



SEN Information Report 2022-2023

Mrs Stopps (SENCo) is responsible for Special Educational Needs and Disabilities (SEND). To find out more about SEND at Woodlands Primary School, browse through the report below, have a look at our SEND Policy or contact Mrs Stopps in person on 01722 335849 or email admin@woodlands.wilts.sch.uk

Aim

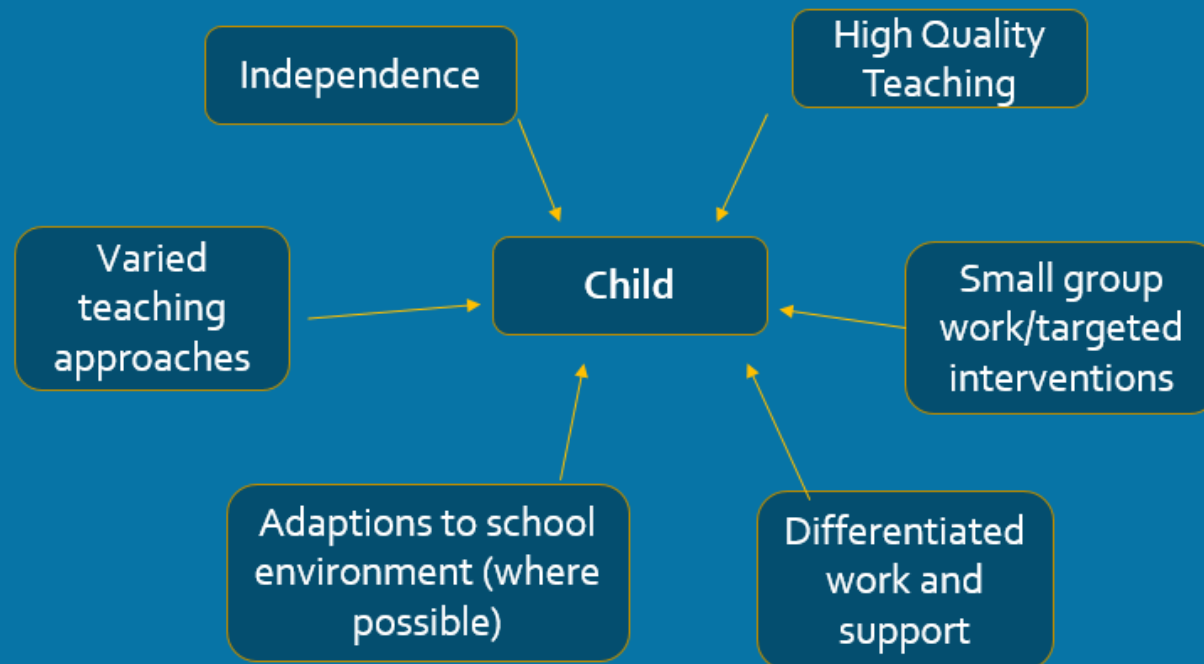
“The leadership of provision for pupils with special educational needs and/or disabilities (SEND) is effective. There are clear systems to ensure that the needs of these pupils are identified accurately and the right provision is put in place. Leaders work effectively with external agencies to ensure that pupils receive the support they need.” Ofsted July 2019

At Woodlands Primary School we believe in high aspirations, leading to sustained progress and achievement for all children. We aim to meet the needs of individual children through accurate assessment and highly effective teaching and learning. We place a strong emphasis on the early identification of pupil needs and aim to reduce any barriers to learning through supportive and preventative strategies. We undertake a rigorous system of monitoring children’s progress, supporting academic and personal achievement. From this, we endeavour to foster a culture of lifelong learning and independent living skills for all children. We work in a flexible way to develop effective partnerships with all stakeholders, ensuring that the school meets a broad range of special educational needs. Stakeholders include: children and their parents/carers, the Special Educational Needs Coordinator (SENDCo), governors, teaching assistants, specialist teaching staff both within the school and external professionals such as Educational Psychologist, Speech Therapist, SEND advisors and the Wiltshire Council Special Educational Needs team.

