



SEND INFORMATION REPORT

This was compiled with the assistance of parents, governors and staff. This report outlines how Woodlea Primary School implement their SEND policy which is available on the schools website. The information within the report is updated annually and is linked to responses from the wider school community.

Woodlea Primary School is a mainstream setting that complies with the requirements outlined in the SEND Code of Practice (2015). The school prides itself on building respect, care, resilience and curiosity through a broad and balanced curriculum to be 'ready for life'. At Woodlea we value all members of the school community and are committed to working together.

Please find below contact details if you would like to contact us in relation to SEN:

Headteacher: Mrs Nina Gambier

SENDCo: Miss Jennifer Rice senco@woodleatlt.co.uk

SEND Governor: Mrs N. Bail

Surrey Local Offer: [Surrey Local Offer](#)

What types of support are provided at Woodlea?

The type and level of support will depend on the nature of each child's needs and disabilities. Our provision matches the four broad areas of need as outlined in the SEND Code of Practice (2015):

- Cognition and Learning – specific learning difficulties such as dyslexia.
- Communication and Interaction – Autism Spectrum Disorder (ASD) or Speech and Communication Difficulties
- Social, Emotional and Mental Health – attention deficit hyperactivity disorder (ADHD)
- Sensory and/or Physical – hearing or visual impairments and physical disabilities.

At Woodlea we have a tiered level approach to supporting children's needs.

Universal (Wave 1): this includes Quality First Teaching strategies and Ordinary Available Provision (OAP). Further information regarding OAP can be found here on the [Surrey Local offer](#) website.

Targeted (Wave 2): it may be required that short term targeted support is required to remove a barrier or reduce an obstacle to learning. This takes the form of the graduated approach outlined below.

This will entail:

1. Assessing your child's needs
2. Planning the most effective and appropriate intervention
3. Providing this intervention
4. Reviewing the impact on the child's progress towards targets.

When assessing a child's need staff may use ongoing assessment data as well as other diagnostic tests (COPS/Rapid/YARC) to gain more information to plan the most effective intervention. Some interventions may happen outside the classroom, this will happen over a number of weeks. During this process, parents will be kept informed.

Specialist (Wave 3): it may be necessary to specialist support and long term support from professionals outside of Woodlea in order to plan for the best possible outcomes for your child. This

may include specialist teachers (STiPS), Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Paedtricians. For a small amount of children this may include an application for an Educational Health Care Plan.

We make reasonable adjustments in accordance with the Equality Act (2010)

In school we have staff that are trained in the following:

- Emotional Literacy Support Assistant (ELSA)
- Positive Touch
- Little Wandle Phonics
- ASD
- ADHD
- Precision Teaching
- Receptive and Expressive Language
- Total Communication Approach

We continue to monitor staff training as and when needs arise.

How does Woodlea know if children need additional support and what can I do if I think my child has a special educational need or disability (SEND)?

At Woodlea we make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

We carry out assessments and monitoring by:

- Carefully tracked data and assessment meetings.
- Observation of children.
- Pre-reception meetings.
- Liasing with parents/previous settings.
- Feedback from Teaching Assistants (TAs).
- Medical and health diagnosis with support of doctors/hospitals.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our universal offer (wave 1), or whether something different or additional is needed (wave 2). At this stage, we will decide along with parents/carers whether to provide SEND support and place the child on the SEND register.

If you have concerns about your child please talk to your child's class teacher. It is likely that the teacher has raised concerns with the schools SENDCO, Miss Jennifer Rice. You may wish to arrange a meeting to further discuss your concerns. If you continue to have concerns, you may wish to discuss then with the Headteacher Mrs Nina Gambier.

What are the arrangements when consulting parents?

We have an open door policy where parents are invited to get in touch and with the Class Teacher and/or SENDCO should they have concerns about the overall progress of their child. The Class Teacher should always be the first point of contact in these situations. Equally, we will invite parents in if we have concerns re their child's progress in any of the areas of need. If support is to be ongoing, we will communicate with parents via email, telephone and face-to-face meetings to keep parents well informed. Where a child has an EHCP, a formal annual review of the plan will be held and information shared with the local authority.

How are children with SEND consulted about their education?

The SENDCo liaises with key staff in the school where there are concerns about progress or engagement of a pupil. Following the sharing of information, decisions are made as to the most appropriate support to put in place for the pupil. Pupils are then spoken to regarding progress/concerns and the plan moving forward. Their views are central to decision making as their engagement is key to ensuring progress. Where there are concerns that the difficulties faced are on-going and significant, a Individual Support Plan (ISP) will be put in place to ensure all staff are aware of the child's wishes and strategies to support them.

What are the arrangements for assessing and reviewing children's progress towards outcomes?

We follow the graduated response and the four-part cycle of assess, plan, do, review to meet need. We will look at the actions needed to support a learner towards their outcomes and highlight what each stakeholder (parent/carer/outside agency/class teacher, teaching assistant/SENDCo) can do in order to make a positive contribution. The plan will be shared with all involved and parents and children will be encouraged to set their own targets to support progress. The cycle is reviewed regularly and more formally every term. This is not necessarily a written plan (ISP, Wave 2 Plan); the type of plan will reflect the need.



How does Woodlea support children with transition?

On entry to Woodlea the Reception Team contact parents to gather information before carrying out visits to children's Nursery settings. Children and parents are invite to stay and play sessions to meet their new teacher and become familiar with the classroom environment. In the Autumn term Reception class team conduct home visits before slowly transitioning the children into the school environment. Each year staff hold transition meetings to give a comprehensive handover of the class. This includes any children where concerns have been raised or are currently on the schools SEND register. All children undergo transition visits to their new classroom where they can become familiar with their new environment and meet their new class teacher. Where needed transition social stories are also produced for children to take home over the summer holidays to support them when returning to school.

