

Woodlands Primary School - Special Educational Needs and Disabilities Local Offer

Woodlands Primary School provides a broad and balanced creative curriculum for all pupils that includes developing outdoor learning opportunities. Our prime aim is that all children will have the opportunities to achieve their potential.

At Woodlands, we have an Inclusion Team to identify, support and monitor the needs of all children across all phases of the school. This team consists of the Deputy Head (Mrs Crilly), the SENCO (Mrs Murray) and the Inclusion Manager (Mrs Fisher). This team works closely together to offer a comprehensive package of support that encompasses both SEND needs and social and emotional needs. Inclusion Team meetings are held regularly to review, assess and monitor the needs of all children and to consider who and how to support emerging needs.

Early Identification of SEND

There are several ways in which the identification of SEND may be triggered, including the following:

- Records and information received from a previous setting
- Parent/carer concerns
- Pupil concerns
- Support staff/Class teacher concerns for learning behaviour, difficulties or barriers to learning that pupils may be displaying
- Analysis of termly data demonstrating low attainment and/or a little/lack of progress during Pupil Progress Meetings
- Referral reports or recommendations from an outside agency

Support for children with SEND

Each class, from Nursery through to Year 6, is supported by a teaching assistant. Across school, there are also additional teaching assistants and pastoral assistants who are used flexibly to meet the changing needs

and demands of our school. For more complex needs, children may be allocated additional, individual support.

Our school team of support staff currently includes:

Early Years - 8 Teaching Assistants

Key Stage 1 - 6 Teaching Assistants

Key Stage 2 - 8 Teaching Assistants

9 HLTAs within the whole school TA team

1 Pastoral Assistant

1 Learning Mentor

Jigsaw Key Stage 1 - 1 teacher and 2 teaching assistants

Jigsaw Key Stage 2 - 1 teacher and 1 Learning Mentor

Community Link Worker

Staff training

The SENCO has completed the National Award for Special Educational Needs Co-ordination (NASENCO) and has a Post Graduate Certificate in Inclusion and Vulnerable Learners. The SENCO attends regular Local Authority network meetings to stay informed with updates and developments in the area of SEND, as well as the annual SEND conference held by Telford and Wrekin.

Mrs Housley, teacher of Jigsaw 2, has some SEND responsibility for Early Years children and is working as Assistant SENCO. Mrs Housley is currently studying for the NASENCO qualification.

Our team of support staff have a wealth of training and experience which include:

ELKLAN - specialist speech and language training to support the delivery of speech and language care plans devised by the Speech and Language Therapy Service. To reflect our belief that early intervention is key, 4 TAs within Early Years have received the training. A further 2 TAs are also trained in Key Stage 1 and 1 TA within Key Stage 2 are trained to support those with ongoing and continuing needs in this area.

Cool Kids -teaching and support staff members have attended in-school training for this program, devised to support children with gross motor skills problems.

Makaton - 3 TAs are trained for this communication system.

Precision Teaching - the whole team of support staff, from nursery to year 6, have received training from our Educational Psychologist to assess, develop and implement individual intervention for reading, spelling and maths, using the Precision Teaching method to support those children displaying possible dyslexia and dyscalculia needs.

Other training amongst staff includes:

- Child Protection and Safeguarding (all staff)
- MAPA (restraint training)
- Learning Mentors
- Draw and Talk
- MISP
- Read Write Inc
- Autism Spectrum Disorder
- Epipen
- Catheter care and support
- First aid
- Dyslexia training
- Lego 'Build to Express' training
- Autism awareness training
- Training from The Bridge special school to use the TEACCH system

Transition

During the summer term, Year 6 receive a programme of support to aid the smooth transition to the designated secondary school. Some children may receive a more personally adapted approach, which can include additional visits to their next school, supported by a TA. We work closely with the receiving secondary schools; the SENCO holds meetings with

the receiving SENCOs to share information to ensure individual needs are known.

During the summer term, children with individual needs are supported with regular visits to the new phase of school and create social stories to support the move. Photos and regular contact with new teachers are used to support children to deal with the changes ahead. Children with SEND who are leaving our school can create a personal passport to support them moving on to their next school.

Interventions and Resources

Autistic Spectrum Disorder (ASD)

- Social stories
- Individual visual timetables
- Now/next charts
- Feelings fans
- Personal workstations
- Ear defenders

Speech and Language

- Mr Tongue (EYFS)
- Language Land (EYFS)
- Time to Talk
- Talk boards, iPods
- Care Plans

Occupational Therapy (OT)

- Cool Kids
- Write From the Start (KS1 fine motor skills program)
- Speed Up (KS2 fine motor skills program)
- Roll and Write
- Writing slopes

- Wedge cushions
- Wobble cushions
- Weighted jackets
- Selection of pencil grips and specialist pens/pencils

Literacy

- RWI 1-1 tuition
- RWI Fresh Start KS2
- Beat Dyslexia
- Lucid Rapid (Dyslexia screening)
- Stile Tiles
- SNIP (high frequency word program)
- Daily 'speedy reading'/'speedy comprehension'

Numeracy

- Precision Teaching
- Number Sharks
- Numicon resources
- Numicon 'Breaking Barriers' programme

Social Skills

- Circle Time (Jenny Moseley)
- MISP
- Socially Speaking
- SEAL program
- Jigsaw groups

There is a wide range of programs and resources available within the Jigsaw room to support other areas of need.

