



SEND Information Report

2023-2024

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This SEND information report forms part of the [Wolverhampton Local Offer](#) for learners with special educational needs and disabilities (SEND). The Local Offer, published by Wolverhampton Local Authority, provides an outline for the provision available education, health and social care for children with SEND.

What kinds of SEND do we provide for?

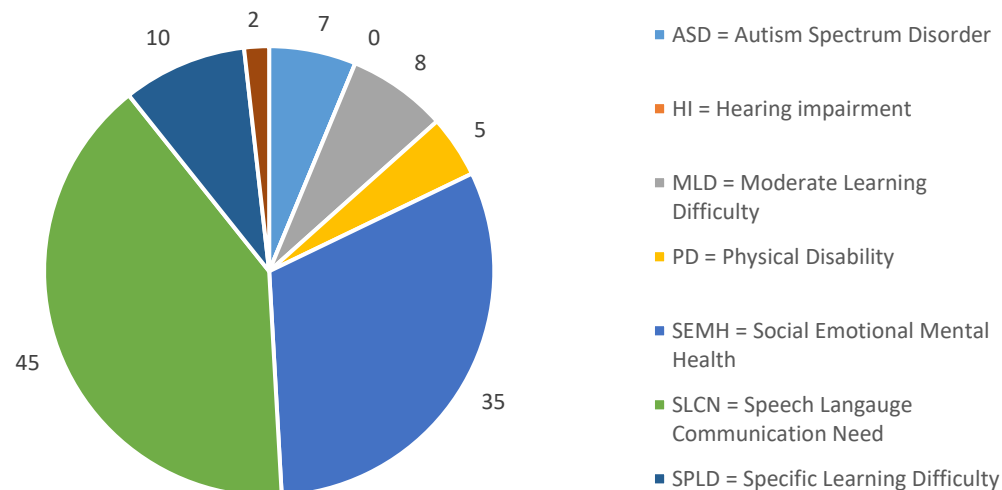
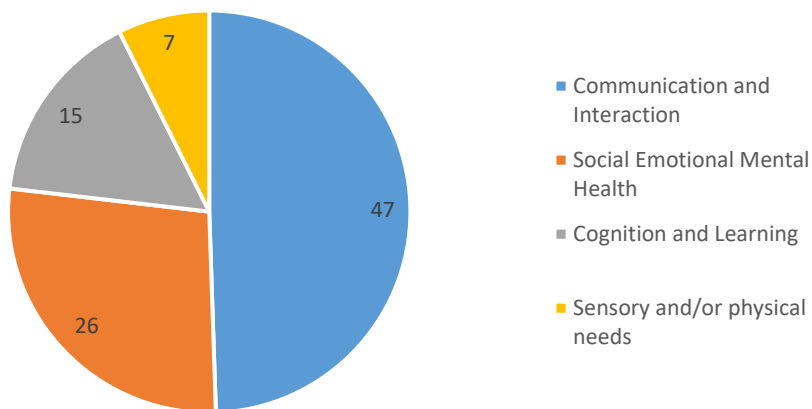
Woodfield Primary School provides for a wide range of Special Educational Needs and Disabilities (SEND). This includes specific learning difficulties such as **dyslexia** and **dyspraxia**. It also includes physical and sensory difficulties, such as **visual or hearing** problems. We support children with **ADHD** and **ASD (autism)** as well as children who do not have a diagnosis but who may have difficulties with communication and interaction. We also support children with **mental health** difficulties.

We currently have 96 pupils on the SEND register from Nursery to Year 6. This is 14.7% of the school.

There are 12 pupils with an EHCP which is 2.0% of our current whole school cohort. This is compared with 2.1% national SEND data January 2023. We have 77 pupils on SEND support which is 12.7% of our cohort compared with 13.9% national SEND data January 2023.

We are currently monitoring and gathering evidence to apply for a further 4 EHCPs.

