

Woodlands SEND Information Report 2014/15

An SEND Information Report will be updated annually to reflect changes and plans within the school. The report states the current provision within Woodlands Primary School.

Admission Arrangements

Woodlands Primary School follows the Local Authority admissions procedures. Children can transfer into the school at any point of the academic year, depending on the availability of spaces within the year groups requested. Over the academic year 2014-15, several children with identified SEND needs have joined us at Woodlands. To support admissions, the SENCo, often with the Inclusion Manager, have met the child and parent to discuss the needs. Sometimes these discussions have taken place before the child has started and at other times, within the first few days of arrival. Phone calls are made to previous schools to share information, data on attainment and to request supporting paperwork. On several occasions, the SENCo and Inclusion Manager have visited the previous setting to have a handover of paperwork and face to face discussion with the staff supporting the child in their previous school. This communication has aided the smooth transition to their new setting and in the case of a new child with a statement in place, enabled Woodlands to make strategic changes to staffing to enable the required support to be in place for the start date.

What are the kinds of special educational needs for which provision is made at Woodlands?

Over the last academic year at Woodlands, we have provided support for a range of needs, which include the following:

- Autistic Spectrum Disorder (ASD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Dyslexia
- Dyspraxia
- Complex cognitive learning
- Speech and Language
- Marfan Syndrome

- Cerebral Palsy
- Visual impairment
- Attachment and Trauma
- Occupational Therapy (OT) needs

What are the school's policies for the identification and assessment of pupils attending the school?

Full details on identification and assessment of special educational needs can be found in the following documents:

[Link to SEN flowchart](#)

[Link to the SEN policy](#)

What is the provision for pupils at Woodlands and how is it evaluated?

Provision for special educational needs is given in many forms. Over the course of the year, provision has been given in many different forms. This includes:

- Learning opportunities being adapted to overcome barriers to enable pupils access to a wide and varied curriculum, to facilitate inclusion
- Jigsaw group – a withdrawal provision where pupils' lessons are delivered in a small, quiet, calm, highly visual environment, with a high support/pupil ratio
- A personalised curriculum developed by The Bridge special school to support the complex needs of a pupil
- Outdoor learning using Forest Schools
- 1-1 support for some pupils with more complex needs
- A well-developed pastoral team to support the behaviour, social and emotional needs of some pupils

The provision of special educational needs has been evaluated through a range of strategies:

- Twice over the year, Individual Education Plans (IEPs) have been reviewed and evaluated.

- Twice this year, Special Educational Needs Pupil Progress Meetings (SEN PPM) have been held between the SENCO and class teachers to discuss, evaluate and plan further provision for every pupil on the special needs register. These meetings will then feed into the next IEP to be written during autumn term 2015.
- The provision for pupils who are also part of the CAF and Team Around the Child (TAC) process is also evaluated and action points set.
- The provision for pupils with a statement of special needs/EHCP has been evaluated through annual reviews. Over the academic year, 4 annual reviews have been held.
- Half termly meetings have been held by between the support staff from Jigsaw group and the SENCO and Inclusion Manager.
- Half termly strategic meetings have been held by the Inclusion Team (SENCO, Inclusion Manager and Deputy Head) to review, evaluate and plan for provision for the next half term.
- The SENCO reported the impact of role, provision and attainment of pupils on the SEN register to school governors Max Jones, Paul Watling, and Brian McLoughlin, the Standards Committee in January.

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

- Over the last academic year, some staff members have attended refresher training for Management of Actual and Potential Aggression (MAPA) – a safe and effective physical intervention to manage the more challenging and aggressive behaviour in a safe and controlled manner
- Additional staff members have received MAPA training
- TA refresher first aid, including paediatric first aid training for some
- EpiPen training for some staff
- Common Assessment Form (CAF) refresher training
- Two further class TAs have completed the ELKLAN (speech and language) training
- Two TAs have attended a Dyslexia/Dyscalculia awareness course
- SENCO and Inclusion Manager have attended a Behaviour conference
- SENCO has attended an Autism conference
- SENCO has attended an Attachment and Trauma course
- SENCO is currently completing the NASENCO qualification

- SENCO has attended regular SEN network meetings, delivered by the LA, for updates on local and national strategies and guidance
- SENCO has attended a course on supporting pupils with medical needs
- One Learning Mentor attended the Lego Express course
- Within the staff profile, we also have a team of pastoral assistants and trained Learning Mentors who have delivered a wide range of programmes such as 'Draw and Talk', 1-1 mentoring, 'Circle of Friends', etc, to help them overcome social and emotional barriers to their learning.
- All non-teaching support staff, including walking bus and lunchtime staff, received Behaviour Theory training from the SENCO and Inclusion Manager.
- There has been a regular planned programme of training each half term for support to update and improve their skills, knowledge and understanding in supporting children with a range of needs. Over the last year, including IEP reviewing, Cool Kids, Speech and Language needs.

