



Woodmancote School  
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## Woodmancote School- Special Educational Needs Information Report

Woodmancote school is a two form entry primary school with children from 4 -11. Despite being a growing school, we are confident that Woodmancote School will remain the 'village' school that makes it so distinctive. Quite simply, we are big enough to provide a full range of opportunities for our children, but retain the mindset of a village school where every individual is important and provision is built around them and their families. Our Ofsted rating is 'Good'. Our most recent inspection was in December 2012. The report can be seen on the school's website

### **Aim**

Woodmancote Primary School values the contribution that every child and young person can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children and young people with SEN are valued, respected and equal members of the school.

All staff and governors are committed to ensuring that all our children, including those identified as having special educational needs, receive a curriculum relevant to their needs and ability. This curriculum should still fulfil the requirements of the National Curriculum whilst having regard to the Code of Practice.

### **How does Woodmancote school ensure that children who need extra help are identified early?**

Children are identified as having special educational needs through a variety of ways including the following:-

- Child performing below age expected levels
- Concerns raised by parent
- Concerns raised by teacher, for example behaviour or self-esteem is affecting performance
- Consultations between class teachers and members of the leadership team where progress data is discussed.
- Liaison with external agencies e.g. Educational Psychology Service
- Health diagnosis through a paediatrician
- Liaison with previous school or setting, if applicable

### **What should a parent do if they think their child may have special educational needs?**

Talk to us – in the first instance contact your child's class teacher; if you still have concerns you can contact the SENCo, Anona Greening or the head teacher Gary Tucker. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

### **Who will explain my child's needs and progress to me?**

- The class teacher will meet parents at least on a termly basis (this could be as part of Parent's evening) to discuss your child's needs, support and progress.
- More detailed discussions about specific problems may be had with the SENCo Anona Greening

### **How will school support my child?**

- Our SENCo oversees all support and progress of any child requiring additional help across the school.
  - The class teacher will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure that progress in every area is made.
  - The class teacher will use a provision map to set out the support your child is receiving and evaluate the success of any interventions.
  - Some children are given a learning support plan (My Plan) with specific targets so progress can be tracked.
- There may be a teaching assistant working with your child either individually or as part of a group, if the class teacher sees this as necessary. The regularity of these sessions will be explained to parents at regular consultation meetings
- Some of the teaching assistants in school specialise in a specific area, these staff may work with the class teacher to help plan a specific intervention to meet a child's needs or they may work with the child themselves.
- Specialist staff include those who specifically support pupils with motor skills difficulties through a weekly Fizzy club programme.

### **How do teachers match the curriculum to an individual child's needs?**

- Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated for a specific child. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.
- Children with specific SEND needs can have special programmes that they follow to address their individual problems.

### **How are the school's resources allocated and matched to children's special educational needs?**

- We ensure that all children with special educational needs are provided for to the best of the school's ability with the funds available

- We have a team of teaching assistants and part of their responsibility is to deliver programmes designed to meet individual or groups of children's needs under the direction of the class teacher.

The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

### **How is the decision made about what type and how much support my child will receive?**

The decision about what type of support is needed and how much time will be allocated to this support is made by the class teacher, in conjunction with the SENCo when appropriate.

When a child is demonstrating further cause for concern or their learning need is more **complex** and **persistent** than can be met by the school interventions already put in place, **school will engage with relevant external services. This is triggered when a child:**

- continues not to make adequate progress
- continues working at levels substantially below that of children of a similar age even when teaching approaches have been targeted on an identified area of weakness
- continues to have difficulty in developing Literacy and Numeracy skills
- has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of the other learners, despite taking part in an individualised behaviour management programme
- has sensory or physical needs and require additional specialist equipment or require regular advice or visits by a specialist service
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- a child's learning needs are manifesting themselves either in a more complex or in a more specific way as they move on through the school

For these children, the difference between their attainment and that of the other children is widening and this needs further investigation.

A request for support from **external services** is likely to follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given.

### **The external specialist may:**

- act in an advisory capacity to refine targets set by the school
- extend the expertise of the teaching Staff
- provide additional assessment
- be involved in supporting the child directly
- suggest that a statutory assessment is advisable
- consult with all parties involved with the child

Children who have a My Plan+ or EHC/ Statement in place will have specialist support provided to meet their individual needs.

### **How does the school judge whether the support has had an impact?**

- By reviewing children's targets on Learning Support Plans and ensuring they are being met. As children achieve short term goals, new targets are set. Formal reviews of the progress of all children take place four times a year in line with the school's Pupil Progress meetings which are, attended by Class Teachers, the SENCo and the Senior Leadership Team.