Broad Area of Need for Pupils with SEND at Woodfield Primary School



<p>How do we identify learners with SEND?</p>	<p>There are lots of reasons why a child may fall behind in their learning. Only those with a learning difficulty that require special educational provision are identified as having SEND. We use a range of information to help identify SEND. This includes information from their previous setting, information from the child's teachers, parents/carers and from the child themselves. We may also use advice from specialist teachers and health professionals to support us as well as screening tools to help identify the likelihood of needs such as dyslexia, dyscalculia and language difficulties.</p>
<p>How do we work with parents and carers of children with SEND?</p>	<p>The views of parents and carers are important to us and we will involve you in discussions about provision for your child's SEND. We will keep you informed about your child's progress and take your views into account when reviewing provision for your child. We will liaise with outside agency support to ensure that everyone involved in supporting your child is kept up to date and included in discussions.</p>
<p>How do we involve children/young people with SEND in their education?</p>	<p>The wishes and feelings of children with SEND are central to our provision. We involve them in discussions about the support they receive and we gather their views at regular points throughout the year. We will endeavour to gather your child's voice in their plans and review meetings. We also ensure that your child has a 'Pupil Passport' which is written in child-friendly language to ensure that they are aware of and praised for progress towards their targets throughout the day and to ensure continuity of provision of what works best for them e.g. specific preferences and needs.</p>
<p>How do we assess and review pupils' progress towards outcomes?</p>	<p>We use a graduated approach. This means that we follow a process of Assess, Plan, Do and Review.</p> <ul style="list-style-type: none"> • Assess: when a child is identified as having SEND, we establish a baseline. This could include data from assessments and observations as well as discussions with parents/carers, key staff and the pupil. • Plan: together we make a plan about what actions need to be taken and what support needs to be put in place and a date is set for review. • Do: the plan is put in place as agreed. • Review: the impact of the provision for the pupil is evaluated. Next steps are established. The cycle may begin again.

How do we support pupils during transition?

Transition from nursery to primary school: Woodfield staff liaise with Early Years settings and SNEYS to discuss support needed and arrange visits ahead of main transition events as necessary.

Transition from primary school to secondary school: Woodfield staff will liaise with secondary schools to discuss support needed and arrange additional visits ahead of main transition events as necessary. We will work closely with you, together with Wolverhampton Outreach Service, to identify the best transition support for your child beginning in the Summer term of Year 6 and continuing in to the Autumn term of Year 7.

Additional support will be offered as needed to pupils with SEND regarding National Assessments e.g. SATs and access arrangements provided to ensure that they are given every opportunity to reach their full potential and that this is part of normal classroom practice.

Transition between year groups within Woodfield Primary School: Allocated time is provided to support the successful transition of children, particularly those with SEND, from one academic year group to another. This ensures that your child's receiving teaching team benefit from the knowledge and expertise of the team that know your child's needs well. We will plan specific transition tasks e.g. photos of new classroom/toilets/staff, arrange short visits to new classrooms and opportunities to spend time getting to know a new key member of staff as appropriate ahead of the change

Transition to another primary school: If a child with SEND leaves Woodfield to attend another primary school, the SENCO will ensure that discussions are had with the receiving school, and relevant paperwork is shared to support a smooth transition.

<p>What is our approach to teaching pupils with SEND?</p> <p>What kind of adjustments are made to the curriculum and the learning environment of pupils with SEND?</p>	<p>Our approach is ambitious, inclusive and based on high quality teaching. This means that lessons are designed to meet the needs of all pupils, including those with SEND. Teachers make adjustments for individual pupils based on the information shared with them and their knowledge of the pupil. They use a range of strategies to enable access to the curriculum so that all pupils know more, remember more and can do more, including the following:</p> <ul style="list-style-type: none"> • Sequencing our curriculum and building in opportunities to revisit and review prior learning to support pupils to make links and retain key knowledge • Providing clear modelling and instruction, taking care to focus on the essential knowledge and small steps of learning to reduce cognitive overload • Scaffolding learning to remove barriers e.g. through use of technology to scribe or listen to text, as well as to provide prompts e.g. task organisation, vocabulary and visual cues, timers • Providing additional opportunities for pupils with weaknesses in basic skills to develop these throughout the day to support them to be ready for the next stage of the learning whilst ensuring a broad and balanced curriculum • Pre-teaching and over learning (this may be achieved through precision teaching or the SNIP literacy programme) • Providing an appropriate learning environment and resources and helping all pupils to be ready to learn e.g. sensory breaks, consideration of lighting and seating arrangements • Ensuring that the strengths and weaknesses of pupils are taken into account to provide appropriate challenge
<p>What additional support for learning is available for pupils with SEND?</p>	<p>Woodfield Primary School receives funding from the Local Authority to support students with SEND. This funding is used in a range of ways:</p> <ul style="list-style-type: none"> • Short-term interventions to support children's learning needs • Learning aids such as sensory equipment and software • Specialist resources and equipment • Securing support from specialists as required

