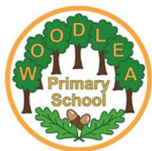


Woodlea Primary School SEND Information Report 2023

Setting	Woodlea Primary School
DfE Number	850 2753
SENCo Name and contact details	Hannah Brown senco@woodlea.hants.sch.uk
SEN Information report Publish date	18 th July 2023
SEN Information Report review date	18 th July 2024
The kinds of SEND for which provision is made at the school	14% of the school population is on the SEND register including those with EHCPs Of this group: • 34% are girls • 66% are boys • 21% have Moderate Learning Difficulties • 41% have Communication and Interaction needs • 7% have Physical and Sensory needs • 17% have Social Emotional and Mental Health Needs • 13% have cognition and learning needs Pupils will be identified with a primary area of need on the SEND register according to the four broad areas of need in the SEND Code of Practice 2015, but may well face additional barriers to learning which come under other areas of need.
Policies for identifying children and young people with SEN and assessing their needs, including additional arrangements for children and young people who are Looked After and have SEN	Woodlea's SEND policy and named contacts Woodlea's accessibility plan Safeguarding policy and procedures Woodlea's behaviour policy



Woodlea Primary School SEND Information Report 2023

	Woodlea's complaints policy Woodlea's policy for supporting children with medical conditions Woodlea's admissions policy Woodlea's Equality policy and objectives All policies can be found on the school website https://www.woodlea.hants.sch.uk/Parents/Policies-Documentation/
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What types of SEN does Woodlea Primary School provide for?

The four broad 'areas of special educational need' are:

Communication and Interaction	This category includes speech, language and communication needs (SLCN), for example difficulty in using or understanding language or forming age appropriate speech sounds. It also includes conditions where there are challenges understanding social rules of communication, for example, Autism.
Cognition and Learning	This category covers a wide range of needs where pupils learn at a slower pace than others their age. Pupils may have difficulty understanding parts of the curriculum or have difficulties with organisation and memory skills.
Social, Emotional and Mental Health Difficulties	This category includes difficulties that can lead to children: becoming withdrawn or isolated; displaying challenging behaviour or struggling to maintain their relationships with others. Examples include attachment disorder, anxiety, depression, self-harming and eating disorders
Sensory and Physical Needs	This category includes visual impairment, hearing impairment and multisensory impairment. It also includes physical disabilities that require additional ongoing support and/or specialist equipment.



Woodlea Primary School SEND Information Report 2023

Who are the best people to talk to about my child's difficulties with learning/ Special Educational need or disability?

The SENCO is responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - Involved in supporting your child's learning.
 - Kept informed about the support your child is getting.
 - Involved in reviewing how your child is doing.
 - Part of planning ahead for them
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

Class/subject teacher

Responsible for:

- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).



Woodlea Primary School SEND Information Report 2023

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Headteacher

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Giving responsibility to the SENCO and class teachers but they still responsible for ensuring that your child's needs are met.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEND Governor

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Making sure that the school has an up to date SEND Policy.
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.



Woodlea Primary School SEND Information Report 2023

What are the different types of support available for children with SEND at Woodlea?

Class teacher input via excellent targeted classroom teaching also known as High Quality Inclusive Teaching.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice.

Specific group work with in a smaller group of children.

This group, often called Intervention groups by schools, may be

- Run in the classroom or outside.
- Run by a teacher or most often a teaching assistant who has had training to run these groups.

Stage of SEN Code of Practice: SEND support

which means they have been identified by the class teacher as needing provision which is different from or additional to that which is normally available for pupils of the same age.



Woodlea Primary School SEND Information Report 2023

For your child this would mean:

- He/ She will engage in group sessions or 1:1 with a TA with specific targets to help him/her to make more progress.
- A Teaching Assistant/teacher will run these small group sessions using the teacher's plan

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Specialist interventions run with advice from outside agencies e.g Speech and Language therapy OR Occupational therapy
AND/OR Individual support for your child of less than 20 hours in school

Stage of SEND Code of Practice: SEND Support

which means they have been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the Primary Behaviour Service
- Outside agencies such as the Speech and Language therapy (SALT) Service or Children and Adolescent Mental Health Service.

For your child this would mean:

- Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better
- Support to set better targets which will include their specific expertise
- A group or individual intervention run by school staff under the guidance of the outside professional e.g a speech sounds intervention. The content of which will have been modelled to a teaching assistant by a speech therapist or Educational Psychologist
- A group or individual work with outside professional



Woodlea Primary School SEND Information Report 2023

- Your child will have been identified by the class teacher/ SENCO (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations.
- The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified Individual support

for your child of more than 20 hours in school.

