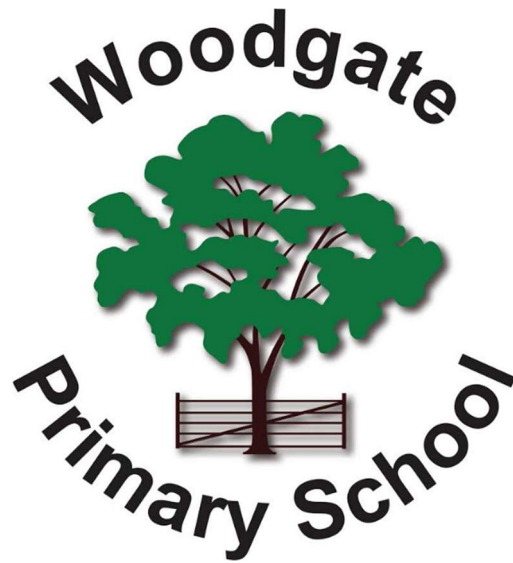




Woodgate Primary

**SEND Information Report
(Local offer)**

Updated in July 2022

This document gives you lots of information in the way Woodgate Primary supports our children with Special Educational Needs & Disabilities (SEND) in order that they realise their full potential. We are a fully inclusive primary school and we aim for all children to achieve personally, socially, emotionally and academically regardless of their educational needs.

At Woodgate we always offer an open-door policy and you are welcome to come in and discuss any concerns with your child's teacher or with the SENDCO, Miss. D Carroll. We pride ourselves on honest and open communication and we do our best to make sure that you understand and are clear about information given to you.

You can contact Miss. Carroll on 0121 464 2315

Email: d.carroll@woodgate.bham.sch.uk

Who is responsible for the provision of children with SEND needs?

Head teacher – Mrs. D Colley

The head teacher is responsible for the day to day management of the school and that includes support for children with SEND. Mrs Colley gives the responsibility for SEND to the SENDCO and class teachers but she is still responsible for your child's needs being met and reporting to the Governing Body about any issues relating to SEND.

Special Educational Needs Coordinator (SENDCO) – Miss. D Carroll

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 they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist.
- Updating the school's SEND register (a system for ensuring all the SEND needs of children in this school are known) and making sure that there are detailed 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.
- Monitoring the impact of policies and the effectiveness of provision in the school.
- Working with the Local Authority and External Consultants to implement and monitor our provision.
- Keep up to date with current legislation and ensure that relevant information is shared and implemented.

Special Educational Needs Teaching Assistant – Mrs. E Bradford

Mrs. Bradford is very experienced in her field of work. She is a trained ASD lead and has a recognized qualification in supporting children with Dyslexia. She has a foundation degree in teaching and learning. Mrs. Bradford is responsible for running our key intervention groups in reading and phonics. She works closely with outside agencies and liaises with all teachers at Woodgate to make sure the children are getting the support they need. Alongside external agencies, Mrs. Bradford will host regular coffee mornings for parents of children with ASD. These meetings are an opportunity to share information and offer further support to parents.

Governors with responsibility for Special Educational Needs and Disabilities are Mr. R Wooldridge and Mr. D O'Mahoney

Responsible for:

- Ensuring that the necessary support is made for any child who attends the school who has SEND.
- Monitoring the effectiveness of SEND provision in the school.

The Governor meets with the SENCO at least twice a term to ensure that these responsibilities are met by providing challenge and support. This year the impact of these meetings has been increased pupil voice, improved information and involvement of parents and enhanced transition planning.

What are the kinds of special educational needs for which provision is made at Woodgate Primary School?

We address the needs of children using the four main areas outlined in the Code of Practice (2014) these are:

Communication and Interaction

Speech, Language and Communication Needs (SLCN)

This includes children who have difficulty saying what they want to or understanding what is being said to them and children who do not understand or use social rules of communication.

This includes children with Autistic Spectrum Disorder who 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.

Teachers will adapt their classroom practice in order to provide support. This may include using resources in the classroom to help the child or young person understand or deal with things that are happening e.g. visual timetables, task boards or social stories. Children may also take part in S/L interventions such as 'Time to Talk' sessions designed to support children with their speaking skills.

Specialist support may also be requested in order to seek the best advice for the child. This may be someone from the CAT Team (Communication and Autism Team) or from Karen Green, our independent speech and language therapist.

Cognition and Learning

This includes children whose learning difficulty could result in them learning at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs and includes, for example, children who have Moderate Learning Difficulties (MLD) and children who have a Specific Learning Difficulty (SpLD) which encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. These children may need additional support in some areas of the curriculum.