<p>What expertise and training do staff have to support pupils with SEND?</p>	<p>All of our staff receive training on SEND. Ongoing training is provided in response to the individual needs of pupils with complex needs from Wolverhampton Outreach Service. Maya Holt (Inclusion lead) has completed the National Award for SEND Coordination and Melissa Walker will be starting this course in February 2024.</p> <p>Examples of training in SEND include:</p> <ul style="list-style-type: none"> • Developing oral language in children including those with communication needs • Understanding children and young people's mental health • Supporting pupils with sensory integration • Development of gross and fine motor skills • Autism awareness • Supporting visual and hearing impairment • Supporting pupils with SEND in the classroom – using Education Endowment Foundation (EEF) guidance <p>A number of staff across school are also trained in specific intervention approaches as relevant to the particular needs of our pupils including Lego Therapy, Sensory Circuits, Social Use of Language Programme and Wellcomm.</p> <p>Additional support is also provided by specialist services upon referral e.g. a pupil may be referred to an external professional, such as an Educational Psychologist, Occupational Therapist or Speech and Language therapist for an assessment to help the school understand how to support the pupil effectively. These specialists come into school and work alongside us with your children to develop our expertise and ensure that we are trained to work most effectively with your child based on the needs and targets identified.</p>
<p>How do we evaluate the effectiveness of the provision made for pupils with SEND?</p>	<p>We use both quantitative and qualitative data to judge how effective our provision is. Depending on the provision, this might be assessment data, attendance or behaviour data or it might be evidence gathered through observations and questionnaire responses. Wherever possible, evidence gathered is compared to a baseline measure so that the impact of the provision can be directly compared. Where relevant, this is shared with parents and carers.</p>
<p>How do we enable pupils with SEND to engage in activities available with those in the school who do not have SEND?</p>	<p>We are committed to ensuring inclusion in extra-curricular activities. All of our educational visits, clubs and activities are open to all children and are highly inclusive. Where necessary, we consult with parents/carers and specialist advisers to ensure accessibility.</p>

<p>What support is available for improving emotional and social development?</p>	<p>Additional pastoral support is available for children who need it and is led by our Pastoral Officer Lauren Price, who is a trained teacher. This could take the form of small group interventions with a specific focus such as social skills or 1:1 mentoring. We always engage swiftly with parents and carers to help us to gain a full perspective on children’s emotional wellbeing. We signpost and refer for emotional/social support to CAMHS as required.</p>
<p>How does the school involve other organisations, in meeting pupils' SEND and supporting their families?</p>	<p>We work closely with external organisations to support the needs of our pupils and their families, including the following:</p> <ul style="list-style-type: none"> • Wolverhampton Outreach Service • The Gem Centre and School Nursing Service • The School Psychology Service • Sensory Inclusion Service • CAMHS, Base 25 and Believe 2 Achieve <p>Additionally, we share local information about courses and events to support families, e.g. Outreach coffee mornings each half term, we have recently launched our SEND Community Day, which brought together a range of services and charities to speak informally with our families to provide support and advice. This was a huge success and plan to organise another event in Summer 2024.</p>
<p>How are disabled pupils supported within school?</p>	<p>Our building has been adapted to widen accessibility for pupils with physical disabilities. This includes accessible toilets, additional handrails and clearly marked steps and ramps. We have fire evacuation plans for pupils that need additional support in the event of a fire.</p>
<p>How can parents or carers of children with SEND make a complaint about the provision made at the school?</p>	<p>We aim to ensure that any complaint is handled sympathetically, efficiently and at the right level so that it can be resolved as soon as possible. Complaints about SEND provision should be made to the SENCO in the first instance and will be dealt with in line with our Complaints Policy.</p>
<p>Where can parents/carers get more support for children with SEND?</p>	<p>Further advice and support is available from Wolverhampton SEND information advice and support service and the DfE Parents and Carers Guide.</p>
<p>Who should parents or carers or children/young people contact if they have concerns?</p>	<p>Parents/carers should contact the Special Educational Needs Co-ordinator (SENCO): Melissa Walker (Tel: 01902558835 Email: mwalker@stbartsmat.co.uk). The SEND link governor is Muriel Newill.</p>