

Woodfield Primary School

Woodfield Avenue, Penn, Wolverhampton, WV4 4AG



Special Educational Needs and Disabilities Information Report

Information for parents of pupils with Special Educational Needs and Disabilities 2020-21 in accordance with Section 65 (3) of the Children and Families Act 2014.

Welcome to our SEN information report, which is part of the Wolverhampton Local Offer for learners with Special Educational Needs and Disabilities (SEND). <http://www.wolverhampton.gov.uk/send>

1. What does Special Educational Need mean?

The SEND Code of Practice (2014) states:

'A child has Special Educational Needs or Disabilities (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools and maintained nursery schools'

Special Educational Needs in the Code of Practice are described using four broad areas of need and support:

- Communication and Interaction
- Cognition and Learning
- Social Emotional and Mental Health
- Sensory and/or Physical need

Children may have needs in some or all of these areas. For some children, Special Educational Needs are identified at a young age. For other pupil's, Special Educational Needs may become more evident as they get older.

2. Who are the best people to talk to about my child's difficulties with learning or Special Educational Need or Disability?

The Class Teacher who will:

- Monitor the progress of your child and identify, plan and deliver any additional help your child may need.
- Write class and Individual provision maps, and share and review these with pupils and parents/carers termly.
- Update annually your child's One Page Profile. This is a one page summary of what people like and admire about an individual, what and who is important to them from their point of view and how best to support them.
- Personalise teaching and learning for your child as identified on the school's provision map or IPM (Individual Provision Map)
- Ensure that the School's SEND Policy is followed.
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The Special Educational Needs and Disabilities Co-ordinator (SENDCo): **Mrs. Maya Holt**, who will:

- Develop and review annually the School's SEND Policy and SEND Information Report.
- Co-ordinate all the support for children with SEND.
- Ensure that you and your child are: i) involved in supporting your child's learning. ii) kept informed about the support your child is getting. iii) involved in reviewing how they are doing.
- Liaise with all other professionals who may come into school to help support your child's learning.
- Update the school's SEND register for pupils who require SEN support (a system used for ensuring all the SEND needs of pupils in school are known) and make sure that records of your child's progress and needs are kept.
- Provide specialist support or training for teachers and support staff in the school, so they can help children with SEND achieve the best progress possible.

The Head Teacher: **Mr P. Salisbury**, who will:

- Run the day to day management of all aspects of the school, this includes the support for children with SEND.
- Give responsibility to the SENDCO and class teachers but is responsible for ensuring that your child's needs are met.
- Ensure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor: **Mrs M Newill**, who will:

- Make sure that the necessary support is given for any child with SEND who attends the school.
- Liaise with the School SENDCO, Head teacher and the Governing Body.

3. How is a child identified as having a Special Educational Need?

Class teachers make regular assessments of progress for all pupils, including those with SEN. Teachers identify pupils making less than expected progress whilst taking into account the pupils age and individual circumstances.

- Progress may be significantly slower than that of their peers starting from the same baseline.
- Progress may fail to match or better the child's previous rate of progress.
- Progress may fail to close the attainment gap between the pupil and his/her peers.
- The attainment gap may be widening.
- Limited progress with wider development including social and emotional development.

It is important to note that slow progress and attainment do NOT necessarily mean that a pupil has a special educational need.

The purpose of identification is to work out what action school needs to take, not to fit the pupil into a category.

School take great care with identifying SEN for pupils whose first language is not English. The class teacher and SENDCO, look at all aspects of that child's performance in different areas of learning to establish whether the lack of progress is due to limitations in their command of English or from an SEN or a disability. It is important to note that difficulties related solely to limitations in English as an additional language are not SEN. School have careful consideration for our Children looked after by the local authority who have SEND.

4. How will the school let me know if they have any concerns about my child's progress in school?

If your child is identified as not making expected progress, the school will set up a meeting to discuss this with you and your child in more detail.

We will:

- Listen to any concerns you may have.
- Plan any additional support your child or family may need.
- Discuss with you, any referrals to outside professionals and the advice given to support your child both at home and in school.
- For our Children looked after by the local authority who have SEND, the PEP(personal Education Plan) reviews are used effectively to ensure provision and interventions are in place to support that individual's needs.

5. What are the different types of support available for children with SEND in our school?

Excellent Targeted Classroom Teaching For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- Class teachers plan lessons according to the specific needs of all groups of children in their class. This means although the class maybe working towards the same objective, tasks will be differentiated to suit the ability levels of all.
- That all teaching is built on what your child already knows, can do and can understand.
- Your child's teacher will have carefully checked on their progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- That different methods of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical resource based learning or the use of ICT to assist pupils with SEND.^[1]
- That specific strategies are in place to support your child to learn. (which may be suggested by the SENDCO or External Professionals)

Specific Group Work or Interventions may be:

- Organised as elements of one to one, pairs or small group intervention.
- Interventions cover all areas of SEND and may include; 'Circle of friends' for development of social skills, Phonics 1:1, Talking Partners-communication, Magic Maths, 'Cool Kids'- an Occupational Therapy designed programme, or bespoke programmes for maths and reading.
- Delivered in the classroom or another area.
- Delivered by a teacher, a trained teaching assistant (TA) or a member of the Pastoral Team.
- Specialist groups run by outside agencies, e.g. Speech and Language therapy.
- Local Authority services: such as the Early Years Team, Educational Psychologists,
- Occupational Therapy or Sensory Services (for students with a hearing or visual needs).

