Head Teacher: Mr Barry Fanning

SEND Information Report

September 2024

This SEND Information Report needs to be read in conjunction with the following policies and documents:

- SEND Policy
- Admissions Policy
- Supporting Children with Medical Conditions Policy
- Equality Policy
- Access Arrangements Policy
- Access Arrangements Plan

Introduction

Woodcroft Primary School is an inclusive mainstream school that offers provision for a range of Special Educational Needs and Disabilities (SEND).

The core purpose of Woodcroft Primary School is to provide the best educational experience for every child. Our vision is to inspire pupil aspirations, encourage children's curiosity and remove barriers for all to achieve. Our values of Respect, Resilience, Focus, Boundaries, Self-Regulation and Independence underpin everything we do.

What is a Special Educational Need?

A child has SEND (Special Educational Need or Disability) if they have a learning difficulty or a disability that calls for a special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in

mainstream schools. The SEND Code of Practice indicates the four broad areas of need where additional support may need to be put into place.

The four broad areas are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical needs

<u>Frequently asked questions from the parent/carer's point of view:</u>

How does Woodcroft Primary School know if children need extra help?

Children are identified as having SEND through a variety of methods:

- School assessment and monitoring – child performing below age expected levels
- Liaison with previous school or nursery
- Concerns raised by teacher/school staff
- Concerns raised by parent
- There is a change in a pupil's behaviour

What should I do if I think my child may have special educational needs?

- At Woodcroft Primary School we build positive relationships with parents where we are open and honest.
- If you are concerned that your child may have a Special Educational Need, please speak to your child's class teacher in the first instance.
- Alternatively contact our school SENCO (Special Educational Needs Co-ordinator) Mrs Laura Sherwell.

How will staff at Woodcroft Primary School support my child?

- The class teacher will plan and provide learning experiences for every child in their class incorporating Quality First Teaching strategies.
- The class teacher will provide differentiated learning to meet the needs of every child.
- The class teacher will track the progress of each child and will plan and deliver any additional help your child may need.
- If additional support is required, including group and individual support, this will be co-ordinated by the class teacher. There may be a Learning Support Assistant working with your child either individually or as part of a group.
- It may be more appropriate to provide further, differentiated, different or additional learning materials or special equipment.

What is the role of the Special Educational Needs Co-ordinator (SENCo)?

- To coordinate and monitor the educational provision of pupils requiring special needs support.
- To offer support to learning support staff and teaching staff as necessary, contributing to the in-service training of staff.
- To support the class teacher in keeping parents informed of special educational need provision.
- Working with the Head Teacher to manage the resources related to the special educational needs budget, including learning support assistants.
- To oversee the records of all children with special needs, ensuring these are updated at least termly.
- To liaise with external agencies including Hampshire County Council's support and Educational Psychology Services, Health and Social Services and voluntary bodies.
- The SENCo reports to the Governors regularly to inform them about the progress of the children with SEND. Miss Truyen Dang is the Governor responsible for SEND and meets termly with the SENCo.
- To apply for Educational Health Care Plans (EHCPs) and carry out annual reviews.

How will the curriculum be matched to my child's needs?

- Where possible, Woodcroft Primary School will meet every child's needs within the classroom through Quality First Teaching.
- All class teachers plan for and teach all children, including children with SEND.
- Learning is provided at the appropriate levels for all children to access and make good progress.

How will both you and I know how my child is doing?

- Your child's attainment and progress is regularly monitored and reviewed every half term with meetings between the class teacher and Head Teacher.
- A child with SEND will have a pupil passport with short term targets which are reviewed half termly
- Parents' evenings are held three times a year to enable you to discuss your child's learning and progress.
- An annual report is written for every child and is made available for each parent.

How is the decision made about what type of and how much support my child will receive? How will you help me to support my child's learning?

- If there is concern that your child is not making good progress the reasons for this will be discussed and appropriate provision made.

- If there are concerns that your child has a special educational need the SENCo will become involved.
- The SENCo will co-ordinate a cycle of 'Assess, Plan, Do and Review' as described below:

1. **Assess** - Assess the needs of your child through discussion with class teachers, reviewing of work, lessons observations, diagnostic tests and assessments and discussions with parents / carers. If your child is identified as having special educational needs they will be added to Woodcroft Primary School's SEND register and you will be informed.
2. **Plan** - A Pupil Passport will be written outlining your child's strengths and difficulties along with targets to help overcome difficulties in learning. The Pupil Passport will be shared with you.
3. **Do** - The targets identified in your child's Pupil Passport will be addressed through individual or group interventions or Quality First Teaching.
4. **Review** - Pupil Passports are reviewed every half term and new targets will be set as appropriate. If your child is now able to make good progress they will be removed from the school's SEND register and you will be informed. The SENCo will still monitor them to ensure they maintain their rate of progress.

Who can I contact for further information?

- You are welcome to make an appointment and meet with the class teacher or the SENCo to discuss how your child is getting on at any time.
- Class teachers and the SENCo are able to offer advice and practical ways in which you can help your child at home.

How will my child be included in activities outside the school classroom including school trips?