This is provided via an Education, Health and Care Plan (EHCP) or if your child has had this type of support for some time. This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual and small group teaching (as a guide, 21 hours or more, in school), which cannot be provided from the resources already delegated to the school.

Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the Primary Behaviour Service
- Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or CAMHS

For your child this would mean:



Woodlea Primary School SEND Information Report 2023

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. You can find more details about this in the Local Authority (LA) based Local Offer, on the hants.gov.uk website: <https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/sen-pathway>
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the SEND support.
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the SEN support and will also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong
- Need more than 20 hours of support in school

How will we support your child with identified special needs starting at school?

- We will first invite you to visit the school with your child to have a look around and speak to staff
- If other professionals are involved, a team around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts
- Your child's key person may make a home visit and also visit your child if they are attending another provision
- We may suggest adaptations to the settling in period to help your child to settle more easily



Woodlea Primary School SEND Information Report 2023

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO or Head Teacher.
- If you are still not happy you can speak to the school SEND Governor.

How will the school let me know if they have any concerns about my child's learning in school?

If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have too
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning
- discuss how we could work together to support your child at home/school.

How do we ensure that the views of your child (and other children with SEND in the school) are used to plan for them and for SEND within our school?

- We will always take the child's views into account when holding review meetings
- Regular discussions between the child and their teacher about their learning, progress and feelings about school
- Teachers will have a 1:1 discussion with your child and all children in their class on the SEND register to complete their one page profile. This is an opportunity for your child to tell their teacher and have it recorded in one central place what they like, what is important to them, how they like to be supported and their hopes and wishes for the future.

How is extra support allocated to children on the SEND register?

- The school budget, received from Hampshire LA, includes money for supporting children with SEND.



Woodlea Primary School SEND Information Report 2023

- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected

And decide what resources/training and support is needed.

- All resources/training and support are reviewed regularly and changes made as needed.

How are the teachers in the school supported to work with children who have SEND and what training do they have?

- The SENCO's job is to support the class teacher in planning for children with SEND
- Termly meetings to discuss the children identified on the SEND Register and Monitored child list and to evaluate the interventions already in place
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as delivering High Quality Inclusive Teaching
- Teachers are supported with their planning by using Small Steps a planning scheme from Hampshire
- The school is supported by Hampshire Inspection and Advisory Service with training delivered by specialists on how to support children with SEND in the classroom and other High Quality teaching strategies.

How will the teaching be adapted for my child who has SEND needs?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Class teachers will highlight gaps in a child's knowledge and understanding to a member of support staff who will carry out a targeted intervention to quickly close this gap
- Specific resources and strategies will be used to support your child individually and in groups.



Woodlea Primary School SEND Information Report 2023

- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and a level given in reading, writing, and mathematics.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). In year 1 there is a phonics assessment and in year 4 there is a times tables test, this progress information is also shared with you. This is something the government requires all schools to do and are the results that are published nationally.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in, through monitoring visits and looking at progress data. For children participating in interventions which target their Social, Emotional and Mental Wellbeing, qualitative assessments will be undertaken.
- Individual Education Plans are written and reviewed 3 times a year by your child's teacher. The IEPS will be shared with you.

How does the school manage the administration of medicines?

- Please see the school's policy on the website;
- Parents need to contact the class teacher and school office if medication recommended by health professionals is to be administered in school;
- The school administration staff oversee and administer prescribed medication to children;
- All staff are trained regularly with updates on conditions and medication affecting children.

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



Woodlea Primary School SEND Information Report 2023

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- You will receive an Individual Education Plan three times a year, specifying your child's targets for that term which will be shared with you by the class teacher or SENCO. We will then ask you to sign and, if appropriate, your child. You will be able to take a copy home with you.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.

How is Woodlea accessible to children with SEND?

- Woodlea has wheelchair accessible classrooms and accessible routes to our playgrounds
- We have classrooms that are accessible with accessible fire exits;
- All teaching areas (Hall, Music and Drama Room, Library) have accessible fire exits with ramps if necessary;
- Accessible toilet;
- Accessible outside paths from the front gates of the school site.
- We assess and review in line with the Local Authority and DDA statutory requirements and make reasonable adjustments as appropriate.
- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

The school's Accessibility policy can be viewed here - https://www.woodlea.hants.sch.uk/docs/Policies/Accessibility_policy_April_2021.pdf

How will we support your child when they are leaving this school or moving to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:



Woodlea Primary School SEND Information Report 2023

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
 - Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher.
 - A book about moving on will be made for your child where appropriate.
- In Year 6:
 - The SENCO will pass along information to the new school's SENCO in a timely and comprehensive manner
 - Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
 - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.