

The types of SEND provided for

Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENCO

Arrangements for consulting young people with SEND and their parents to involve them in the education process

Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.



Woodhall Primary School

The School Offer

The approach for teaching children with SEND

How adaptations are made to the curriculum and the learning environment of children and young people with SEND

The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured

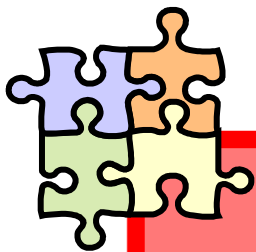
Evaluating the effectiveness of the provision made for children and young people with SEND

How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families

Arrangements for handling complaints from parents of children with SEND about provision in the school



There are 4 main categories of SEND that we support

- Cognition and learning
- Communication and interaction
- Social, emotional and mental
- Sensory and physical

A range of diagnosed conditions, Including:
Cerebral Palsy
Downs Syndrome
Hyper-mobility

The types of SEND that are provided for.

A range of diagnosed conditions, including:
Autistic spectrum disorders
ADHD
ADD
Dyspraxia
Dyslexia
Irlens

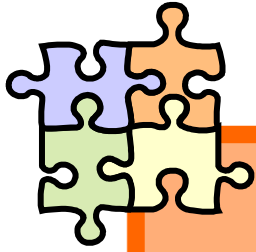
Speech and language disorders

Pupils who require intimate care plans for toileting

Our school is fully accessible to pupils in wheelchairs

Hearing and visual impairment

Moderate learning difficulties



The SENCo Mrs Tracy Clark can be contacted either by phone 01787 373661 or e-mail tracy.clark@woodhall.suffolk.sch.uk
The SEND Governor is Mrs Hazel Crane

Flow diagram and full explanation of SEND assessment process is in the 'Graduated approach' in the SEN policy which is on the school website

Pupil progress meetings are held half termly between the class teacher, Headteacher and SENCo

Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO

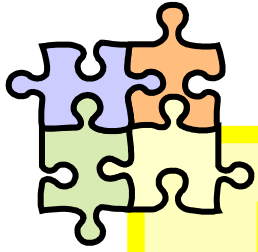
Data from target tracker is analysed by the SENCo half termly

We use a variety of specific assessments to develop a detailed picture of the pupils areas of difficulty, including:

PHAB
Dyslexia toolkit

Teachers track pupil progress and discuss particular concerns with the SENCO

Pupils and parents can discuss particular areas of difficulty or concern with teachers and the SENCo which may lead to further support or assessments where relevant



Annual review meetings with pupils and parents

Pupil and parent perceptions gathered regularly

Parents evenings

Telephone and e-mail conversations

School council

Termly IPR meetings with pupils and parents

Individual meetings with SENCo for parents and pupils

Arrangements for consulting young people with SEN, and their parents, and involving them in their education