Additional support could be given in a small group led by an adult to help the children learn things they are finding difficult. If your child is working below the age range expectations, individual targets are set to make sure we know what they need to learn next. These are called an Individual Target Plans (ITP) and are reviewed on a regular basis. Pupil and School Support Service provide specialist support in this area and will come and observe and offer support if requested.

Social, emotional and mental health difficulties. (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. They may include becoming withdrawn or isolated, as well as displaying challenging behaviours along with children who may have disorders such as Attention Deficit Hyperactivity Disorder (ADHD) or attachment disorder. We have a child psychotherapist on site who works two days a week supporting our most vulnerable children in this area.

In addition, we have our Woodgate Recovery and Positivity Room (WRAP). This safe space is managed by a skilled teaching assistant and provides a place where children can complete work with support or somewhere to have some quiet time until they are able to return to their classroom.

We also have a lunchtime nurture group for those children who find social interaction at lunchtimes a challenge. Managed by Mrs. Bradford, the children are encouraged to develop their self-esteem and social skills.

Sensory and/or physical needs

This includes children who require special educational provision because they have a disability which prevents or hinders them from making use of educational facilities generally provided. This includes Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI) and Physical Disability (PD). We work with specialist services to access appropriate support to enable these children to access their learning.

At Woodgate Primary we are aware that these needs will be inter-related and that children may have more than one area of need.

What are the policies for the identification and assessment of children attending the school?

We follow the four-part cycle (Assess, Plan, Do, Review) and recognise that identifying needs at the earliest point and then providing the right support, improves outcomes for the child.

Children are identified as having SEND through a variety of ways, usually a combination, which may include some of the following:

- Concerns raised by a parent
- Child performing below 'age expected' levels or equivalent or lack of progress over time.
- Information from previous schools
- Information from other services
- Concerns raised by a teacher
- Liaison with external agencies e.g. for a speech and language difficulty.

Observations are made in a variety of contexts and across the different areas of the curriculum. Termly Pupil Progress Meetings take place. At these meetings, class teachers discuss any concerns they have about a child. The SENDCO also looks at children's data and discusses with teachers any children causing concern. Strategies to support the child are then agreed and actioned.

The graduated response adopted in the school recognises that there is a continuum of needs. This is recommended in the SEN Code of Practice and is in line with the LA policy. The different stages are;

- SEND Concern
- SEND Support
- SEND SUPPORT PROVISION PLAN
- Education, Health and Care Assessment
- Education, Health and Care Plan (EHCP)

What is the provision for children at Woodgate Primary School and how is it evaluated?

At Woodgate Primary School, children are at the heart of everything we do and we want them to be happy, confident and successful learners.

To achieve this every child is entitled to ***Quality First Teaching***. This means:

We all have high expectations for all children.

All teaching is based on building on what the child already knows, can do and understands.

Different ways of teaching are in place so that the child is fully involved in learning in class

The teacher plans and delivers stimulating lessons that capture imagination and creativity, building up various skills which develop the whole child.

The teacher carefully checks on each child's progress and may have decided that the child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.

If a specific intervention is needed, this will mean:

Small group or individual work which will focus on the areas where the child has gaps in learning

Interventions are led and monitored by a Teacher and may be carried out by that Teacher or Teaching Assistant

The interventions have been identified by the Class Teacher, SENCO or outside agencies such as the PSS (Pupil School Support), CAT (Communication and Autism Team) or a SALT (Speech and Language Therapist).

The intervention may only require a small number of extra sessions or it may be a longer programme which is more in depth or builds on skills each session.

School Clubs

We actively encourage all children to join clubs and recognise that participation gives children a greater sense of belonging. All children can access our clubs and where appropriate and possible, adjustments will be made to ensure that children with additional needs are fully included in these activities.

What are the arrangements for consulting parents of children at Woodgate Primary School and involving them in the education of their child?

All parents of children in our school are invited to attend a Parent's Consultation Day. These are designed to discuss the progress a child is making, the targets they are working towards and how parents may help at home. Annual Reports are sent home once a year to give an overview of the year. Parents can also meet with Class Teachers at other times throughout the term and this can be arranged through the school office.

If a child is part of an intervention, this will also be discussed so parents are aware of the support the child is having, how well interventions have gone and what they can do to help. Parents can arrange an appointment with the class teacher or SENDCO to discuss these in more depth.

Parents of children with an Educational Health Care Plan are also invited to attend a review meeting at least once a year.

What are the arrangements for consulting with pupils and involving them in their education?

Teachers regularly give feedback to children about their work and the progress they are making and what they need to do next to make further progress or to address a misconception. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do. This is outlined in more depth in the Teaching and Learning Policy and the Marking Policy.