How will equipment and facilities be provided to support pupils at Woodlands?

- General resources to support SEN programs are kept in the Jigsaw room and are available for teachers and TAs to source as required
- Personalised resources allocated to individual pupils include: privacy screens, writing slopes, pencil grips, OT friendly scissors, 'Chewellery', emotion fans, personalised visual timetables, ICT support, etc, have been allocated when recommended in an outside agency report or assessment
- Specifically recommended resources have been purchased to meet individual needs as required
- The facility of Jigsaw is allocated after initial concerns, associated observations have been carried out and the 3 criteria for the group are met (SEN, social and learning behaviour needs)

What are the arrangements for consulting parents of pupils at Woodlands and involving them in the education of their child?

- Parent voice on IEPs have been sought

- Parent voice to contribute to annual reviews for those pupils with a statement of special needs or an Education Health Care Plan (EHCP) have been requested with the invitation to the meeting
- Annual report to parents with a 'drop-in' session to discuss the report with the pupil's class teacher
- Parents' consultation evenings
- Discussions with class teachers and parental consent for outside agency assessments
- Appointments with the SENCO
- Meetings with the Inclusion Team
- EP and LSAT have been available and parents invited to receive feedback on the assessments carried out
- Reports from EP and LSAT are copied and sent home to parents

What are the arrangements for consulting pupils at Woodlands about, and involving them in their education?

- Pupil comments on IEPs
- Pupil views contributed to annual reviews
- Annual pupil questionnaires completed
- Conferences with class teachers to set reading, writing and maths targets
- School council representatives in each class, elected by peers
- School eco agents, elected by peers
- School anti-bullying ambassadors, elected by peers
- Pupil attending their annual review, when appropriate
- Pupil voice to contribute to Personal Education Plan (PEP)

What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils in relation to the provision made at Woodlands?

All school policies, including our complaints policy, are available here:

[LINK TO SCHOOL POLICIES ON WEBSITE](#)

How does the governing body involve others – including health, social services, local authority services and voluntary organisations in meeting the needs of pupils at Woodlands and in supporting their families?

[LINK TO PROFILE OF PAUL WATLING](#)

Outside agencies involved with supporting health, social services, and local authority services used to support pupils' needs this academic year include:

- Learning Support Advisory Teacher (LSAT)
- Speech and Language Therapy Service (SpLT)
- Educational Psychology Service (EP)
- Occupational Therapy Service (OT)
- Behavioural Support Team (BST)
- Fair Access Panel (FAP)
- Childhood and Adolescent Mental Health Service (CAMHS)
- School nurse
- Hope House – to support on-going medical needs
- Relateen – pupil counselling service
- CAFALs – Children's Centre Services
- Family Intervention Team (FIT)
- Education Welfare Officer (EWO)

Outside agencies involved with supporting pupils' needs this academic year include:

- Independent Advice and Support Service (IASS), formerly Parent Partnership have supported the needs of several families over the academic year
- Young Carers support several families, some of whom include pupils with SEND
- Some of our pupils benefit from attending ICAN2 activities

[LINK TO IASS WEBSITE](#)

[LINK TO ICAN2](#)

[LINK TO YOUNG CARERS](#)

[LINK TO FAMILY CONNECT – T&W](#)

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

- Social stories have been created to support individual pupils' needs to scaffold transition to new support, new classes, new key stages or new schools
- Transition package for the whole of year 6 pupils
- Additional transition visits can be arranged for those pupils requiring them, to aid their needs – 3 pupils this year had an additional visit arranged
- SENCO liaison and meetings with the SENCOs of receiving local secondaries – this year has included Madeley Academy, Abraham Darby and Phoenix
- SENCOs from the receiving secondaries of pupils with a statement/EHCP invited to attend the summer annual reviews of year 6 pupils.
- Summer SEN PPM documents shared with the next teacher
- SENCO and Inclusion Manager have liaised, communicated and visited local schools to exchange specific information about pupils with significant needs over the last academic year

Where is the information on the Telford and Wrekin's local offer published?

There is further detail on the Local Offer on the Family Connect pages on Telford and Wrekin's website – www.telford.gov.uk

If you have any queries or requests for information relating to this report, please contact the SENCO on 01952 386070