Drop in sessions with SENCo and outside agencies

Parent support groups run in school

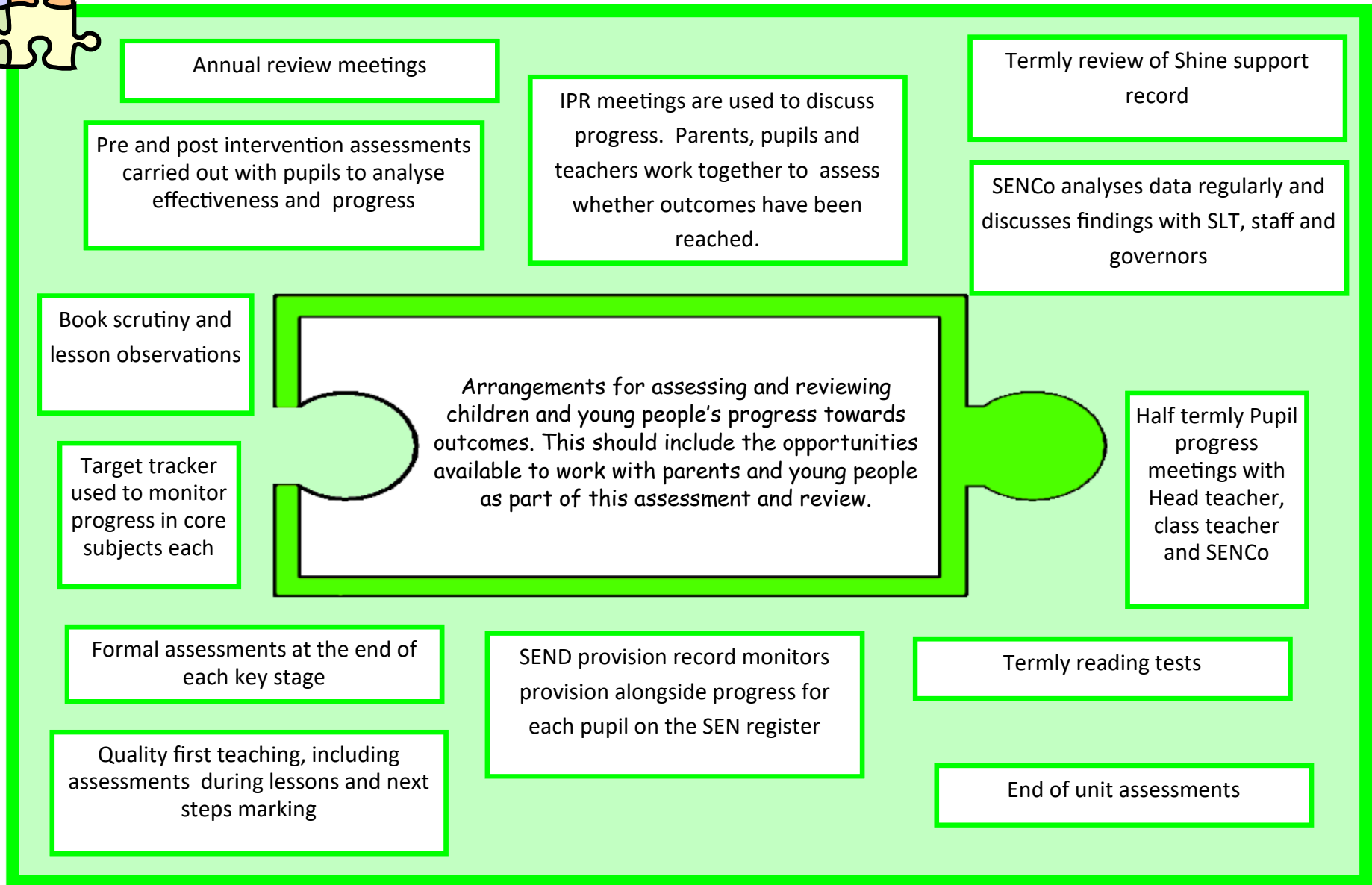
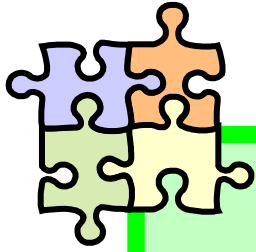
SEND reform working party

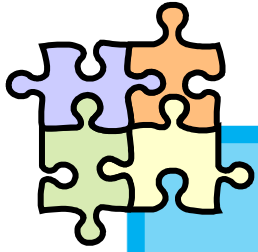
Talking to pupils during lesson observations, learning walks and work scrutiny

Shine department questionnaires

Transfer meetings for new pupils

Self assessments used to monitor intervention progress





Close links with secondary schools

Meetings between SENCo and Secondary SENCo to discuss SEND pupils on an individual basis

Transfer days and additional transfer visits to secondary schools

EYFS pupils are visited in their Early Years settings before they start school

Meetings with Nursery staff and Pre-school SENCos to aid transition into EYFS

One page profiles

Individualised extra curricular activities based on pupil's interests, areas of strength and future career aspirations

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.