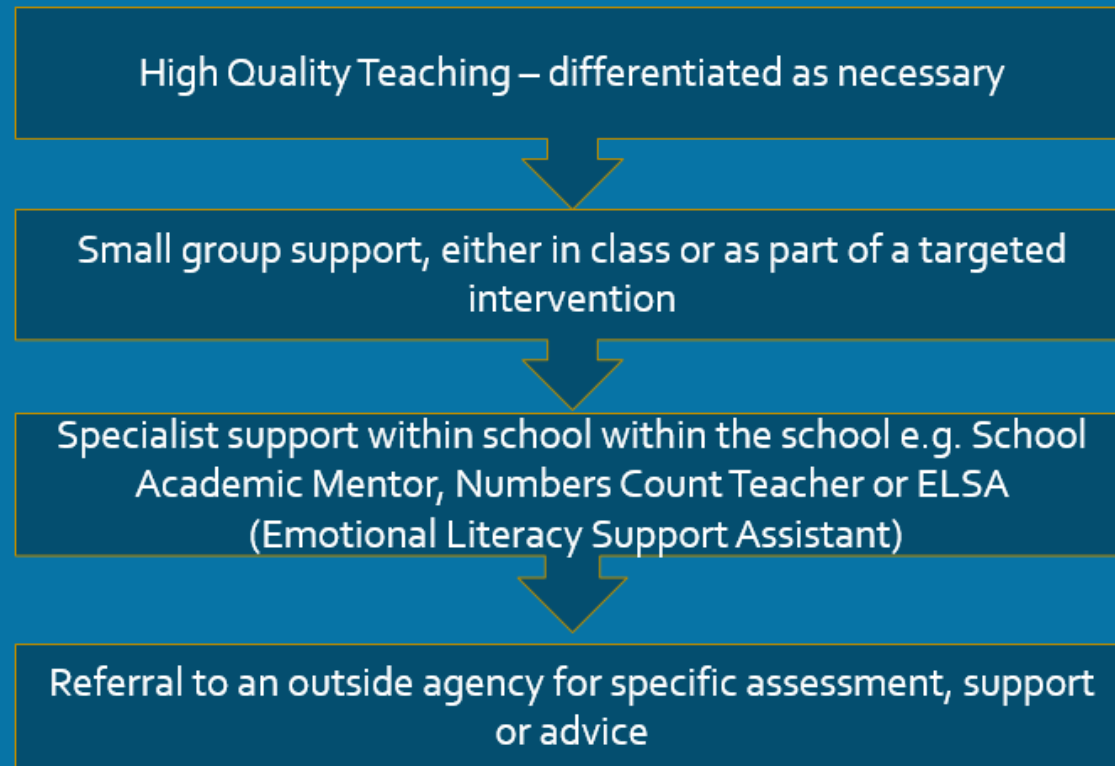
Principles

The school follows a graduated approach to inclusion At Woodlands Primary School we know this will look different for each child and many strategies and adaptations might be employed for each child to be successful in order to maximise their progress. Staff continue to adapt teaching to respond to the strengths and needs of all pupils through Quality First Teaching within an inclusive setting.

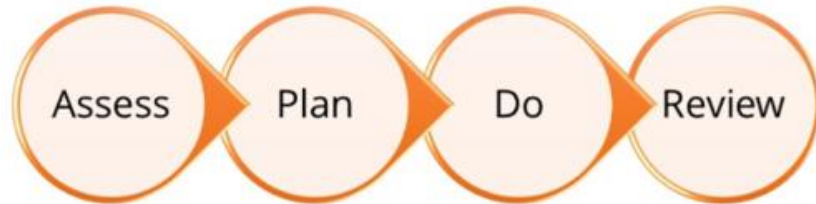
HOW DOES WOODLANDS SUPPORT CHILDREN WITH SEND?



Wherever possible, the teaching and learning environment is tailored to meet the needs of all children. In addition to this we have a progression of steps in order to support children who have, or may have SEND.



GRADUATED APPROACH



Graduated approach to inclusion

The school follows the graduated approach to inclusion and an assess, plan, do review cycle to help target the support a child requires.



- At Woodlands Primary School and Oak Tree Nursery the majority of pupil's needs will be met through universal provision.
- Should a child be identified as needing targeted provision, their needs will be discussed with the SENCO at termly meetings, as well as communicated to parents through an open door policy and parents evenings.

