

Woodlands SEND Information Report 2017/18

An SEND Information Report is updated annually to reflect changes and plans within the school. The report states the current provision within Woodlands Primary School.

Admission Arrangements

Woodlands Primary School follows the Local Authority admissions procedures. Pupils can transfer into the school at any point of the academic year, depending on the availability of spaces within the year groups requested. Over the academic year 2017-18, 24 pupils with identified SEND needs have joined us at Woodlands. To support admissions, the SENCo, often with the Inclusion Manager, has met the pupil and parents/carers to discuss their child's needs. Sometimes these discussions have taken place before the pupil has started and at other times, within the first few days of arrival. Phone calls are made to previous schools to share information, data on attainment and to request supporting paperwork. Information from local nurseries is also sought and shared to support the smooth transition of information and establishing provision for those pupils with SEND, who started our reception class in September 2017 and are due to start in September 2018. For some new arrivals with SEND at Woodlands, this communication has been through telephone conversations due to distance and geography of previous schools attended.

What are the kinds of special educational needs for which provision is made at Woodlands?

Over the last academic year at Woodlands, we have provided support for a range of needs, which include the following:

- Autistic Spectrum Disorder (ASD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Dyslexia
- Dyscalculia
- Dyspraxia
- Complex cognitive learning
- Speech, Language and Communication Needs (SLCN)
- Marfan Syndrome

- Cerebral Palsy
- Visual impairment (VI)
- Hearing impairment (HI)
- Attachment and Trauma
- Tourette's/Tic disorder
- Occupational Therapy (OT) needs
- Social Emotional and Mental Health needs (SEMH)
- Long-term illness

What are the school's policies for the identification and assessment of pupils attending the school?

Full details on identification and assessment of special educational needs can be found in the school SEND policy

What is the provision for pupils at Woodlands and how is it evaluated?

Provision for special educational needs is given in many forms:

- Quality First Teaching – classroom learning opportunities being adapted to overcome barriers to enable pupils access to a wide and varied curriculum, to facilitate inclusion
- Jigsaw groups – two withdrawal provisions, one for key stage 1 and one for key stage 2, where pupils' lessons have been delivered in small, quiet, calm, highly visual environments, with a high adult/pupil ratio
- Outdoor learning
- 1:1 support for some pupils with more complex needs
- A well-developed pastoral team to support the behaviour and social and emotional needs of some pupils, with a team of pastoral/support assistants deployed to give in-class support to some of our more vulnerable learners
- One pupil received support from an Inclusion Mentor from the Local Authority Behaviour Support Advisory Team after a referral to Fair Access Panel (FAP), another pupil in EYFS received support from an Inclusion Mentor from the Early Years Inclusion Panel
- One pupil has been allocated a place at the Linden Unit, the local Pupil Referral Unit (PRU)
- One pupil received additional funding for support via the Early Years Inclusion Panel
- Two pupils were issued Education Health Care Plans

- Two successful applications were made to the newly formed Inclusive School Forum to secure additional funding, for 2018-2019, to support two pupils
- One pupil has been allocated a special setting place to be taken up from September 2018

The provision of special educational needs has been evaluated through a range of strategies:

- Special Educational Needs and Disabilities Pupil Progress Meetings (SEND PPM) have been held between the SENCO and class teachers to discuss, evaluate and plan further provision for every pupil on the SEND register. These meetings have supported the review and rewriting of the next IEPs. These meetings also include the monitoring of pupils with initial SEND concerns and consider the progress and attainment, sometimes resulting in the decision to remove pupils from the SEND register.
- Individual Education Plans (IEPs) have been reviewed and evaluated termly within the academic year
- Two class teachers have trialled Pupil Passports, to replace the IEPs in the autumn term. Pupil Passports will make these termly documents more pupil-centred
- The provision for pupils who are part of the CAF and Team Around the Child (TAC) process is evaluated during meetings and action points set
- Annual reviews and transfer meetings were held to evaluate the provision for pupils with a statement of special needs/EHCP has been evaluated. Over the last academic year, 1 annual review and 2 transfer meetings have been held. Alongside these, half-termly reviews have been completed to secure Early Years Funding for younger pupils in EYFS. The last 2 statements were successfully transferred to Education Health Care Plans in the autumn term (2017), meeting the legal time frame of April 2018
- Regular review meetings have been held between staff of Jigsaw groups, the SENCO and Deputy Head
- Half-termly strategic meetings have been held by the Inclusion Team (SENCO, Inclusion Manager and Deputy Head) to review, evaluate and plan for provision for the next half term and to discuss emerging concerns
- The SENCO reported the impact of role, provision and attainment of pupils on the SEND register to school governors via the Standards Committee in January
- Learning walks, joint book monitoring with subject leaders and pupil voice tasks have been carried out by the SENCO in conjunction with the head teacher and subject leaders, to monitor and quality assure additional support, provision and interventions. This has ensured high expectations and appropriate provision is in place for all pupils with SEND

