

Woodmansey CE Primary School

Special Educational Needs and Disabilities Information Report

October 2019, September 2020



WOODMANSEY CE
PRIMARY SCHOOL

SENCO: Mrs Sarah Charlton

SEN Governor: Mrs Sara Fletcher

Contact: 01482 862186 www.woodmanseyprimary.school

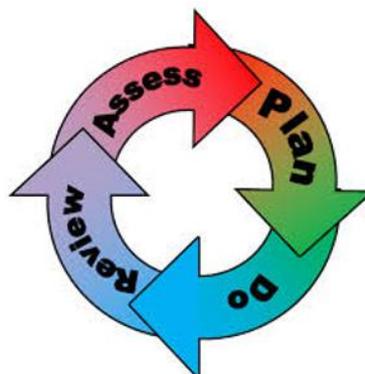
Local Offer Contribution: www.eastridinglocaloffer.org.uk

All governing bodies of maintained schools and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. This information is updated annually.

Our Approach as a school:

High quality first teaching and additional interventions are defined through our person-centred planning approach across the school contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children in our care and what we offer additionally. The discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

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Assess: The pupil's needs are analysed using the class teachers' FLIC assessments and experience of working with pupil, details of previous progress and attainment, comparison with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and FLIC assessment data and national curriculum year group expectations, on how the pupil is progressing. This analysis is regularly reviewed to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being addressed and that interventions are appropriate. We use support plans to inform our provision for pupils with SEN.

Plan: Planning involves consultation between the teacher, SENCO and parents to agree adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. Targets are set, linked to classroom targets, to ensure progression for pupils with SEN in the form of SEN support plans.

All of those working with the pupil are informed of their individual needs, support being provided, any particular teaching strategies/approaches being employed and outcomes being sought.

Support plans are written to support the pupil. These are reviewed and updated in October, January and June in a meeting involving the class teacher, SENCO and parent. The pupil voice is also represented through the completion of a one page profile discussed at the meeting. These meetings are additional to the parent consultation evenings in the Autumn and Spring terms. The school provision map is reviewed termly and updated to show the support and resources available for children with SEN and children who are struggling to meet their targets.

Do: The class teacher remains responsible for working with the child on a day-to-day basis. Classes are small and have a teacher and teaching assistant who work closely to meet needs within the class generally. Children may work from individual

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programmes supported by the class teacher or teaching assistant, or may be part of a small group intervention either within or outside the classroom. Computer based learning programmes are also introduced for some children to continue to support their development. Support with further assessment of the pupil's strengths, areas of need and implementation of effective support is provided by the SENCO in consultation with the SEN advisor.

Review: Reviews of a pupil's progress are made regularly. The review process evaluates the impact and quality of the support and interventions. It takes account of the views of the pupil (through their one page profiles) and their parents (through support planning meetings). The class teacher and SENCO will revise the support and outcomes based on pupil progress, and next steps (smart targets) will be developed to state what we wish the pupil to achieve over the next term. Provision across the school is reviewed termly through the provision map.

Having consulted with children and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to your child and hold both our internal/external providers and ourselves to account.

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Types of Support Available for children with SEND

Children and young people's special educational needs are generally thought of in the following four broad areas of need and support:

Area of Need	Wave 1 (All Pupils)	Wave 2 (Catch up support)	Wave 3 (SEND Specialised support)
Communication & Interaction	<ul style="list-style-type: none"> Quality first teaching; Differentiated curriculum, planning, activities, delivery and outcomes. Visual timetables Structured school & class routines Teaching assistant support in all literacy and maths lessons 	<ul style="list-style-type: none"> Personalised timetables Direct instructions Small group work Specific interventions such as friendship groups 	<ul style="list-style-type: none"> Specialist support from speech and language referrals and support Educational Psychologist support Inclusion Practitioner support
Cognition & Learning	<ul style="list-style-type: none"> Quality first teaching; Differentiated curriculum, planning, activities, delivery and outcomes. Visual aids Working walls including word banks. Apparatus to support learning ICT based programmes Teaching assistant support in all literacy and maths lessons 	Interventions: <ul style="list-style-type: none"> Lexia Write Away Together Numicon Plus 1/Power 2 maths IXL maths 	<ul style="list-style-type: none"> Support from the SEN Consultant Support from Educational Psychologist
Social, Emotional & Mental Health	<ul style="list-style-type: none"> Whole school behaviour policy Whole school rules Whole school reward system PSHE Curriculum Circle Time Family Links Transition Programme (y6) Quiet space for lunchtimes 	Interventions: <ul style="list-style-type: none"> Talking Partners Family Links Nurture Programme years 1-6 ELSA Support Programmes 	<ul style="list-style-type: none"> Support from Educational Psychologist EHASH Referral CAMHS Referral FISH Referral
Sensory & Physical Needs	<ul style="list-style-type: none"> Pencil Grips ICT Handwriting and Fine motor skills practise Dedicated First Aider 	Interventions: <ul style="list-style-type: none"> Fine Motor Skill programmes Speed Up Dough Disco Teodurescu 	<ul style="list-style-type: none"> Support from the Sensory Service Support from Occupational Therapy Support from Physiotherapy

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As of September 2020 we have 9 children receiving some form of SEN Support and 1 child with an EHC plan. We have internal processes for monitoring quality of provision and assessment of need. These include pupil progress meetings, SEN Support planning meetings, provision mapping and data analysis.

