parents before the child enters school if it is known that they have additional needs. This includes visits to school, advice from other professionals, discussions with the class teacher and the SENCo. This support and communication continues when the child is at school with at least termly meetings and informal discussions as necessary. Each child on the SEN register has a Support Plan, which contains their targets and how school and parents can help them to achieve their targets. This plan will also include a child centered one-page profile It also contains the role of other agencies and the support they provide. A child with an EHCP will have annual review meetings.</p> |
| |
| Arrangements for consulting young people with SEN and involving them in their education |
| <p>We believe that a partnership with pupils is essential in relation to SEND and that pupils have the right to have their views incorporated in assessment and review and to be involved in decision making about their own special educational needs. We recognise that effective action for SEN students will depend on close cooperation between the school and other services and agencies. Children are informed about and involved in setting their own targets whenever possible. They are supported to achieve them and to know what they need to do to achieve them. Children are involved, wherever possible and appropriate in the discussions between parents, class teacher and SENCo.</p> |
| |
| Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review |
| <p>At least termly meetings with parents, class teachers, support staff and relevant outside agencies are held to look at progress and also the child's social and emotional development. Support and ideas are given regarding how to best help children and parents are supported both at home and at school on how to do this by school and other agencies. For pupils with SEN support plans and EHCP's parents are involved in the agreement of targets and the provision allocated.</p> |
| |
| Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society |

To support the transition from home or other settings to Nursery, we provide the following: 1-1 meetings with staff to complete paperwork necessary for starting school and visit the setting, home visits, New to Nursery Booklet, stay and play sessions, pre-emptive meetings for children with additional needs as necessary- involving parents, class teacher, SENCo and relevant outside agencies and where possible visits to other settings to see the child in a familiar environment and discuss development.

To support the transition into Reception we provide the following: 1-1 meetings with staff to complete paperwork necessary for starting school and visit the setting, New to Reception Booklet, stay and play sessions, pre-emptive meetings for children with additional needs as necessary- involving parents, class teacher, SENCo and relevant outside agencies, where possible visits to other settings to see the child in a familiar environment and discuss development and a staggered entry into full time days.

Where a specific need has been identified in advance of a child starting the setting we offer a structured transition process.

To support the transition from Y6 to Secondary School extra support is given to children with additional needs - with extra visits available, meetings with key people, and activities for the children in their new environment.

Approach to teaching children and young people with SEN

At Woodfield Primary School our practice is inclusive. All staff, whatever their role within the school have a duty to promote the equality of opportunity for all pupils and positive attitudes towards all pupils. Quality First teaching is always personalised and differentiated. Our approach to teaching and learning meets the learning styles and needs of all the children. Suitable resources are chosen which both motivate and are sensitive to children with additional needs.

We support the children within the class to involve and engage them through quality first teaching and additional support from Key Adults and Learning Support Assistants when appropriate.

How adaptations are made to the curriculum and the learning environment of children and young people with SEN; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN

The Disability Discrimination Act requires schools to make reasonable adjustments (according to need but that are practically and financially viable) to ensure that disabled pupils and users of the school are not put at substantial disadvantage and are able to access the same opportunities as their non-disabled peers. Specifically, that all pupils will have the same access to information, the school environment and the curriculum (as stated in the Accessibility plan). Quality first teaching involves differentiation at all levels in all areas of the curriculum. Support is put in place within class and through out of class interventions (see above). Children on the SEN register also have time to work specifically on their targets either within a small group or on a 1:1 basis as appropriate. They also may need specific resources to engage them or to allow them to access the curriculum dependent on their needs. At Woodfield we would ensure every effort is made to allow pupils with SEN to access the curriculum.

The learning environment may require physical modifications-for example ramps for wheel chair access or a changing bed. More over the classroom layout may need changing to allow space for a wheelchair or walking frame.

The monitoring and evaluation of the effectiveness of provision to meet the additional needs of students who have special needs covers a range of important and interrelated areas.

In particular:

- The allocation and effective use of resources
- The performance of support services
- The provision for SEND pupils including termly reviews
- Individual pupil progress
- Use of delegated funds

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

Students with special educational needs and their families, have the right to be supported by high quality skilled professionals. The school supports this principle by ensuring that staff have access to relevant professional development which directly addresses the development of expertise in SEND. Some of this professional development will consist of the exchange of best practice between schools. A comprehensive and appropriate staff development program will be developed, which addresses the skills and knowledge staff will need to fully support and teach all students who attend the school. Support staff are trained in specific strategies and interventions. Moreover, staff are trained in understanding and working with children with specific needs- e.g. children with epilepsy and hearing impairments in school. New SEN Code training has been delivered to all staffing addition to specific training on ASD.