- The SENCo has put forward suggestions to further improve provision during weekly Senior Leadership Team meetings (SLT)
- The SENCo and the wider Inclusion Team had 2 detailed interviews during the OfSTED inspection that took place in November 2017. One of the key findings of the report stated, 'The school provides a safe and nurturing environment for all pupils. Pupils' individual needs are well catered for. This includes pupils with a wide range of academic and social and emotional needs.' – the full OfSTED report is available in the 'Key Information' area of the school website

What training do staff have in relation to the needs of pupils at Woodlands?

- Head teacher and Jigsaw 2 teacher have completed the NASENCO award training and are due to complete the qualification in September 2018, creating a Deputy SENCo role to meet the increasing numbers and complexities of SEND at Woodlands
- Key staff members have attended refresher training for Management of Actual and Potential Aggression (MAPA) – a safe and effective physical intervention to manage the more challenging and aggressive behaviour in a safe and controlled manner
- Additional staff members have received MAPA training
- TA refresher first aid training, with some attending paediatric first aid training and EpiPen training
- Specific specialist training and support for some teaching assistants, from outside agencies such as Teacher for the Deaf, Physiotherapy Assistant, Visual Impairment Service, for those who also support medical needs (hearing aid wearers, pupils with vision impairment and a pupil with cerebral palsy)
- Designated Safeguard Lead training completed by SENCo, Inclusion Manager, Deputy and Head teachers
- SENCo and trainee Deputy SENCo have attended regular SEND network meetings, delivered by the LA, for updates on local and national strategies and guidance
- All teaching staff and SLT members have attended Attachment and Trauma training, delivered by the Educational Psychologist
- SENCo, trainee Deputy SENCo and all teaching assistants/HLTAs have received Precision Teaching training, delivered by the Educational Psychologist
- SENCo has delivered staff meetings to teachers on Precision Teaching and Graduated Response

- SENCo has delivered staff training sessions to teaching assistants/HLTAs on Attachment and Trauma
- All teaching and support staff have had updated refresher training for Read Write Inc and maths training, delivered by consultants
- The Inclusion Manager and Learning Mentor are trained in a range of pastoral programs to support the social and emotional needs of Woodlands pupils: Massage in School Program, Relax Kids, Lego Build to Express, Draw and Talk, Circle of Friends, All About Me, etc

How will equipment and facilities be provided to support pupils at Woodlands?

- General resources to support SEND programs are kept in the Jigsaw room and are available for teachers and TAs to source as required
- Personalised resources allocated to individual pupils include: privacy screens, writing slopes, pencil grips, OT friendly scissors, emotion fans, personalised visual timetables, ICT support, etc, including specifically recommended resources have been purchased to meet individual needs as required or when recommended in an outside agency report
- A place in our Jigsaw provision is offered after consultation and agreement by the Inclusion Team. This is then discussed with parents/carers who are welcome to visit the learning environment – parental consent is sought before pupils begin to attend.

What are the arrangements for consulting Parents/carers of pupils at Woodlands and involving them in the education of their child?