Specified Individual Support:

- You may be asked to give your permission for the school to refer your child to a specialist professional. This will help us all to understand your child's particular needs better and be able to support them more effectively in school and at home.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways in which your child receives support.
- Professionals may include: The Special Needs Early Years Team, Educational Psychologists, Occupational Therapy or Sensory Services (for students with a hearing or visual needs).

- This type of support is available for children whose learning needs are severe, complex and maybe lifelong. This is provided through an Education, Health and Care Plan (EHCP).
- This means your child will have been identified, by professionals as needing a particularly higher level of individual support or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through high quality class teaching and intervention groups.

6. How will extra support allocated to children with SEND?

The School budget includes money for supporting children with SEND. The Local Governing Board, Head Teacher and SENDCo decide on the deployment of resources for Special Educational Needs and Disabilities on the basis of needs in the school.

The Head Teacher and the SENDCo discuss all the information they have about SEND in the School. From this information they decide on what resources, training and support are required. The School identifies the needs of pupils on a Provision Map. This identifies all support given within each class in addition to the quality first classroom teaching. It is reviewed at least termly; changes are made as needed so the needs of the children are met and resources are deployed as effectively as possible.

7. How does the school support teachers in teaching children with SEND?

The Head teacher and SENDCo are responsible for ensuring that all staff are able to plan and deliver teaching that is appropriate for the needs of children with SEND.

The school provides training and support to enable all staff to improve the teaching and learning of all children, including those with SEND. This includes whole school training on SEND issues. In addition, individual members of staff may attend training led by outside agencies that are relevant to the needs of specific children in their class. The SENDCO keeps updated on a regular basis through Network Meetings, Learning Community meetings, MultiAcademic Trust meetings and training. This information is shared with all staff during Staff Meetings. The SENDCO is undertaking the National SEND qualification with the University of Birmingham. (2019/2020)

8. What other services are available to provide support for children with an SEN in this school?

Services available to pupils with SEND can be internal (staff from within school) or external (staff directly employed by school to provide a service or an external agency)

- Learning Mentor.
- Pupil and Family Attendance and Welfare Officers.
- Specialist Teacher; offers assessment, advice and specialised teaching support.
- Educational Psychology Service.
- Wolverhampton Speech and Language Therapy.
- Sensory Inclusion Service for children with visual or hearing needs.
- Special Needs Early Years Team Service.
- Behaviour and Mental Health Support.
- Counselling Support/Therapy.
- Wolverhampton Outreach Service; support from the Special Schools in the Wolverhampton including; Penn Fields, Penn Hall, Tettenhall Wood.
- School Nurse.
- Health and weight screening.
- Optical nurse- eye screening.
- Occupational Therapy.
- Physiotherapy Service.
- Wolverhampton, Information and Advice Service; offers impartial support and advice for parents/carers of children with SEND.

- Corporate parenting and Education Team (COPE) for children in care.

9. How will we support your child's social and emotional needs?

We are sensitive to the fact that some children have emotional and social needs that need to be developed and nurtured. School have a PSHE curriculum to support this development. For those children who find aspects of this difficult we offer:

- A pastoral team to support children with social and emotional needs and their families²
- Training for all staff using the 'Emotion Coaching' technique and an understanding of 'attachment issues'.
- A buddy system to support children during playtimes.
- Systems to investigate swiftly allegations of bullying.
- Play leaders and lunchtime Assistants receive training to ensure planned group activities such as dodge-ball, football, skipping games and hoop games are played fairly and equally.
- 'Circle of Friends' and other social skills interventions led by the Pastoral Team.
- Trained staff to create 'Social Stories' for individual identified children.
- Family Support through the Parent Support Service and 'Early Help' system.
- Access to support through external agencies via a referral process for Child and Adolescent Mental Health Serviced (CAMHS/BEAM) or referral to the Educational Psychology Service.
- Access to counselling services for children in care with SEND, who require an individual intervention to meet their social and emotional needs.

10. What are the arrangements for assessing and reviewing the progress of pupils with Special Educational Needs?

School have a robust system to monitor, assess and review the progress of all our children.