- Parents of those children on My Plan and My Plan + will be invited to a review meeting three times a year to discuss progress and to review and the set new targets. A copy of the targets will be given to the parent.
- Parents of children with a statement/ EHC plan will have, in addition, a formal annual review, attended when possible by advisory teachers, health professionals and those involved in the care of the child.
- Verbal or written feedback from the teacher, parent and pupil.
- Children may be taken off the Special Educational Needs register when they have made sufficient progress.

The class teacher and the SENCo will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to help them make progress and achieve their potential.

### **What opportunities will there be for me to discuss my child's progress?**

- We believe that your child's education should be a partnership between parents and teachers therefore we aim to communicate with you regularly.
- You will be able to discuss your child's progress at parent's evenings and review meetings
- You are also welcome to make an appointment at any time to meet with either the class teacher discuss any concerns you may have.

### **How can parents be helped to support their child's learning?**

- The class teacher or the SENCo can offer advice and practical ways that you can help your child at home.
  - The class teacher provides a home / school communication book which your child will bring home daily so that comments from parents and teacher can be shared.
  - If your child is on the special needs register they will have a learning support plan (My Plan) which will have individual / group targets. The targets set are SMART (specific, measurable, achievable, realistic, time scaled) targets, with the expectation that the child will achieve the target by the time it is reviewed. As part of this partnership between home and school, parents may be encouraged to support their child with these targets.
  - Recommendations from external agencies e.g. a speech and language therapist, will be shared with you so that strategies can be implemented at home and school.
  - If a class teacher needs to discuss an issue with you, it will be done privately and strategies to support your child will be offered.
  - There is a homework club in school twice a week at lunch times to support Pupil Premium pupils who have been unable to complete their home learning. Children with SEN needs can speak to the class teacher if they would like their child to attend homework club
    - We also invite parents to curriculum evenings in school, where we explain how we teach certain areas of the curriculum.
  - Where appropriate parents are invited to courses run at Pittville school on a variety of topics

### **How do teachers measure my child's progress?**

- As a school we measure children's progress in learning against national age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from their

admission through to Year 6, using a variety of different methods, including age related steps and some standardised tests, as appropriate.

- Children who are not making expected progress are identified through Progress Meetings which take place at four key points in the year. In this meeting a discussion takes place about those pupils experiencing difficulties and what further support can be given to aid their progress.
- When a child's Learning Support Plan is reviewed, comments are made against each target to show what progress has been made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

### **What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?**

- The school entrances are staffed with adults who greet and welcome pupils and their families each morning. This ensures a smooth transition between home and school each day.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required the class teacher liaises with the Headteacher or SENCo for further advice and support. This may involve working alongside outside agencies.
- All staff are trained in basic first aid, dealing with asthma and administering epi-pens. A number of TA's are trained to a more advanced level. These TA's take a lead in all more complex medical needs that occur in school.
- Where a child has a specific medical need, requiring regular support, the Teachers and TA's involved with that child are given appropriate training by specialist nurses.
- The school runs an on- site 'before and after' club called Woodpeckers which can offer breakfast.
- We have two TA's who have responsibilities and time given for pastoral support. One TA looks after the needs of Pupil Premium children whilst the other offers pastoral support in the form of group work or 1:1 support on friendship issues and self- esteem.

We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being. As a nurturing school, all our vulnerable pupils are known to staff.

### **How does the school manage the administration of medicines and personal care?**

- We have a policy regarding the administration and management of medicines on the school site- see school website
  - Parents need to contact the class teacher if medication is recommended by Health Professionals to be taken during the school day.
  - The school office staff administer medicines. If a child requires regular medication in school, this will be managed through an individual care plan written by the teacher in conjunction with parents.
  - Staff have regular training from specialist nurses regarding conditions and medication affecting individual children, so that staff working with the child can manage medical situations if the need arises.
  - If a child requires personal hygiene care this will be managed through an individual care plan.

### **What support is there for behaviour, avoiding exclusion and increasing attendance?**

- We have a positive approach to behaviour management with a clear Behaviour policy that is followed by all staff and pupils. We are an inclusive school and we make every effort to include all pupils in learning sessions with their class. We also take every opportunity to include pupils socially at break and lunch times
- If a child is at risk of exclusion a Pastoral Support Plan (PSP) is written with the child and parents to identify the specific issues and reflect the relevant support and targets in place.
  - After any serious behaviour incidents parents are informed about what has happened. We would then expect the child to reflect upon their behaviour with you; this helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- The attendance of every child is monitored on a regular basis by the class teachers and the attendance officer ( Mrs Greening). Every six weeks, lateness and absence are checked and the attendance officer or head teacher will contact the parents to discuss any concerns that the school have.  
Good attendance is rewarded through a special mention and certificate presentation termly .

