



SEND Information Report 2021 - 2022

At Woods Loke Primary School, we believe that all children can achieve. We aim to provide a broad and balanced curriculum for every pupil, which meets individual needs. We do our best to make sure every child is happy and settled so that they can achieve their best and enjoy a wide range of educational experiences we have to offer.

Woods Loke Primary School is an inclusive school and offers a range of provision to support children with Special Educational Needs and Disabilities (SEND), which include language, communication and interaction needs, learning difficulties, social, behavioral and emotional health difficulties, sensory difficulties and physical needs.

How does Woods Loke know if children need extra help and what should I do if I think my child may have special educational needs?

All class teachers regularly assess all of the children's progress. The children's progress is discussed with the senior management team at Pupil Progress Meetings. If your child is then identified as not making expected progress, or the teachers have concerns about your child's communication, physical development, or any other areas of development, the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals for assessments to support your child's learning
- with your agreement, place your child on the SEN register

Your child's class teacher is always the first point of contact for any concerns. If you are worried that your child may have special educational needs and/or a disability (SEND), you may also want to speak to the Special Educational Needs Co-ordinator (SENCo).

Who is responsible for Special Educational Needs? Who should I contact for help or more information?

Your first contact for any concerns will be the class teacher who then may decide to refer you to the Special Educational Needs Coordinator (SENCo).

The school's special educational needs coordinator is Mrs Norman

The SENCO is responsible for:

- coordinating all the support for children with SEND and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school
- ensuring that you, as parents/ carers, are involved in supporting your child's learning and kept informed about the support your child is getting

- liaising with external agencies who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychology, occupational therapist etc.
- updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of your child's needs
- maintaining the child's Map of Provision which lists all types of support every child on the SEN register has
- providing support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible
- reporting progress of children with SEND to Senior Leadership Team

What support is offered for children with SEND? How is the decision made about what type and how much support my child will receive?

The class teachers review the progress of all their children with the SENCo and Head Teacher. At these meetings any children who are not making expected progress will be discussed and any extra support that is necessary can be planned.

We know that excellent teaching by the class teacher is the most important factor to ensure that children are achieving at school. For children with SEND this means

- the teacher has a strong knowledge of your child's need and learning style
- all teaching is based on building on what your child already knows, can do and can understand
- different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning
- the teachers and TAs are utilized to add support and scaffold learning where it is needed most
- specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn
- progress of your child is checked and reviewed regularly

Although it is desirable that most learning for pupils with SEN and disability takes place in the social context of the mainstream classroom, if specific needs or gaps in learning need to be addressed your child might need to attend one of the interventions embedded across the school. These are usually in small groups or on a 1:1 basis and might be for a fixed period. Before starting any intervention, it will be discussed with you by your child's teacher or SENCo.

These interventions to name a few include:

- Catch up reading program
- Catch up phonics groups
- Catch up maths
- Speech and language therapy programs
- Social skills groups
- Motor skills programs
- Nurture group
- Beat dyslexia
- Interventions suggested by outside agencies.

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

The school receives a budget for SEND provision which is used to fund support staff, buy resources, run intervention programmes and access training. The allocation of funding is reviewed each year as the needs of the current SEND children are assessed. The allocation of this budget and the support that has been provided will be reviewed and evaluated yearly by the Head teacher and the Governors.

How are parents involved in the school? How can I be involved?

At Woods Loke we value the contribution that Parents and Carers make to the school and offer many opportunities to be involved. We hold regular parent-teacher meetings to discuss progress and attainment of children. We have an open door policy and we encourage our Parents/Carers to come into school to discuss any concerns and thoughts with us at anytime. We ensure that parents can contact us by phone or email and through informal discussions. We hold drop in sessions as well as booking mutually convenient time for deeper discussions around your child's needs.

How will school communicate about children's progress? How will school help me to support my child's learning?

We have parent-teacher meetings each term to discuss progress and set targets and also provide a written report at the end of the year. The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. If you have been working with the SENCo, the SENCo will be available to meet with you to discuss your child's progress or any concerns/worries you may have. She is available to parents when needed and is contactable through drop in's, phone, email. She will meet you to discuss your child's progress and ensure their needs are being met.

All information from outside professionals will be discussed with you and the external agency involved directly and you will be provided with a written report or discussion held with you about interventions that take place and next steps. If a written report is made it will suggest strategies that we can use at school and at home to support your child.

How will school staff support my child?