- All children are able to join in the activities outside the school classroom as long as there is no risk to themselves and others; this includes school trips where additional support will be provided as necessary.
- If your child is on a reduced timetable, they will still be invited to attend a school trip. Depending on need and risk factors, there will be a discussion between the SENCo and parents/carers as to whether it is suitable for the child to take part if outside of their reduced hours.
- A risk assessment is carried out prior to all off site activities to ensure everyone is safe.
- Arrangements regarding off-site activities are managed in accordance with the Outdoor Education Service's procedures and guidance.
- We will provide support at lunchtime and playtimes if this has been identified as a need for your child.

What support will there be for my child's overall wellbeing?

- Woodcroft Primary School is an inclusive school and can offer a range of pastoral support for your child.

- The school employs a Home School Link Worker, and an ELSA, Mrs Linda Beddoe. In conjunction with the SENCo, these staff members are available for pupils who wish to discuss sensitive issues and concerns.
- The administration of medicines is the overall responsibility of the parents. The Head Teacher is responsible for ensuring children are supported with their medical needs during the school day, and this may include managing medicines where appropriate and agreed with parents.
- Medicines will be administered by a trained member of staff.
- The designated staff who is qualified to support children with most medical needs is Mrs Rachel Reid, Miss Georgia Gould and Mrs Lisa Granshaw.
- Attendance and lateness is monitored and recorded daily. Any significant lateness or absence is reported to the Head Teacher.
- The Home School Link Worker, Mrs Dawn Pink and attendance officer, Mrs Sophie Cowen, offer support to families for whom school attendance is an area of need.

What training is provided for staff supporting children with SEND?

- Our SENCo is an experienced qualified teacher who has completed the Masters Level National SENCo accreditation.
- The SENCo attends SEND briefings and updates regularly which are then shared with the necessary staff.
- When identified by the SENCo and the Head Teacher, members of staff will be given the additional training required to meet the needs of your child.
- We have members of staff who have been trained to deliver specific programmes.
- LSAs have had training in delivering reading, spelling, phonics and maths and wellbeing programmes.

How accessible is your education setting (indoors and outdoors)?

- Woodcroft Primary School takes into account the needs of pupils with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments of the school.
- Disabled parking is available.
- An accessible toilet is available.

How are parents / carers currently involved in your education setting? How can I get involved?

- Woodcroft Primary School values the close working partnership between parents, teachers and pupils.
- An ‘open door’ policy, where you can book an appointment to speak with a member of staff about any concerns you may have.
- If your child has a Transition Partnership Agreement (TPA) or an Education, Health and Care Plan (EHCP) you will be invited to the review meetings.

- Opportunities for new parents to see the school and talk to the staff are offered.
- If your child receives support from an outside agency, you will receive information on their progress and/or talk to the provider. This may be in person, by telephone or in a written report.

How are children involved in their education?

- Woodcroft Primary School has a school council, which is an open forum for any issues or viewpoints to be raised.
- Pupil Passports are pupil friendly and are written alongside the pupil who is encouraged to discuss and contribute ideas and have their voice heard.
- As part of whole school monitoring, pupil conferencing is used to seek the views of children on a range of issues.
- The school supports the use of a Person Centred Planning approach

What steps should I take if I have a concern about the school's SEND provision?

- If you have a concern about the SEND provision made for your child, please discuss this with their class teacher in the first instance.
- An appointment can be made with a SENCo or Head Teacher.
- Any parent with a complaint should refer to the Complaints procedure which is available on the school's website and at the office.
- Should the matter still be unresolved the parents/carers should contact Miss Truyen Dang, the SEND Governor. If the complaint remains unresolved the Chair of Governors, Mr Phill Hawkins, should be involved and finally the complaint should be taken to the Local Authority (Hampshire County Council) and ultimately the Secretary of State for Education.

What specialised services and expertise are available at or accessed by the school?

- Many staff at Woodcroft Primary School have been trained to deliver a range of intervention programmes.
- External agencies that are relevant to individual children's needs are worked closely with. These include:
    - Primary Behaviour Service
    - Educational Psychology
    - Speech and Language Therapist
    - Occupational Therapist
    - School Nurse
    - Continence Team
    - CAMHS (Child and Adolescent Mental Health Service)
    - Mental Health Support Team
    - Children's Services (Social Workers and Locality Teams)
    - Specialist Teacher Advisors
    - Paediatricians

How will the school prepare and support my child to join the school, transfer to a new school, or transition to the next stage of life?

- Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years settings.
- Children are invited to visit the school for induction visits in the term before they start school.
- If necessary, the school liaises with other agencies at this stage.
- An appointment with your child's new teacher to discuss your child's needs with the Head Teacher or the SENCo before they join the school.
- When your child makes the move from Primary to Secondary Education, staff from their new Secondary School will visit to meet the children and the SENCo.
- Occasionally, where a child is joining a specialist secondary school, the SENCo or other member of Senior Leadership will accompany the child to the transition sessions as requested by the school.
- Where a child has an EHCP, a review meeting will take place inviting key members of the new school.

Where can I get further information about services for my child?

https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page

https://www.hampshiresendiass.co.uk/help-for-parents

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25