Outside Agencies

Woodlands Primary works with a range of outside agencies to support the learning and needs of our pupils. These include Learning Support Advisory Team (LSAT), Speech and Language Therapy Services, Child and Adolescent Mental Health Services (CAMHS), Behaviour Support

Team (BST), Educational Psychology Services (EP), Early Years Intervention Qualified Team, Relateen, Stepping Stones, Fair Access Panel (FAP), Information and Advice Support Service (IASS), Children and Family Services and local special schools.

Curriculum

Children with identified needs receive differentiated lessons and learning opportunities to enable all children to access learning to meet the new curriculum (introduced 2014). Teachers endeavor to plan lessons, which include a range of multi-sensory approaches and learning styles.

Facilities

Benefiting from recently built accommodation, our school offers a range of modern facilities such as:

- The Den - breakout/withdrawal room for academic group work or pastoral work with Learning Mentors
- Jigsaw rooms - a central learning room for our Jigsaw group
- Class 'pods' - learning spaces for groups and individuals within year groups 2-5
- Eco lodge - class room within the outdoor learning space
- Pond, garden, forest school area, sensory garden for outdoor learning
- Early Years outdoor learning space
- Adventure park
- Automotive lighting sensors to adjust light levels in classes
- Automatic windows to control the heat and carbon dioxide levels
- Drinking water available in all learning areas and corridors
- Hygiene room
- 4 disabled toilets
- Ramps
- Easily accessible doors and ramps for wheelchair users

Break and Lunchtimes

To support children with SEND at break times, Woodlands Primary School offers a range of strategies to ensure support is available:

- WPOs (Woodies' Patrol Officers - upper key stage 2 children trained to be playground buddies)
- Activity zones at lunch - each zone supported by an Activity Leader
- Structured play - adult supervised indoor morning breaks to support positive play for those children who may struggle to cope with the playground activities
- Structured lunchtime club - led by a Learning Mentor and pastoral assistant to ensure children enjoy a positive lunchtime in the dining hall and with shared indoor activities
- 1-1 adult support for individuals with complex needs
- Learning Mentors amongst the lunchtime staff
- Woodlands Safeguarding Team (WST) active on the playground
- Teaching staff carrying out duties in the dining hall for the lunchtime session to support social conversation and dining conventions

All children Nursery to Year 2 receive free fruit each day, and children within the Early Years setting also receive a carton of milk twice weekly. Key Stage 2 children are able to buy wholemeal toast, fruit and water at the tuck shop at morning break.

School maintains good liaisons between school and the catering team via the School Council. This ensures special dietary needs are catered for at lunchtimes.

Pastoral Programs

At Woodlands Primary School, we are fortunate to have a developed and dedicated pastoral team. This team is led by the Inclusion Manager, who works alongside the SENCO to ensure that social, emotional and behaviour needs are supported as well as SEND. A range of programmes are available to the children at Woodlands:

- Relax For Kids (daily visualisations for all children across school, from Nursery age)
- MISP (Massage in School Program for all children across school, from Nursery age)
- Positive Touch
- Draw and Talk
- Lego 'Build to Express'
- Woodlands school councilor (previously known as Relateen)
- Circle of Friends
- Learning Mentor drop-in sessions

Pupil Voice

Each class across school nominates pupils to represent them at regular meetings. These class representatives include:

- 2 school councillors
- 1 eco agent
- 1 Woodlands Safeguarding Team member
- Circle Time with the class teacher

These meetings are led by Mrs Bailey, our Community Link Worker, and promote children of all abilities taking on roles and responsibilities within our school community.

Parent Voice

Woodlands Primary facilitates communication with parents in a range of ways. These include:

- Induction meetings for new Nursery and Reception children starting at our setting
- 'Stay and Play', regular organized sessions when parents are welcomed in to participant in their child's learning journey in our EYFS setting, with staff available to speak with and answer any questions
- Nursery and Reception parents bring their children in and settle their child with an early morning activity at the start of their day/session
- Year group roadshows to come and celebrate the curriculum work of their children

- Whole school roadshows on whole school projects such as e-safety work, anti-bullying week, etc
- Wednesday morning play group in our Eco Lodge, run by EYFS staff
- Every class teacher has a 'meet and greet' at class doors, making themselves available at the start and end of each day
- SLT and pastoral staff available to welcome children in and see the children off home at the end of the day, available for contact with parents
- All class teachers, pastoral staff and SLT are available for individual appointments by arrangement at the office
- Parent governors elected and representing parents on the governing board
- Parent/family support available with our pastoral team via our Inclusion Manager, Mrs Fisher
- Meetings with Information and Advice Support Service (IASS, formerly known as Parent Partnership)

Updated on 14th November 2017