The School Council enables children to contribute and decide on aspects of school life relating to their needs.

Pupil voice activities take place each term and this involves pupils from all groups.

Pupils with an Educational Health Care Plan will also be required to give their views during the annual review or assessment process.

How does the governing body involve others, such as Local Authority and Health and Social Care professionals, in meeting the needs of pupils and in supporting their families?

Our school has a wide range of staff working together within the school to support the children and their families. Some of these are directly employed by the school, some are traded services which the school buy into and others work for the Local Authority.

We value the support and advice of all professionals and endeavor to follow their advice. These are some of the agencies we work closely with:

- Speech and Language Therapist, (SALT)
- Pupil and School Support Service (PSS)
- Communication and Autism Team (CAT)
- Educational Psychologist Service (EP)
- School Nurse
- Psychotherapist
- Malachi Trust

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

Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible. SEND issues form part of training for all teachers and teaching assistants. This may be led by the SENDCO or an outside agency coming into school. Newly Qualified Teachers have support from their mentor and the SENDCO.

The SENDCO holds the National SENCo Award from Birmingham, University.

Teachers and Teaching Assistants have also received specific training related to the medical and health needs of individual children at our school.

We continually strive to improve our knowledge and areas of expertise and are committed to further training needed for groups of children or specific individual needs.

The deployment of Teaching Assistants reflects their skills, knowledge and experience.

How will equipment and facilities be provided to support pupils at Woodgate Primary School?

All children are given every opportunity to achieve their potential in every aspect of school life. Specialist equipment such as writing slopes, sit 'n' move cushions, coloured overlays, writing aids. Laptops and iPads are also available.

The whole of the school building and outside areas are accessible by wheelchair. We have a fully equipped room for the children with physical difficulties, providing toileting and changing facilities. Adjustments are made for disabled parents, e.g. parking permit to allow access down the school drive, toilet facilities.

All children are included in all aspects of school life. We provide the necessary support to ensure that this is successful and may discuss this in advance with parents. A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety. 1:1 support is provided if necessary. It might be appropriate for a parent/carer to be invited to accompany their child on an educational visit, depending upon the child's individual needs.

All SEND children have their test needs met and access arrangements may be put in place to support individual children. This may include:

- Different test room
- The support of a scribe
- Additional time
- The use of a computer

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

We recognise that transitions can be difficult and we take steps to ensure that any transition is as smooth as possible.

When a child moves from nursery/pre-school:

The Head teacher holds a meeting for parents of children starting in Reception and there are induction visits for children in the second half of the Summer Term. This is also an opportunity for parent to discuss any concerns with the new class teacher and SENDCO.

The EYFS Coordinator usually visit the pre-school setting and this is an opportunity to discuss the special educational needs of the child and support needed. Staff also conduct a home visit before they start school.

If a child moves from another school or to another school

We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

When a child moves class:

All information is passed on to the new class teacher in advance and a meeting takes place to discuss the child's needs. Additional visits to meet the new teacher may take place if necessary.

When a child transfers to secondary school:

Year 6 teachers meet with staff from the secondary schools to discuss the children and share information. The SENDCO meets with the secondary schools' SENCOs to discuss the specific needs of individuals.

All children attend transition meetings to their secondary school and for children with SEND additional visits can be arranged if needed.

For children an Educational Health and Care Plan (EHCP) we ensure the secondary school SENDCO is available to attend the annual review held early in the summer term, so they have plenty of time to make transition arrangements.

What are the arrangements made by the governing body for dealing with complaints from parents/carers in relation to the provision made at Woodgate Primary School?

The process for all complaints is available for parents to see on the school website. Alternatively parents can request a written copy.

Where is the information on the Birmingham's local offer published?

The SEND local offer gives information of the services and provision that are available in Birmingham to support children and their families

www.mycarebirmingham.com

Who are the support services that can help parents with pupils who have SEND?

Special Educational Needs and Disability Information and Advice Service
(SENDIASS) tel: 0121 303 5004

sendias@birmingham.gov.uk

This organisation provides advice and information to parents and pupils in Birmingham. It will explain SEND procedures and the law that can affect you and your child.

Autism West Midlands

Provides activities and events and support for families, an information helpline, offers training for parents and children – Tel: 0121 450 7582

www.autismwestmidlands.org.uk

Forward Thinking Birmingham.

Forward Thinking work with children with emotional difficulties, behavioural difficulties, developmental difficulties and relationship difficulties.

Parents and Cares can make referrals

<http://www.forwardthinkingbirmingham.org.uk>

Edwards Trust

Provides a wide range of support services to bereaved families and children

admin@edwardstrust.org.uk

Tel: 0121 454 1705

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