The 3 levels of SEN provision within the Approach

Universal Provision

- **Pupil characteristics**
- Pupils operate broadly within the expected range of abilities for their age but their progress/development may occur at a somewhat slower pace than that of other pupils
- Pupils remain part of the mainstream teaching timetable for all activities
- Individual goals for improvement are identified and the quality of teaching and learning is monitored to ensure it is appropriate to pupils' needs

Targeted Provision

- **Pupil characteristics**
- Pupils' progress with learning and development is at a very slow rate and additional support is needed to achieve this
- Pupils may be attaining at a level significantly below age-related expectations and there may be evidence of an increasing gap between them and their peers
- Evidence based interventions (group or individual) have been identified and put in place on the basis of the identified need
- Evidence of impact of the intervention is recorded, to inform decisions about whether the intervention remains appropriate

Specialist Provision

- **Pupil characteristics**
- Pupils have significant and persistent learning difficulties despite access to appropriate learning opportunities and support
- Pupils may have life-long learning difficulties or disabilities, across several areas of development, and will require more specialist intervention and advice

WHAT WILL HAPPEN IF MY CHILD DOES NOT MAKE EXPECTED PROGRESS OR IS IDENTIFIED AS NEEDING MORE SUPPORT?

- Each class teacher will assess the children continually, as part of their everyday teaching. If they feel a child is not making expected progress they will try different approaches and styles to help them to learn. This will then be discussed with the Special Needs Co-Ordinator at a Termly Pupil Progress Meeting and next steps recorded.
- If more or different support is needed, targeted provision will be put in to place to support the child to help them to make more progress. This is discussed with parents via Parents evenings and our open door policy. This is monitored through SEND Review meetings with the SENCO and class teacher.
- Sometimes, the school's SENCO will offer advice on their particular difficulty and appropriate support/resources recommended. Screening tools may also support this.
- If necessary the SENCO will seek advice from other professionals to make more detailed assessments. (See SEND Policy) A My Support Plan may be needed at this point, to support the delivery of specialist advice and measure impact.
- If a multi-agency response is required, targets may be documented through a Multi Agency Support Plan (MASP/TAM) or an Early Help Assessment Tool (EHAT). This helps co-ordinate the advice from multiple agencies.

Context and Identifying needs

Quality first teaching means making reasonable adjustments to classroom practice for any pupil and will include good scaffolds for children with specific or less specific need e.g visual timetables, flexible seating arrangements, classroom acoustics, overlays for reading to name just a few. We have reviewed our QFT / SEND document and provision map tracking document and also linked it to our new Pupil Progress tracking documentation.

After a child has been given time to settle in a class if they are not making sufficient progress or there is an on-going concern regarding their behaviour or a sudden change in their emotional well-being the class teacher and SENCO/INCO will meet to discuss their needs with the parents. During this meeting they will look at what support they can be offered as well as taking into account the pupil voice and their perception of their learning and behaviour. It is at this point a decision will be made as to whether the child has SEN/D need or whether there could be another reason for their under-achievement or whether more information needs to be collated. Identification to access support at SEN support plan and My plan levels will be done through using the GRSS document Wiltshire Graduated Response to SEND support (which replaces the WIPD document) and other relevant publications and recommended checklists. Our school will then offer the most relevant intervention or support to help that child achieve their full potential in their learning.

WHERE CAN I FIND INFORMATION ABOUT THE LOCAL AUTHORITY'S LOCAL OFFER FOR CHILDREN AND YOUNG PEOPLE WITH SEN AND THEIR FAMILIES?

- The Local Authority's Local Offer can be found at:
- <https://localoffer.wiltshire.gov.uk/>
- This contains a directory of services available to parents and children and provides information about SEN support and provision in Wiltshire.
- For any other information about our school and the opportunities we offer, please refer to our website, prospectus or contact the school office on 01722 335849.

What did SEND look like at Woodlands?

How were pupils identified as possibly having Special Educational Needs (SEND)?

Occasionally, a pupil's needs were identified before they started school. When this occurred, we liaised closely with the pre-school setting and the Local Authority to ensure all the relevant information regarding the pupil and their needs was passed on to enable us to meet their needs successfully. Generally, teachers and parents initially raised concerns that pupils were not making the progress that they were expecting. Following this, Mrs Stopps monitored the pupil's progress through classroom observations, book scrutiny's and the use of formal assessments in Reading, Spelling and Maths. Sometimes a pupil's doctor referred them to see other professionals who sent a report to school to offer advice and strategies to support the pupil in school.



What would happen if your child was found to have a Special Educational Need?

Here is what happened to Rachel (based on a real pupil at school – name changed) over the past year to explain what has happened to our pupils identified as having SEND.

Rachel was finding it difficult to regulate emotions at school and was displaying some aggressive behaviour. This was affecting her progress. At home her behaviour was difficult to manage and would often be aggressive towards siblings and parents.