Support from outside agencies with specific work on transition, including CIR (County Inclusive Resource) and behaviour support

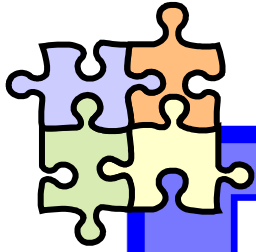
Meetings between parents and new teachers before the start of the new academic year

Individual meetings for parents and pupils with the SENCo in preparation for transition

Small group or individual work on transition

Pupil passports

Additional transition work for individuals when moving between Key Stages in the school



Quality first teaching including differentiated lessons

SENCo is part of the senior management team and supporting pupils with SEN is a high priority in the school

Teaching assistants in every classroom to support learning

SEN teaching assistants working in class with individual pupils and small groups when appropriate

Individual and small group interventions tailored to meet particular needs

Pastoral support in the classroom and on an individual basis when required

Regular staff training on a variety of aspects of SEND

The approach for teaching children with SEN

We achieved 'Communication Friendly School' status in 2014

Using SEND pupils to demonstrate skills to other pupils in the class

Regular meetings between SENCo and SEN TAs to discuss progress

Regular meetings with staff, parents and pupils to discuss progress

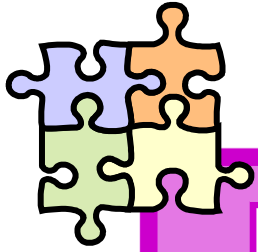
Elklan and Makaton trained staff deliver tailored support

We have an ACHIEVE ethos which celebrates achievements in many forms

An assess, plan and review system to monitor the progress and effectiveness of interventions

1 to 1 teaching sessions where appropriate

A non class based SENCo who is able to spend extended time with pupils when required



Dyslexia friendly font used on materials produced in school and for use on interactive whiteboards

Individualised computer settings including colour backgrounds and fonts and learning tools

Coloured overlays and books provided for pupils with Irlens or dyslexic tendencies when required

Individual work stations in classrooms to minimise distractions and anxieties

A range of pencil grips and different pencils available when required

Dyslexic friendly and low ability/high interest reading books provided

A sensory room where pupils can get away from the busy classroom environment

How adaptations are made to the curriculum and the learning environment of children and young people with SEND

Adjustments made to the start and end of the day routines for some pupils

Pupils questions are taken into account when planning learning in topics

Disabled toilet for pupil use

Consultations with outside agencies and advice followed up in school

Intimate care plans for toileting

Additional time given for SEN pupils to master skills in addition to lesson

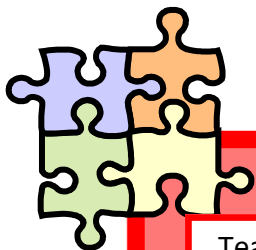
Wheelchair accessible building and grounds

Individual support at playtimes and lunchtimes when necessary

Differentiated lessons with SEND provision

Individual timetables when required

Gym trail sessions and time for physiotherapy exercises timetabled



Teachers and teaching assistants regularly receive training in school and on courses run by the local authority

All teacher, teaching assistants and midday supervisors were involved in the 'Communication Friendly Schools' training

Advisors from the local authority are bought in to train staff on particular needs as they arise

SENCo is a fully qualified teacher with over 19 years experience

Parent support advisor employed by the school works to support pupils and parents at home and school

Termly staff meetings keep teaching staff updated with SEND practice

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

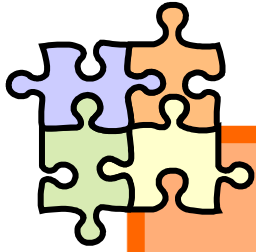
SENCo is able to make referrals to specialists in a variety of fields including speech and language, CIR, Child Development Centre, visual and hearing impairment and health

SENCo attends regular network meetings with other SENCos from the pyramid

Teaching assistants are trained to deliver interventions , including:

- Elklan (speech and language)
- Gym trail (fine and gross motor skills)
- Makaton (sign language)
- Drawing and talking (emotional support)
- Talk Boost (language development)
- Socially speaking & time to talk (social skills)

When the need arises the SENCo attends consultation meetings with the SEND advisor to gain advice and strategies to use with particular pupils.



Assess, plan and review cycle for all interventions

Intervention assessment information is stored on the networked computer system which can be accessed by all staff

Targets set before interventions begin and assessed at the end of set period

Half termly meetings between SENCo and TAs to monitor progress and effectiveness of interventions

Assessment packs including pupil self assessment used at the start and end of each intervention

SEND provision map includes individual progress of all pupils on the SEND register and is used to plan and review provision

Evaluating the effectiveness of the provision made for children and young people with SEND

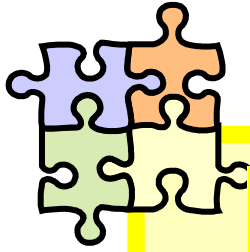
Termly report to governors on SEND progress

