



















Special Educational Needs Information Report

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At Woodthorne Primary School we believe that having high expectations and meeting every pupil's needs is a shared responsibility. Therefore, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils regardless of their needs or abilities.

We have a positive and enthusiastic approach to ensuring that we meet the needs of all children including those with Special Educational Needs and/or disabilities (SEND). We believe educational provision is underpinned by high quality teaching and is compromised by anything less.



This document is to inform you of the types of support and provision available for your child at Woodthorne Primary School. It will assist you in knowing who can help if your child needs additional support, and how this support can be accessed.

SEND Code of Practice

The SEND 'Code of Practice' (2014) states that there are four broad areas of need within Special Educational Needs. These areas and their meaning are as follows:

- Communication and Language
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

The table below details some difficulties that children may display, it is important to recognise that children may display difficulties or delays in one or more of the areas.

Area of SEN or Disability	Relating to difficulties with:
Communication And Interaction	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
Cognition And Learning	<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.</p> <p>Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p>
Social, Emotional and Mental Health	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
Sensory and/or physical needs	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

How do we identify Special Educational Needs and Disabilities?

When beginning our school, all children are assessed. We use this information so that we can build upon their prior learning and knowledge and it helps us to provide starting points for the development of an appropriate curriculum for all our children.

Children who join us from other schools are supported using information obtained from their previous school. We then use this to ensure that the curriculum is appropriately differentiated to meet their individual needs.

If the outcome of either of these means of assessment highlight that a child may have areas of need relating to a Special Educational Need/Disability parents are contacted at the earliest opportunity. This provides further opportunities to discuss concerns and to enlist their active support and participation. If it is felt that additional support is required for their child they will be placed on the Special Educational Needs (SEN) register and appropriate additional provision will be provided.

As stated in the SEN Code of Practice (2015) a graduated approach for pupils who have additional needs helps us to plan support and provision that is appropriate to meet the stage of individual pupils' development.



If an adult in school is concerned about the learning, progress and wellbeing of any child, at any point in their education, they make the Inclusion Team aware of these concerns through a referral process. The Inclusion Team will then discuss the given concerns and offer advice and/or signpost the concerns to the most appropriate person within school. The child's progress is then monitored against the recommendations and advice provided through provisional targets, with the additional needs of the child being reviewed regularly. The outcomes of this initial target monitoring will be shared and discussed with parents.

If parents are unable to understand English, we encourage them to bring along a trusted friend who can translate for them or a translator will be provided by the school.

Our process for recognising and supporting children with SEN.

STEP 1: Early interventions – identify children in the classroom who need extra support within the classroom through differentiation and focus groups.



STEP 2: Raise concerns at pupil progress meetings with SENCo. SENCo will discuss ways to support through intervention and classroom strategies.



STEP 3: Plan interventions to meet the needs of the children – monitor for a half term (Linked to specific needs)
E.g. Cool characters/ Cool Kids/ Phonics interventions/ Active maths/ Active Literacy etc)



STEP 4: If concerns remain, involve family support officer (NP) and discuss with parents to get an overall view. Early help assessment offered to support families.



STEP 5: SEN support – IEP created with the support of the SENCo. Reviewed as and when needed (at least half termly excluding short terms).



STEP 6: SENCo and inclusion team to consider external involvement (Speech and Language/ Occupational Therapy/ SEN/ Educational Psychologist etc).



What Should I do if I think my child has Special Educational Needs?

Talk to us – We are here to help in any way we can!

If you think your child has a Special Educational Need your child's class teacher will discuss this with you. The class teacher will observe your child closely and assess what the difficulty may be. The class teacher will then liaise closely with Miss Swann (SENCo) to communicate concerns and determine the correct provision for your child. School will then share this information with you and discuss what will happen next. Our SENCo will support you and your child's teacher to ensure the best provision for your child.

Working with other professionals to support your child's Special Educational Needs.

If we feel it would be beneficial to your child to obtain advice and support from other services or agencies, the SENCo or your child's class teacher will discuss this with you. In some cases this might involve the support of one or more of the different professionals with whom we work closely with. Some examples of the services/agencies we work with can be seen below:
School nurse – to advise on any medical needs and provision and to help when a care plan is needed

Local Authority Outreach Services

Specialist health services such as Speech and Language Therapists (SALT), Physiotherapists, Occupational Therapist

Strengthening Families Worker

Educational Psychology Service

What if my child has more complex or severe needs?

The majority of children and young people with SEND will have their needs met within school. When it is considered that a child or young person may need further special educational provision to be made for them, and if their needs are considered to be more complex or severe, we may discuss the option of requesting the Local Authority complete an assessment to support the application of an Education Health and Care (EHC) Plan.

This assessment may lead to an EHC Plan if your child requires additional support beyond that provided through SEND School Support. An EHC Plan looks at all the aspirations and needs that a child or young person has within education, health and care. Parents and/or Carers are involved throughout this process to decide what outcomes are required, and to

identify what is needed to achieve those outcomes. We also strive to ensure the child's voice is represented as part of the process.

The purpose of an EHC plan is to ensure educational provision meets the special educational needs of the child and to secure the best possible outcomes for them to prepare them for adulthood.

