

Woodside Primary School – SEN Information Report - September 2016

Context:

Recent changes in the Children and Families Bill affect the way children with special educational needs (SEN) are supported in schools. The new approach began in September 2014 and placed pupils at the centre of planning. The key principles of the new legislation are:

1. Young people and their families should be involved in discussions about the support they need, so they can share their knowledge and feed back to the school on the young person's progress.
2. Education, health and care plans (EHC) have replaced statements of special educational needs. New assessments for additional educational needs follow EHC guidelines from September 2014. (Existing statements will remain in force until all children and young people have completed the transition, which will be within three years).
3. School Action and School Action Plus will cease and be replaced by a single school-based category for children who need extra specialist support.

Woodside Primary School adopted these changes and works closely with pupils and parents/carers to ensure inclusive access to our curriculum.

How does our school know/identify that children have special educational needs (SEN)?

What are the first steps our school will take if special educational needs are identified?

If a child is noted to be falling behind their peers following quality first teaching, and any catch up interventions, then a concern may be raised. This may be by the child's parent, the class teacher, a teaching assistant, or any other adult involved in the child's education. The *Gloucestershire Special Educational Needs assessment criteria* will be referred to, to help ascertain what the child can do and what difficulties they may have. If appropriate a child may be referred to an external agency, such as a speech and language therapist, to gain further insight into the child's needs. The child will be observed for a period of time and considered a 'cause for concern'.

An open and frank discussion will take place with the child's parents/carers if special educational needs are identified, initiated by the class teacher and often attended by the SENDCO (special educational needs & disabilities coordinator) or Family Support Worker. The child will be placed on the SEN register in the category of 'SEN support' and given support and input in the form of additional support/input as required through differentiation, intervention in small groups for a fixed time, extra support in class, an adapted curriculum or resources, physical aids to help access the curriculum.

What should parents/carers do if they think their child has SEN? How can they raise concerns?

In the first instance it is important to talk to the child's class teacher. Also it may be appropriate to talk to the SENDCO or the Family Support Worker. After this initial contact, regular conversations can take place whilst the child is being observed and assessed, thus keeping the parent/carer informed of any findings or developments.

How will our school include parents and students in planning support?

Parents and children will be included from the outset. Parents will be consulted when a concern about a child is raised. Throughout the initial observation stages there will be consultations to ensure all involved are kept fully informed of any developments and outcomes. There will be open discussions to help set appropriate targets for the child, discuss and explain any provision and interventions that may take place, and to ensure continuity as the child moves through the school.

How will our school teach and support children with special educational needs?

Woodside School values the contribution that every child and young person can make, and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children and young people with SEND are valued, respected and equal members of the school. As

such, provision for pupils with SEN is a matter for the school as a whole. All teachers are teachers of pupils with SEN. All pupils have the entitlement to a broad, balanced and relevant curriculum. Pupils with SEN are taught, for most of the time, with their peers in mainstream classes by class teachers and study the curriculum appropriate for their age. All teaching and support staff work toward the principles of the National Curriculum Inclusion Statement, and in their planning and teaching they strive to:

- Provide suitable learning challenges
- Meet the pupils' diverse learning needs
- Remove the barriers to learning and assessment

With advice from, and the support of, the SENDCO, teachers match the learning objectives to the needs and abilities of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable pupils with SEN to access the learning or the assessment processes. This may take the form of small group interventions, in-class support or additional support in tests and examinations. It may be that a child needs intervention for other reasons, which may in turn affect the child's ability to access the curriculum. For instance, a child may suffer from language delay; have fine or gross motor skills problems; or be suffering emotionally. If this is the case, the appropriate provision will be arranged by the SENDCO or Family Worker to help the child overcome these barriers. The school will decide upon the appropriate provision for a child, but is keen to discuss the needs of the child with all parties concerned, and importantly, the child themselves.

Who will be working with your child?

At Woodside School we aim to have a network of professionals around a child to support all their needs. Any child with SEN will initially work with the class teacher and teaching assistant. It may be that they need to spend some time with our school family support worker, or to be referred to a professional from outside school such as an advisory teacher, speech and language therapist or occupational therapist. If the needs are of a medical nature, the school nurse may be contacted, or a referral to the child's GP might be suggested.

In the case of longer term, or more complex needs, an educational psychologist may be asked to assess a child and offer guidance toward appropriate strategies that may help move the child on. Again, during this process, the school will consult the child's parents to discuss any actions and decisions which may be taken.

How is information about your child's needs shared with staff?

Information is shared between the class teacher and SENDCO on a regular basis. There are weekly conversations and feedback sessions in staff meetings which ensure all staff are aware of the needs of children with additional and special educational needs. This information is also shared with TAs and lunchtime supervisors as necessary.

Each class has a confidential folder in which information about children with SEN is kept, such as their targets, strategies for working with them, information about statements/education healthcare plans, information sheets for children with behavioural needs, and log sheets to record any achievements or occurrences in the child's day to day routine.

What role will your child's teacher play?

The class teacher's role is vital in ensuring that the child is regularly and accurately assessed, and that these assessments are then used to inform any provision the child may need. The class teacher also liaises with the family, SENDCO and teaching assistants to ensure consistency and continuity with provision.

What expertise does our school and staff have in relation to SEND?

At Woodside School we have experience of dealing with a wide range of high incidence special needs, as well as less common difficulties. Staff are trained to work with children of varying needs, drawing upon skill and experience from within the school, as well as expert help from outside agencies such as the advisory teaching service and the educational psychology service.

A variety of intervention programmes are run on a regular basis to enable children to access the curriculum, e.g. maths and literacy support, which may be delivered to small groups or individuals as required. In addition to this, we offer social and emotional support to vulnerable children, often facilitated by our very experienced Family Support Worker, Mrs Matthews.

The school was recently judged as outstanding for safeguarding proving that the strategies in place such as worry box, social groups aimed at all vulnerable children, weekly discussions in staff meetings etc, are working well to address the needs of vulnerable learners.

All teachers and teaching assistants use a variety of strategies, methods and resources to ensure that the curriculum and broader school life are accessible to all.

Which other services may be involved in providing support for your child?

The school uses a wide range of services to ensure that the provision for all children is appropriate and up to date. Services such as: Health and Social Services, Local authority support services, voluntary organisations, specialist support teachers, educational psychologists, teachers for hearing and visual impairment, ASD advisory teachers, behaviour support team, are all available to refer a child to if the need arises. (NB. For more information about the above please contact the school office)

Who will be keeping in touch with you?

In the first instance, communication with the school will be through the school office or the class teacher. Depending on the circumstances it may be appropriate for the Family Worker, Head Teacher or SENDCO to make contact to discuss aspects of your child's education and needs.

For further information regarding special educational needs provision at Woodside School, please contact the school office, Mrs Matthews (Family Support Worker) to make an appointment with Mrs Jeavons (SENDCO).