Regular meetings with SEND Governor to monitor the impact of SEND provision

SEND pupils are identified on target tracker and their progress is monitored by class teachers, the Headteacher, Deputy Head and SENCo on a half termly basis

A range of factors are considered when evaluating the effectiveness of support including time of day, location, group dynamics and staffing

Pupil progress meetings held each half term with class teachers to analyse the progress of pupils and identify next steps or training needs



TA support is targeted to meet particular needs

Innovators lunchtime club supports pupils who find the social side of lunchtime difficult

Individual support can be provided at lunchtimes and playtimes if required

SEND participation in extra curricular activities is monitored annually and any gaps are addressed

Support can be provided to allow SEND pupils to attend clubs if required

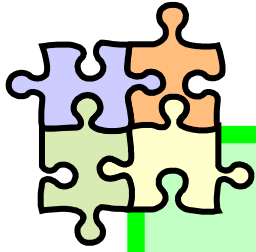
Funding can be used to purchase additional resources to enable active participation

Classroom environments are adapted as appropriate to meet physical needs

How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

Meetings between SENCo, pupils and parents to discuss concerns over the accessibility of activities and how they can be overcome

The needs of all pupils are considered when planning educational visits and residential trips. When required additional adult support can be organised for individual pupils or small groups. Alternative transport and activities can also be arranged to meet particular needs.



Pastoral care is a high priority throughout the school

Individual, group and whole class lego therapy sessions

SEND pupils can be given areas of responsibility such as hall leader or sports captain

Proactive pastoral support sessions including drawing and talking

Non class based SENCo who can spend extended periods of time talking to pupils when required

Individualised pastoral support from SENCo and trained TAs to match particular needs of the pupil

Age appropriate social skills and self esteem programs are provided for small groups and individuals

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying

Lunchtime club which supports children to make friendships and develop social skills

Full time SEND LSA to support children with behavioural social and emotional difficulties

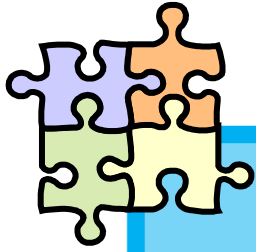
Parent support advisor employed by the school supports parents and pupils

PSHE and philosophy lessons cover a wide range of social and emotional issues

E-safety part of ICT lessons throughout the school

Behaviour policy which gives clear guidance on expectations, sanctions and rewards is fully implemented by all staff

Anti—bullying week activities in school



Non class based SENCo who is available to meet with outside agencies when they come into school to work with children

CIR (County Inclusive Resource) work within school to support those pupils who have received a diagnosis of Autistic Spectrum Disorder and their teachers

Support from local authority services sought when required for training and advice

Occupational and Physiotherapists work with staff to support children develop exercise programmes and equip classrooms to meet the needs of individual pupils

Referrals made to Educational psychologist when appropriate

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families

Elklan trained TAs attend therapy sessions with the pupils so they can continue the work in school

Pupils with dyslexic tendencies are referred to Dyslexic outreach service when appropriate

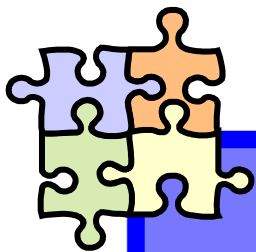
The SENCo liaises with the LAC co-ordinator (Looked After Children) and social care to support these children and the staff who teach them

Headteacher, Deputy Head, parent support advisor and SENCo have been trained to make CAF referrals

Advice provided from the hearing and visual impairment teams is followed up in school

A member of staff attends all CAF TAC meetings

Referrals made to the ICT department at Thomas Wolsey School for pupils with ASD when appropriate



The initial contact is the pupil's class teacher, followed by the SENCo

If satisfaction has not been achieved the Head teacher should be contacted

If the issues are still not resolved then the Special Needs Officer should be contacted

Arrangements for handling
complaints from parents of
children with SEN about provision
in the school

You can contact the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS, formerly Parent Partnership) as an independent organisation. Tel. No: 01473 265210

The SENCo can be contacted in person, by phone or e-mail

01787 373661

tracy.clark@woodhall.suffolk.sch.uk

Review Date October 2017