Evaluating the effectiveness of the provision made for children and young people with SEN

The SENCo creates provision maps to ensure the needs of all SEN children are being met as well as individual SEND Support Plans which are reviewed at least termly with parents. Interventions are regularly evaluated and progress measured. If progress is not sufficient all parties come together and alternative arrangements are made whether it means an alternative intervention or the need to refer on to other agencies. If necessary the SENCo may refer on for a statutory assessment.

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

Wherever possible, children are taught together with appropriate differentiation and support to allow them access to the curriculum. It is very rare that we cannot make the necessary adaptations or provide the appropriate support to ensure inclusion takes place.

The school also plans continually to increase access to education for SEND pupils in terms of:

- Increasing the extent to which all pupils can participate in the curriculum
- Improving the environment in terms of accessibility
- Improving the delivery of information

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

At Woodfield Primary School we have a PHSCE curriculum which is delivered through the Jigsaw programme. The Behaviour and Inclusion Policy is based upon the Schools Code of Conduct and supports the whole school Thrive approach. We have daily Nurture Group provision for Key Stage One and Key Stage Two pupils. Individual Thrive time is allocated to pupils who require intensive support within this area of development. This provides extra support for identified pupils in their social and emotional development. We have a Family Support Mentor who works with families and liaises with other agencies in order to access appropriate support.

Our Anti-Bullying policy emphasises to all members of the school community that bullying is not acceptable and must be **totally** discouraged. We aim to produce a consistent school response to any bullying and incidents of harassment that may occur.

Measures to prevent Bullying

It is important that we create an atmosphere in school where anyone who is being bullied, or others that know about it, feel that they will be listened to, and that action taken will be swift and sensitive to their needs. Disclosure (telling an adult) can be direct and open or indirect and anonymous. Everyone must realise that not telling means that bullying or harassment is likely to continue. The exact course of action will vary with each situation but the main objectives are that bullying and incidents of harassment are brought into the open, discussed and strategies to help solve the problem. It is always important to make clear that:

- The bully's behaviour is unacceptable and the bullying must stop
- Everything that happens must be carefully recorded
- The application of sanctions will depend on the individual circumstances of each incident
- Revenge is not an appropriate for the victim
- The school will work with the parents of both the victim and the bully
- Support will be available for the victim
- Support will be available for the bully to help change his/her behaviour

The school curriculum

The school curriculum will be used to:

- Raise awareness about bullying behaviour and the school's anti-bullying policy
- Challenge attitudes to bullying, increase understanding and help build an anti-bullying ethos in the school
- There are many opportunities within the curriculum to raise awareness, teach about relationships, to enunciate policy and to discourage bullying or harassment via-
- Assemblies
- PHSE/Drama/English lessons
- Thrive activities
- Close supervision of all areas at all times
- Anti-Bullying activities

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

The school involves other agencies such as: the health visitor and school nurse; social services; speech and language; specialist support such as Occupational Therapy. Good relationships have been made with outside agencies and the school supports parents throughout this process lead by the SENCo and Family Support Mentor

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

If parents are unhappy with the provision made for their children, they should contact the SENCo in the first place and then the Acting Head Teacher. We are committed to supporting you and your children and ensuring that the provision meets the needs of children in our care

Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published

All schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities and are supported by the Local Authority 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/or Disabilities being met in a mainstream setting wherever possible, where families want this to happen. For more details of this see the school website.

Arrangements for supporting children and young people who are Looked After by the Local Authority and have SEN.

We aim to ensure that all looked after children expect and experience the same outcomes as their peers. For pupils with SEND who are looked after, we expect the same equal access to all areas of the curriculum. There is a designated governor, who ensures that information about looked after children is collated. The governor should report periodically to the governing body regarding looked after children and their achievement. Moreover, where relevant she attends the "Looked After Children" network meetings. Accurate attendance records are maintained for all Looked after Children and regular meetings with social workers and members of the Local Authority Looked After Children service. Looked after children have regular reviews and Personal Education Plans are updated termly and the progress of these children is tracked separately. Extra support is always given and extra funding is available to support children both within and outside school to allow them to access the curriculum effectively and to close the gap between themselves and other children. Parents/carers are given support and regular information. Staff are made aware of the difficulties and educational disadvantages faced by looked after children and they understand the need for positive systems to support them, whilst maintaining high expectations for their educational achievement.