How do we involve pupils and their parents/carers?

At Woodthorne we value the importance of working in partnership with parents/carers to support each child's well-being and learning needs.



Parents invited to become involved in school life as much as possible. In addition, if your child is identified as having special educational needs and has an Individual Education Plan (IEP), you will be invited to meet with the SENCO and your child's class teacher to discuss their targets and how best to support your child to achieve them, this includes how parents can provide support at home with these targets also.

What support do we have for you as a parent of a child with SEND?

We have an open-door policy, where parents can approach their child's teacher with any concerns regarding their child.

Parents are invited to three termly consultation meetings (additionally to termly consultations) to discuss and contribute towards IEP targets along with their child. At these meetings discussion will take place regarding progress, achievements and next steps, following the



Engagement with parents/carers is very important to us and we make use of a variety of strategies to do this:

- Newsletters
- Website updates
- Parents' evenings
- School productions
- Parent workshops
- Text messaging service
- Inclusion team
- IEP meetings termly with class teacher and SENCo

How do we adapt the curriculum so that it meets the needs of our children with SEND?

When we identify a child as having a special educational need their work will be differentiated by the class teacher to enable them to access the curriculum more easily. All

staff are familiar with a variety of approaches to teaching and learning, which means that we are able to adapt teaching approaches and provision to meet the needs within each class.

This may involve:

- Small group or individual intervention.
- Emotional or pastoral support/intervention to manage their own emotions and behaviour.
- Adapting the type and length of instructions given.
- Provide alternative resources that will support them to be more independent.
- IEP targets specifically set for each child.
- Implementing advice and recommendations from outside agencies.
- Extra support from an adult, when appropriate.
- Over-learn strategies
- Pre-teaching strategies
- Gross motor skills activities
- Fine motor skills activities
- Adapted teaching

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
- Bullying can include:

We will not tolerate bullying at Perry Hall Multi- Academy Trust.

Repeated bullying will be treated very seriously and may result in exclusion.

If you are worried about bullying, parents must talk with a class teacher or another member of staff. Staff cannot deal with bullying if they are not aware of difficulties children are facing. Allow the school to take a lead in dealing with the problem and keep communication lines open. Please see our Anti-bullying policy for further information.

How your child's progress is assessed and reviewed?

Teachers use information from a range of sources to inform their monitoring of children's achievement, such as Learning Journeys, the environment, books, formative and summative assessment, data, discussions with children and discussions with parents.

In collaboration, the school leadership team and SENCo monitor the progress of all groups of pupils termly, discussing what adaptations/intervention is needed to support each child to make better than expected progress from their individual starting points.

Additionally, the SENCo and Pastoral Team meet weekly to discuss children that receive support from them. Ensuring that individual support is reviewed and monitored closely and next steps are discussed.



How do we ensure your child's overall well-being is supported?

The well-being of all children at Woodthorne is one of our primary concerns. Children are supported with their social and emotional development throughout the school day, through pastoral care of their teacher and curriculum. Personal, Social and Health Education (PSHE) and RSE (Relationship and Sex Education) are integral to our curriculum and are taught on a weekly basis.

Additional pastoral support from the Inclusion Team may be arranged if required. This can take place inside and outside of the classroom. A personalised plan of support may be put in place if your child requires this.

How will the school support your child at key transition points between key stages or new schools?

Handover meetings take place between the current class teacher and the new class teacher.

A proforma is completed detailing previous provision which has been in place regarding support, resources and any additional information which may need to be communicated. This is then copied as a reference point for the new teacher and a copy of this is sent to the SENCo. The SENCo works closely with parents and children to create individualised transitions for children with SEND. Social stories are made and used for discussion and to alleviate any concerns parents or children may have.

When a child transfers to a new school, communication between Woodthorne and the new school takes place ensuring correct provision is put in place. The SENCo liaises closely with their SENCo/Inclusion Team to ensure a smooth transition for the child.

On transfer to secondary school Woodthorne year 6 class teachers and SENCo liaise with the secondary school SENCo/Inclusion Team and class teachers, developing personalised transition programmes as appropriate to ensure a smooth transition into Secondary provision.

Wolverhampton's local offer

The essential guide for children and young people with special educational needs and disabilities aged 0-25 and their families.

wolverhampton.gov.uk/localoffer

Who can I contact for further information?

In the first instance, parents/carers are encouraged to talk to their child's class teacher.

For pupils with SEND, further information and support can be obtained from the SENCo.

Miss Swann is the Special Educational Needs Co-ordinator (SENCo) at Woodthorne Primary School.

She is contactable on: 01902 921160

Or via e-mail:

WoodthornePrimary.GroupEmail@wolverhampton.gov.uk

If you are unhappy with the SEND process at Woodthorne Primary School or would like to discuss the provision your child has received. You can contact Mr Hinkley on or view our [Perry Hall MAT complaints policy](#) [Here](#)

Woodthorne Primary School pay due regard to all relevant Legislation and guidance including; the SEND Code of Practice (2014), the Equality Act (2010) and the Children and Families Act (2014).