- SENCo is available on a daily basis, during early morning 'meet and greet' duty
- Parent voice sought on IEPs and the trialled Pupil Passports
- Parent voice to contribute to annual reviews for those pupils with a statement of special needs or an Education Health Care Plan (EHCP)
- Parent voice to contribute to the Inclusive School Forum applications
- Parents/carers' consultation evenings – SENCo and Jigsaw teacher are both available during the evenings
- Annual report to Parents/carers with a 'drop-in' session to discuss the report with the pupil's class teacher

- Discussions with class teachers and parental consent for outside agency referrals and assessments
- Appointments with the SENCo
- Meetings with the Inclusion Team
- Educational Psychologist (EP) always consults with parents/carers when working with a pupil
- Consent from parents/carers is always sought (consent form completed) when a pupil is to be screened or assessed by the Learning Support Advisory Teacher.
- Reports from EP and LSAT are copied and sent home to parents/carers and can be discussed with the class teacher and/or SENCo
- Parents/carers are asked for verbal permission is sought to carry out Lucid Rapid screening for pupils not currently on the SEND register. Copies of Lucid Rapid assessment is sent to parents/carers
- Meetings with parents/carers to discuss initial concerns with regards to a pupil's lower progress and/or attainment, sometimes with the SENCo present
- Parents/carers invited to meet with the SENCo and Inclusion Manager
- Parents/carers invited to complete CAFs and attend TAC meetings

What are the arrangements for consulting pupils at Woodlands about, and involving them in their education?

- Pupil comments on IEPs/Pupil Passports
- Pupils review their IEPs with their teacher/TA
- Pupil views contributed to annual reviews and pupils attending when appropriate
- Pupil voice meetings carried out by SENCo with a group of pupils on the SEND register from each year group, reception to year 6
- School council representatives, eco agents and Woodlands Safeguarding Team representatives in each class, elected by peers
- Pupil voice to contribute to Personal Education Plan (PEP)
- Pupils completing the 'smiley face' measures after each TAC meeting
- Across school self-assessment and engagement with 'Marking for Success'
- 'Secrets of Success' diaries to record personal achievements

What are the arrangements made by the governing body for dealing with complaints from Parents/carers /carers of pupils in relation to the provision made at Woodlands?

All school policies, including our complaints policy, are available on request and are accessible on our school website.

How does the governing body involve others – including health, social services, local authority services and voluntary organisations in meeting the needs of pupils at Woodlands and in supporting their families?

Outside agencies involved with supporting health, social services, and local authority services used to support pupils' needs this academic year include:

- Learning Support Advisory Teacher (LSAT), including Early Years LSAT
- Speech and Language Therapy Service (SALT)
- Educational Psychology Service (EP)
- Occupational Therapy Service (OT)
- Behavioural Support Advisory Team (BSAT)
- Fair Access Panel (FAP)
- 0 – 25 Emotional Health and Well-Being Service
- Childhood and Adolescent Mental Health Service (CAMHS)
- School nurse and health visitor
- School counsellor (previously known as Relateen)
- Children's Centre Services – Early Help and Support Practitioners
- Education Welfare Officer (EWO)
- Sensory Inclusion Service (visual and hearing)
- Early Years Inclusion Panel
- Multicultural Service
- Arthog Outreach
- Virtual School for Children in Care (CiC)
- Social Worker team
- Independent Advice and Support Service (IASS), formerly Parent Partnership have supported the needs of several families over the academic year
- Some pupils benefit from attending ICAN2 activities

What are the school's arrangements for supporting pupils in transferring between phases of education or in preparing for adulthood?

- Transition package for the whole of year 6 pupils
- Additional transition visits arranged for some pupils, to aid their needs, before the official secondary transition days
- Transition program within school takes place during the year 6 transfer days to secondary schools
- SENCo liaison and transition meetings with the SENCo/staff of receiving local schools and nurseries
- Summer SEND PPM documents shared with the next teacher
- SENCo and Inclusion Manager have liaised, communicated and visited local schools
- Social stories – created to support individual pupils' needs to scaffold transition to new support, new classes, new key stages or new schools
- Additional staff meetings to share information on new classes of pupils
- New workbooks are started in the second half of the summer term, which the pupils continue to work in from September, supporting the transition of high expectations and continuing standards as they progress through school

Where is the information on the Telford and Wrekin's local offer published?

There is further detail on the Local Offer on the Family Connect pages on Telford and Wrekin's website – <http://www.telfordsend.org.uk/>

If you have any queries or requests for information relating to this report, please contact the SENCo on 01952 386070