Rachel's class teacher had a meeting with her parents to discuss Rachel's learning and behaviour. Strategies of support were discussed and agreed to support learning and behaviour at school and home. Class teacher used some quality first teaching strategies to support Rachel.

Rachel was still finding the school environment overwhelming and her class teacher was concerned that although strategies were in place, Rachel was still displaying aggressive behaviour which was impacting her learning. The class teacher spoke to Mrs Stopps.

Mrs Stopps, went to see Rachel in her classroom to observe. She made some suggestions of things the class teacher could try (sensory tent, sensory seeking activities, choice cards and visuals)

All Professionals provided a long report detailing their findings and offering recommendations of support.

Professionals from multiple agencies met with Rachel and observed her in the classroom to see if they could find more ways to support her and understand her needs. The professionals also liaised with parents and school to gain more of an insight into Rachel's behaviour.

Mrs Stopps decided with Rachel's parents that although school were supporting, they needed some specialist advice for Rachel. She referred Rachel to multiple agencies (behaviour support, educational psychologist, SENSS) and parents visited GP for advice.

Rachel and the teacher tried these things for a term, but it wasn't as successful as hoped. They had another meeting with Rachel's parents and completed a My Support Plan. This helped them focus on a few key areas and shared information on how everyone was going to help Rachel.

Mrs Stopps and class teacher met with parents to review Rachel's My Support Plan and the recommendations from the professional reports.

Class teacher implemented all the recommended strategies and monitored Rachel's progress. More adult support was hired for the classroom. Rachel was still struggling to regulate her emotions. Her behaviour continued to be aggressive.

Mrs Stopps and class teacher met with parents to review Rachel's My Support Plan and it was decided that Rachel needed more specialist provision to support her needs. It was agreed to apply for an Educational Health Care Plan.

Mrs Stopps applied for an Educational Health Care Plan and is waiting for an assessment. Rachel continues to be supported with the recommended advice and 1:1 support.

What worked well and will stay the same.

Quality First teaching in every class.

Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.

- flexible grouping;
- cognitive and metacognitive strategies;
- explicit instruction – pre-teaching;
- using technology to support pupils with SEND eg. Clicker template frames or voice recognition.
- scaffolding.

TA support covering intervention such as ECAT/BLAST/Talkboost / NELI / Toe by Toe

- Read, Write, Inc Phonics intervention
- Teacher's knowing their pupils and making sure they plan carefully for them.
- Teacher's receive specific training based on children's needs
- Woodlands' My Support Plans to monitor children's individual targets.
- High expectations of children with SEND to develop independence.
- Numbers Count Maths delivered by a specialist teacher – Mrs Cox.
- Mrs Stopps meeting with other SENCOs within our Salisbury Cluster.
- ELSA room
- Trained ELSA (Emotional Literacy Support Assistants).
- Strong partnerships with parents established through frequent meetings and continual dialogue.
- Working with outside agencies.
- Targeted interventions
- Dyslexia screener (WESFORD) and provision to support analysis of needs.

What we have developed for 2022-2023.

- **MY SUCCESS PLANS – to break down targets into small steps and track progress.**
- Specific time for teachers to deliver Pre - teaching and over learning.
- Additional teaching time for Academic Mentor Anna Kitley to work with SEND pupils to
- Dyslexia friendly award - Training for staff, whole school initiatives.
- Enhance adapted provision for foundation subjects.
- Interventions based on gap analysis from White Rose Maths & Rising Stars assessments.
- English Leader Miss James is developing the use of the Reading Plus Program for all pupils including those with SEND.
- Bespoke SEND provision led by HLTA Mrs Payne for pupils in Y5 and Y6.
- The use of Number Stacks as a tool for helping SEND pupils develop their understanding of key Maths skills.

What we plan to do in 2022-2024

- Further increase the number of SEND pupils who attend after-school clubs as part of the Woodlands 11 by 11 Personal Development Offer.
- To embed the use of THRIVE throughout the school.

How much did SEND support help in 2021 – 2022?

Part of Mrs Stopps' role is to evaluate provision for children with SEND. She considered what worked well for pupils with SEND, what we need to develop and what additional support we can offer. Below is a breakdown of these areas.

Who helps Mrs Stopps help you?

Everyone at Woodlands wants to make school as positive an experience as possible for the pupils and parents. Below are a few friendly people who have had extra knowledge to help us provide successful provision for children with SEND.