Staff Development and Qualifications

At Woodmansey CE Primary School, staff development is vitally important to us, we invest in professional development opportunities for all staff. All staff has access to internal training opportunities along with training provided by outside agencies.

The current SENCO holds the following qualifications:

- National Award for Special Educational Needs Co-ordination
- Masters in SEND
- Certificate of Competence in Educational Testing
- Dyslexia Leadership & Management
- Completed Working Memory Training
- Deaf Awareness Training
- Teaching children with Down syndrome – Training by Downsight Special
- Sensory Integration Training – Barnardo's
- Family Links Nurture Training
- Bereavement Training
- De-escalation Training
- Youth and Mental Health First Aid Qualification

Within the teaching staff we have members who have completed the Team Teach Training and Teaching Assistants that have completed Family Link Nurture Training. We also have 2 teaching assistants who are qualified ELSA trained. (Early Literacy Support Assistant)

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The SENCO attends the termly SENCO forums, the yearly SEN Conference and the termly partnership meetings to ensure her knowledge, understanding and good practice is current and up to date.

Teachers and teaching assistants work alongside other professionals and agencies in order to deliver relevant plans for individual children.

At Woodmansey CE Primary School some extracurricular activities are run by outside providers. Parents of children with SEND liaise with the provider to ensure their child's needs are met.

Partnership between School, Parent and Child

A parent's first contact is always the class teacher for any discussions regarding their child. There are two official parent consultation meetings held in the autumn and spring term and the parents also receive a formal written report in the summer term. Staff are happy to meet with parents at any other times, should the need arise.

Parents are also free to meet with the SENCO at any time to discuss concerns regarding their child's development. The SENCO will also meet with parents on a termly basis through the SEN Support planning meetings; which offers the parents the opportunity to share the home perspective of a child's development. For parents of a child with an EHCP they will also be invited to a yearly review meeting in addition to the termly meetings.

Pupils also share their voice through their meetings with the SENDCo and their voice is recorded on the support plans. This document includes their views on what is going well and what they find challenging; how they think they work and any support they feel would support them. These pages are shared with parents and teachers to ensure their voice is heard.

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Support Allocation

The staff at Woodmansey CE Primary School aim to develop a culture of inclusion and diversity, in which all pupils can participate in the life of the school. Considerable thought, planning and preparation goes into utilising our teaching assistants to ensure children achieve the best outcomes, this includes for them to gain independence and are prepared for adulthood from the earliest possible age.

We have one higher level teaching assistant, four teaching assistants and one nursery nurse deployed across the school; to support pupils in the classroom and interventions.

The SENCO works with other services to secure additional equipment and resources for children with specific needs.

The head teacher, SENCO and governors endeavour to secure the provision of equipment and facilities for children with SEND, within the constraints of the school building and budget.

Transition

Our academic assessment for children with Special Educational Needs is moderated through our cluster of schools and neighbouring partners. We work with our nursery providers to support the transition of children in to the next phase in education. The foundation stage teacher visits the home or pre-school setting to meet the children and then the children are invited for three visits to school in order to experience different element of the school day. All data on a child is received by the school and used to inform their baseline assessments.

Each year children are supported in their transition to the next year group through transition days and data meetings between members of staff. All data is passed on and the receiving teacher is also invited to the SEN Support planning meeting in the summer term.

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Transition to secondary schools is supported through the visits to the feeder schools on transition days. The secondary school SENCO is also invited to the summer term SEN Support planning meetings and all records are transferred. If a child is deemed vulnerable we will also arrange for the primary school teaching assistant to attend the transition day with the child to offer support.

External Partnerships

If a child is not making expected progress we may seek advice from a number of sources.

These include:

- Educational Psychologist
- Autism Inclusion Practitioner-Family and Individual Support
- Behaviour Support Service
- Mrs Fiona Riley-Independent SEND Consultant
- Sensory and Physical Teaching Support Service
- NHS Speech and Language Therapy
- NHS Specialist Speech and Language Therapy services
- Independent Speech and Language Therapists
- NHS Occupational Therapy
- NHS Physiotherapy
- Barnardo's Occupational Therapist providing Sensory Integration Therapy
- Downsright Special
- CAMHS
- School Nurse
- Specialist Diabetes Nurse
- Portage
- KIDS
- Plus any other agency who may be required to provide support to a child with SEND.

Details of the East Riding of Yorkshire Council's Local Offer:

www.eastridinglocaloffer.org.uk

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Complaints

Our complaints procedure can be found on the school website using the link below; alternatively a copy can be requested from the school office.

www.woodmanseyprimary.school