Children transitioning to secondary settings are involved in visiting their new schools within their own transition programs. Some children will benefit from the ASPIRE program run by STiPS which give more specialist support to those who require help when transitioning. Guidance and signposting from Mindworks is also done so all stakeholders feel supported in the next stage of their child's education.

What is Woodlea's approach to teaching children with SEND?

We adopt a graduated approach to meeting needs. The first and most important step to meeting need is through Quality First Teaching and Ordinary Available Provision (universal offer – wave 1). This involves building a positive relationship, which will foster learning in the classroom. It also involves adjustments that enable all children to learn such as differentiated tasks, resources, language, visuals etc. Where progress is still slow, further provision is made as appropriate for the type and level of need (School and SEND support – Wave 2). In some cases, the child requires additional support which is beyond the school's SEN support and a statutory assessment would then be requested (EHCP – Wave 3). The levels of support can be seen on the school provision map accessed via our website.

What adaptations are made within the curriculum and the learning environment to support children with SEND?

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, method of recording etc. ·

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc. ·

Adapting resources

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Adapting our environment where possible to allow better access for pupils with physical needs

Having Personal Emergency Evacuation Plans (PEEPS) for identified pupils

- Access arrangements for exams

The school will ensure that all children have access to a balanced and broad based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their disability or learning difficulty, unless it is clearly of benefit to that individual).

Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer support and collaborative learning. The school will ensure that the extra-curricular activities are barrier free and do not exclude any pupils. Details of our plans for increasing access to the curriculum with targets are contained in our Accessibility Plan.

What additional support is available for children with SEND?

Quality First Teaching must be in place and additional support e.g. intervention is there to enhance this offer. Interventions may be in place to support progress and meet need. These cover a wide range of needs including all four areas of need identified in the SEN Code of Practice (2015).

Speech and Language support

Precision Teaching

Emotional Literacy Support Assistant (ELSA) ·

Little Wandle SSP

Reciprocal Reading

Occupational Therapy resource pack ·

GL Assessments

Letterjoin

Zones of Regulation

Touch typing

Fidget tools

Covered overlays

Lexia Core 5

Pre – teaching

Staff training

Specialist support from outside professionals

Interventions are monitored and evaluated to maintain high quality provision. We use a provision map to monitor impact and cost effectiveness of this support and this helps us in ensuring that the provision in place addresses the needs of the pupils as required. We use Surrey's Inclusion and Additional Needs Schools Service Offer to support our decision making.

Each learner identified as having SEND, is entitled to support that is “additional to” or “different from” a normal differentiated curriculum. The type of support is dependent on the individual learning needs and it is intended to enable access to learning and overcome the barrier to learning identified. The types of support available to pupils with additional needs are listed on our ‘Whole school provision map’ located on our school

website.

What other professionals do the school involve in meeting the needs of children with SEND and their families?

As a school, we are concerned with the overall development of the learner which may necessitate at times working with agencies outside of the school setting. We hold meetings where professionals from outside the school and parents are invited to attend. During these meetings we discuss individual cases where it is felt support above and beyond what the school is able to offer is necessary. In these cases, parents and young people are consulted and parental consent sought so that agencies are able to work in supporting the overall development of the young person. We have a particular duty in ensuring that Children in Care including Looked After Children are given the appropriate support and care to help support their progress and engagement in learning. Our designated safeguarding lead is Mrs Gambier and our deputy safeguarding leads are Mr Cole and Miss Rice.

The following specialist services and expertise available to the school are;

PSS (Physical and Sensory Support Service)
Specialist Teachers for Inclusive Practice
CAMHS (Child and Mental Health Service)
SALT (Speech and Language Therapy)
School Nursing Team
PT Physiotherapy
OT Occupational Therapy
EP Educational Psychology (currently statutory only)
Freemantle Outreach
Health (GP and Developmental Paediatrician)
Early Help and Social Care

How does Woodlea support the social and emotional development of children?

All staff here at Woodlea are regularly trained to provide a high standard of pastoral support. Relevant staff are trained to support the medical needs of pupils and in some cases all staff are trained. We have a trained Learning mentor and ELSA who are used in some instances to support pupil's emotional and mental well-being. This is based on discussions with class teachers, parents and SENDCO when this support is appropriate.

Members of staff such as the class teacher, teaching assistants, SENDCO are readily available for pupils who wish to discuss issues and concerns. We have our behaviour policy which is fully in place and it is understood by all staff. A range of policies are in place that provide for and promote the well-being of every child, e.g. equal opportunities, health and safety SEND, PSHCE and attendance. We have a zero tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours. Our PSHCE programme also looks to develop emotional and social development. In some cases, an Individual Behaviour Plan may need to be implemented in consultation with pupils, parents and school.

Attendance is closely monitored and we take appropriate actions to prevent prolonged unauthorised absences and supporting pupils experiencing EBSNA. (Emotional Based School Non-Attendance)

What are the arrangements for handling complaints about the provision made at the school?

In the first instance if a parent has a concern they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage then the SENDCO may become involved and a meeting convened so as to discuss the nature of the complaint and look for a resolution to the issue. A copy of the schools complaint procedure can be found on our website. The complaint procedure will outline the formal steps we take in handling each complaint. Where a resolution between the parent and school cannot be reached then parents will be advised to seek external support.