Outside Agencies: Sometimes we need some advice from people outside of school. This year we have worked with an EP (Educational Psychologist), Wiltshire Behaviour Support and the Wiltshire SENSS team. We have also worked with professionals from CAMHS as well as some organisations to help parents at home.

TA's: Our TA's work closely with the class teacher and SENco to deliver interventions and monitor the pupils' progress.



THRIVE: Ms Garton & Mrs Payne are fully trained in supporting children through the THRIVE Programme.

THRIVE supports children with their emotional health, well-being and social skills, all of which are needed to enable learning to take place.

Parents: Parents know more about their child than we will ever know and are the best source of information and insight we have.



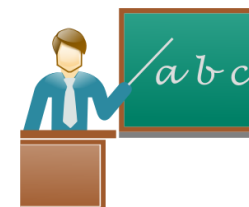
Pupils: If we want to understand how to best support, we need to be talking to the children, which is why they are asked to come to every review (if they can).



Teachers: Teachers are working with the pupils every day and are the people in school who know them best. They can effectively put provision in place to support them.



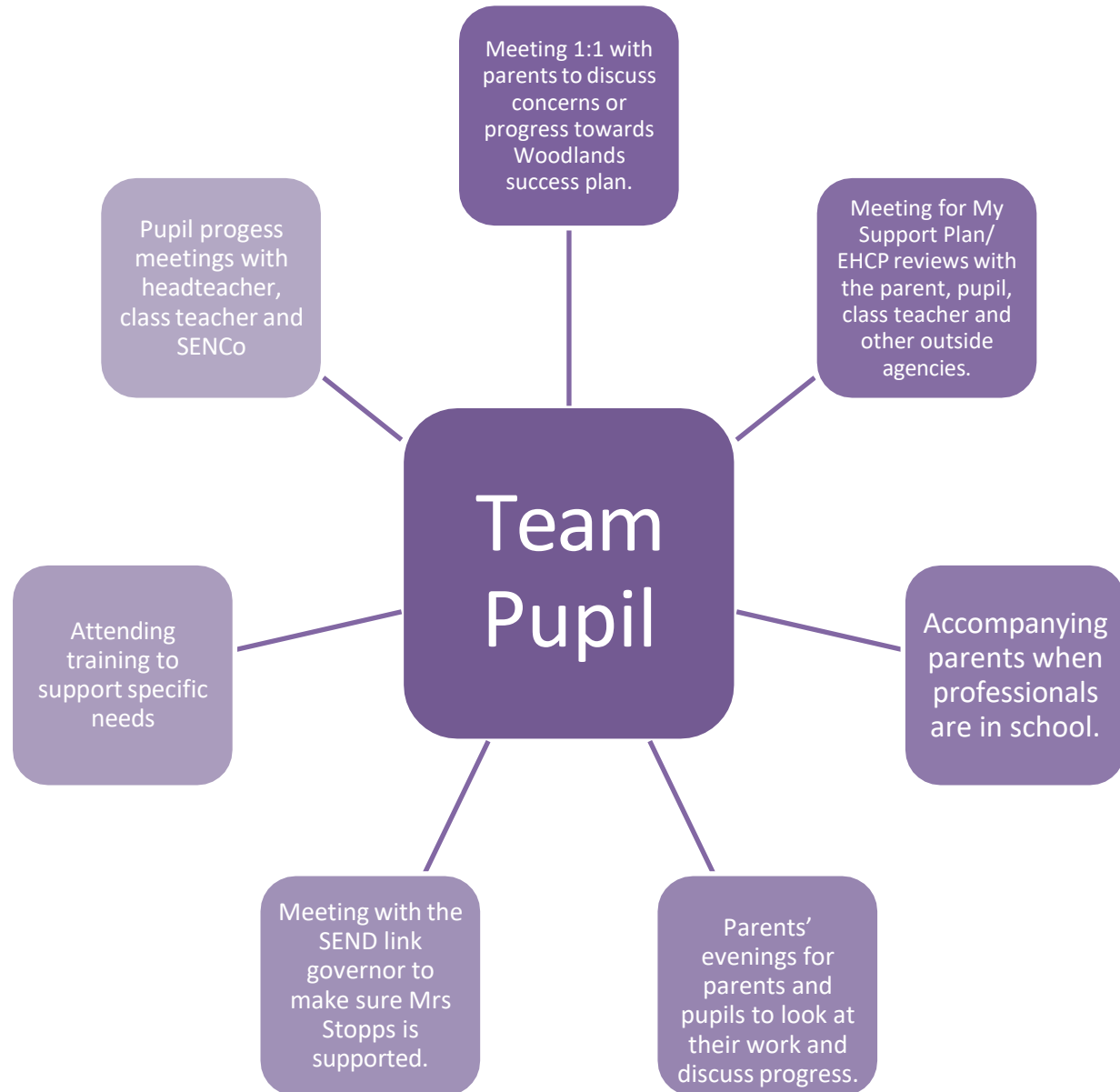
ELSA: Mrs Payne is fully trained in providing emotional and social skills support to children. She helps them to understand and express their feelings.