As described in the Code of Practice for SEND (2014) SEND support in school takes the form of a four-part cycle:

1. ASSESS. 2. PLAN. 3. DO. 4. REVIEW.

- Teachers in school will draw on a range of assessment strategies to establish a clear analysis of each child's needs; teacher assessment and experience of your child, pupil progress and attainment individual child's development in comparison with their peers, the views and experience of parents, the pupils own views and any advice from external support services.
- School may use a range of individualised assessments to support the closer identification of need such as: Standardised tests, profiling tools, for example; behaviour and speech, language and communication needs, observations and Screening assessments, for example for dyslexia.
- At the end of each Years 2 and Year 6, all children are required to be formally assessed using the Standard Assessment Tests (SATS).
- Your child's progress, will be carefully monitored, by the Class Teacher throughout the academic year.
- The SENDCo will check your child is making good progress within any individual learning or in any groups they may take part in.
- All children with SEND have an Individual Provision Map (IPM). This IPM identifies provision required for the child and any interventions required. This is evaluated at the end of the planned interventions and forms the basis of future planning and targets for your child. This information is shared with the Senior Leadership Team in Pupil Progress Meetings.
- Monitoring through; book scrutinies, lesson observations, learning walks and pupil conferences will be carried out by the Senior Leadership Team, including the SENDCo to ensure that the needs of all children are met.
- The progress of a child, with an Education Health and Care Plan (EHCP), is formally reviewed at the 'Annual Review'.

11. How you (parents and carers) are supported to share your views and concerns?

We have an 'open door policy' and you are welcome to come and speak to your child's Class Teacher, Pastoral staff, Teaching Assistant, SENDCo or Head Teacher. We will always listen and do our best to support your child and family.

- Teachers endeavour to be available at the beginning and end of the day to discuss your child's progress or any concerns you may have and to share information about what is working well in school and strategies you may try at home.
- The use of a home-school communication book used to support communication with you.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns you may have. The SENDCo or Class Teacher will share your child's Individual Provision Map with you on a termly basis.
- An 'Early Help Assessment' can be put into place to ensure all professionals involved with you and your child can come together to discuss your child's needs and create an action plan.
- The Pastoral Team are available for parents to meet with and to discuss concerns and share views. □
Three Parent Consultation Meetings held throughout the academic year.

12. How will we support your child when joining our school, moving between classes or leaving our school?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are forwarded, as soon as possible.
- A One Page Profile will be useful tool to help others understand your child and their needs.
- For children with SEND in Year 6, once Secondary Provision has been allocated by the Local Authority the SENDCO will liaise with the schools to ensure a smooth transition for pupils with SEND.

When moving classes in school:

- Information will be passed on to the new class teacher and in most cases; a planning meeting will take place with the new teacher. All Class and Individual Provision Maps will be shared with the new teacher.
- You and your child will be able to meet with their new class teacher and the SENDCo to discuss your child's needs.
- All children take part in transition during the Summer Term before moving into the following year group. This involves, where possible, meeting their new teacher in their new classroom. Further transition can be arranged for children with SEND.

If your child is joining us from another school:

- Where appropriate, the SENDCo will visit your child's school to meet them and their class teacher.
- Your child will be able to visit our school to look around and meet their class teacher.
- A One Page Profile is a useful tool to help others understand your child and their need.

13. How is our school accessible to children with SEND?

- The schools are on a split level with ramp access to the main doors but with limited access for wheelchairs and frames inside the school buildings due to the number of steps.
- We have disabled toilet facilities.
- We ensure that equipment used is accessible to all children regardless of their needs.

- Specialist equipment and advice is provided to those who need it. This is supported by Wolverhampton Outreach Service and other professional including Health.
- We believe that all children are entitled to participate in extra-curricular activities and will make reasonable adjustments to support those with SEND.
- All after school and before school provision and extra-curricular activities are accessible to all children including those with SEND.

14. What is the Local Offer?

The Local Authority is required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'. The local offer will enable families to understand what services they can access and what support they can expect from a range of local agencies, including from the local authority, health services, schools, leisure services and the voluntary sector. The offer will include provision from birth to 25, across education, health and social care. Here is the link to Wolverhampton Council's Local Offer: <http://www.wolverhampton.gov.uk/send>

15. How does school evaluate the effectiveness of its provision for pupils with Special Educational Needs and Disabilities?

All provision for pupils with Special Educational Needs and Disabilities is evaluated regularly. The effectiveness is evaluated by the SENDCO and Senior Leadership Team through a variety of means, including: looking at teachers planning and teaching, talking with children, looking at children's learning, looking at the progress and attainment of children and discussion with yourselves as parents.

The school reviews how well-equipped they are to provide support across the four main SEN areas identified in the Code of Practice 2014.

16. What can I do if I am unhappy with the support given to my child with SEND?

If you feel that things are not going as well as you had expected, you can:

- Arrange to speak to your child's teacher, the SENDCO, or Head Teacher.
- Contact the Wolverhampton Information and Advice Service; a statutory, confidential service for parents and carers of children and young people with special educational needs and other disabilities or additional needs.
- Contact the Wolverhampton Information and Advice Service, via this link: <http://wolvesiass.org/>
- Write a letter explaining your concerns to the Chair of the Local Governing Board:
Mr Dave Willetts
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