The class teachers are responsible for planning and delivering high quality teaching for all the children in their classes. The SENCo is responsible for overseeing the provision for all the children with SEND in the school and will support the class teachers to teach the children in their classes who have additional/different needs.

The SENCo also co-ordinates the SEN support staff who work with children that have complex needs. If your child has a high level of SEND, he/she will have a support plan which shows how your child will be supported to meet their needs. This will be agreed by you, the class teacher and SENCo.

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

All class teachers are expected to differentiate the lessons so that all children receive the appropriate level of support and challenge to help them to make progress. This may be done through giving children slightly different tasks, giving them more resources to help them complete the task or giving them more adult support.

Some children will need to work at a different level and/or pace to other children and the class teacher will be supported by the SENCo to plan for this.

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

In addition to the school SENCo, who holds the SENCo qualification, we also have

- TAs trained in delivering speech and language groups and other interventions
- Trained Nurture practitioner.
- An excellent pastoral support team.
- a Beat Dyslexia Teaching Assistant.
- TA trained in occupational therapy
- Key adults who support vulnerable children throughout the day, especially during unstructured parts of the day.
- TA's trained in delivering interventions such as Catch up maths, Catch up reading, Phonics interventions, nurture and social skills to name a few.
- A 'Woodlands' nurture classroom to meet the needs of children who require a bespoke curriculum.

The school work with a number of external agencies to seek advice and support when needed to ensure that the needs of all children are fully met. We refer children for assessment and advice from a wide range of other professionals, including:

- Outreach team – As part of Specialist Education Services Sept 2021).
- Support for learning services- Hearing/ Visually Impairment.
- A School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHS --- Child and Adolescent Mental Health Service
- Children's Social Care
- Educational Psychologist
- SENDIASS

If school think that a referral to one of these professionals is needed the SENCo will speak to you. If you feel your child needs extra support from one of these agencies please see the class teacher or the SENCo.

What training have the staff supporting children and young people with SEND had?

All staff have regular safe-guarding training and up to date training on the new SEN legislation. They are updated and supported on how to identify children with special educational needs through training sessions or meetings with the SENCo.

The school has a comprehensive program of Professional Development which includes training from the SENCo and outside experts on many areas of SEND.

The SEN support staff have regular staff meetings in which SEN updates are discussed. SEN staff are continually being supported to increase their awareness and knowledge of SEND. Support staff who work with children with SEND will access outside training specific to the children's needs. They are constantly upskilling themselves to meet the needs of the children in their care.

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

We always aim to include everyone in trips and activities and will work with family to make sure children with SEND can be included by making reasonable adjustments to travel arrangements, support arrangements etc as needed and this is shared with parents if they have any concerns.

How accessible is the school environment?

As part of our school accessibility policy we ensure that the school is assessable to all our children. Where necessary we will ensure that arrangements are made to cater for ongoing needs for all our children. This may be a habituation report for children with visual impairment or ensuring that all areas are able to be accessed for a child/ adult who uses a wheelchair for example.

When needed we can access interpreters/ advocates when necessary for meetings with families and other professionals for families for whom English is not their first language.

How will Woods Loke prepare and support my child to join the school and transfer to a new school?

All children who join the school mid-year will be assessed to find out what support they may need, if any. For children who have already been identified as having SEND the SENCo will liaise with the previous school to see what support was in place and gather all the necessary information as well as meeting with you to discuss your child's needs.

Transition between classes and key stages will be supported for all children and for children with SEND, who may find the change more difficult, may be supported with social stories, transition videos, online tours, extra visits or other planned activities.

The SENCo is responsible for sharing SEND information when the children move on to secondary school or other school and for some children a transition meeting will be organised with the family and the secondary or other school SENCo. The Secondary or other school SENCo will be invited to annual reviews or other key meetings so that they have the opportunity to meet the child and his/her parents before the transition.

Useful links:

The SEN legislation changed in September 2014. The new SEN code of Practice can be found here: <https://www.gov.uk/government/consultations/special-educational-needs-sen-code-of-practice-and-regulations>

The Woodlands nurture provision

<https://www.woodsloke.org/the-woodlands>

Phonics support

<https://www.woodsloke.org/phonics-reading>

Woods Loke Team – Pastoral support.

<https://www.woodsloke.org/education-pastoral-support>

Please call us on 01502 561234 extension 505 or email alinorman@woodsloke.org to ask questions or find out more and we will be happy to discuss further.