Family Link Partner: Some families will also be supported by the FLP (Family link partner) Julie Pudrowski who runs and attends SEN/D workshops with parents.

How do we work as a team?

Mrs Stopps cannot do the job of SENCo without being part of a team. Here are just a few times Woodlands staff have collaborated to ensure the correct provision is in place for a child.



What else does Mrs Stopps do to help SEND at Woodlands?

Transition

- Working with pre-schools to ensure that all our pupils, particularly those with SEND transition as well as possible. Arranging to see them in their own settings first and organising extra visits for the pupils and for staff to ensure that all relevant information is passed on.

Supporting Teachers

- The class teachers lead the SEND process for the pupils in their class as they are the professionals working with the pupils and parents everyday. It is Mrs Stopps' role to support them in this and to provide support signposting staff to ideas, resources and other professionals who might help this further.

Diversity

- At Woodlands we celebrate and embrace who we are, despite our differences, no matter what race, religion, gender, sexual orientation, age, nationality or Special Educational Need and disability. We promote this ethos throughout the school by learning about different cultures, religions and ideologies.

Complaints

- If anyone has a complaint regarding the SEND process, Mrs Stopps would like to talk to them about it first, however if they can not come to an agreement then she would work through the official complaints process outlined in our Complaints Policy. It is also part of her role to make complaints to outside agencies if she feels that the other professionals are not providing the best support for Woodlands Pupils.

What's next?

We hope that the report highlights how we put our pupils first and we will always investigate every possible avenue to help provide them with the support that they need.

Mrs Stopps would always be happy to talk to you about any concerns or questions you have about the information in this report or about a child you have. Her contact details are on the front of this document.



Please refer to the next page Appendix 1 for the Woodlands My Success Plan Template.

Appendix 1 – My Success Plan Template

Woodlands Success Plan



Name:		DOB:		Class:		Attendance:		SS/MSP/EHCP
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Provision		Category of need/diagnosis:	
<u>Quality first teaching strategies</u>		<u>What I am great at/enjoy</u>	<u>Things I find challenging</u>
QFT Maths pre-/re-teach QFT English pre-/re-teach Priority reader Additional reading in School (indicate the no of times per week) Catch-up Provision	<u>Supporting Agencies</u> <ul style="list-style-type: none"> • Social Care • Key Worker • Parent Support Adviser • Educational Welfare Officer • Young Carers 	<u>What's important to me</u>	<u>Things you should know</u>
Thrive ELSA Provision Relate Provision ELSA check ins Numbers Count Specialist Teacher Academic Mentor/ Reading Teacher Riverbourne Farm Provision Home/School Communication Book	<ul style="list-style-type: none"> • Behaviour Support Team • SENSS Support • Occupational Therapy • Physiotherapy • Speech and language Therapy • Autism Pathways Team • Educational Psychology • Advisory Teacher for Hearing Impairment • Advisory Teacher for Visual Impairment 	<u>What I am successful at in my learning</u>	
Occupational Therapy Physiotherapy SALT	<ul style="list-style-type: none"> • Looked After Children Education Services (LACES) • PCAMHS/CAMHS (Primary Child and Adolescent Mental Health Service) 		
1 to 1 TA Support RWInc 1 to 1 Small Group Support NEU S&L WESFORD Toe by Toe Number Stacks	<ul style="list-style-type: none"> • Play therapy 	<u>How you can support me</u>	
Visual timetable Social Stories Sensory/fidget toys Move 'n' sit cushion Visual Timers Bespoke Behaviour Rewards	<ul style="list-style-type: none"> • Relate Counselling • School Nurse Service 		
<u>Interventions</u>			
Term 1 – 2 Term 3 – 4 Term 5 – 6 Ongoing			