### **How will my child be able to contribute their views?**

- We value and celebrate each child's views on all aspects of school life. This is usually carried out through the School Council.
- Children who have learning support plans discuss their targets with their class teacher.
  - If your child has a My Plan, My Plan+, Statement of Special Educational Needs or an Education, Health Care Plan their views will be sought at the review stage, if appropriate. The child and their family are at the heart of all support plans.

### **What specialist services and expertise are available at or accessed by the school?**

- The SENCo Mrs Greening is responsible for the implementation of the SEND policy and will support and encourage other members of staff where and when necessary. She will liaise with parents and relevant outside agencies. She will attend and cascade appropriate in- service training in order to meet new developments with policy and practice. She will prepare and deliver INSET and assist in the purchase and deployment of resources encouraging their efficient and effective use. The SENCO will also be responsible for overseeing the maintenance of the Special Needs Register.
- The school works closely with any external agencies that we feel are relevant to individual children's needs within our school. These may include: GP, School Nurse, Clinical Psychologist, Paediatrician, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, the Behaviour Support Service, the Child and Young Persons Service (CYPS) and Social Services.
  - From the 1st September 2014 the 'Gloucestershire Local Offer' is available at [www.gloucestershire.gov.uk/schoolsnet/article/116672/The-Local-Offer](http://www.gloucestershire.gov.uk/schoolsnet/article/116672/The-Local-Offer)

### **What training have the staff supporting children with special educational needs, had or are currently having?**

- All teachers receive ongoing training from the SENCo to work with children with SEN needs. This has taken the form of raising awareness on the needs of children with dyslexia

and dyscalculia last year and will include Talk Boost training for KS1 and Behaviour Management for KS2 staff in the current year.

- Teaching assistants have meetings at regular intervals with the SENCo to discuss how to support the teacher with interventions. A number of TA's received training through an organisation called Odyssey last year which was fed back to other TA's through our group meeting.
- The school offers CPD opportunities to TAs, teachers and SENCo through SEN courses run through a Partnership Training at Pittville school
- A number of teachers and TA's are trained in positive handling through Team Teach to safely support and isolate children demonstrating unsafe behaviour (these incidents are always recorded).
  - One teaching assistant is trained to deliver Fizzy sessions, an intervention to help develop gross and fine motor skills.
  - One teaching assistant is trained to Level 2 for supporting autistic children.
- A number of our teaching assistants have had training in different intervention programmes which we use in school such as Fresh Start, Letters and Sounds, Language for Thinking.
- All staff have had training in Talk for Writing and Numicon.

### **How will my child be included in activities outside the classroom including day and residential trips?**

- We aim for all children to be included on school day trips and residential stays. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas will be provided in school.

### **How accessible is the school environment?**

- The main school building is wheelchair accessible. There is wheelchair access to the terrapins via a back entrance.
- There is one disabled toilet, which is large enough to accommodate changing and personal hygiene care.
- We have a portable 'Sound Field' system which is used to support hearing-impaired children.
- The school building is decorated and maintained to support children who are visually impaired.
- Both playgrounds have purpose built shaded areas to support pupils with light sensitivity.
- Our classrooms environments and corridors are low sensory so that they 'autism friendly'.

On- going changes to the site take into account needs of the disabled in compliance with the Equality Act 2010, which can be seen in the Accessibility Plan-see appendix 1

### **How will the school prepare and support my child when joining the school or transferring to a new school?**

- We encourage all new children to visit the school prior to starting with us and a number of planned meetings are arranged for both children and parents in reception.
- For children with special educational needs or a disability we may facilitate a phased transition to help your child to acclimatise to their new surroundings. We would also visit them in their current setting if appropriate.
- We write social stories with children to help explain and prepare them for any major transition.
  - When children are preparing to leave us for secondary school a number of visits are arranged for them. Those children with SEND needs can have extra visits arranged as required. A meeting is arranged between the SENCo of the local secondary school and Anona Greening to pass on any relevant information about SEND children.
  - We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
  - If your child has a Statement or an Education, Health Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school in Year 5 .

### **How are parents involved in school life?**

- In some year groups, parents have the opportunity to view their children's learning at the end of a topic by coming to a celebration afternoons.
- Parents are also invited to regular class assemblies and concerts.
- We have 'Curriculum Evenings' during which parents are invited to offer their comments and opinions.
- Parents are also welcome to help out as volunteers, for example, listening to readers.

### **How are the Governors involved and what are their responsibilities?**

- The SENCo reports to the Governors annually to inform them about the progress of children with special educational needs or disabilities; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors, Sheila Johnson, is responsible for special educational needs and meets regularly with the SENCo. They also report to the Governors to keep them informed.
  - The Governors agree priorities for spending within the special educational needs budget with the overall aim that all children receive the support they need in order to make progress.

### **Who can I contact for further information or to discuss a concern?**

- The first point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet with the SENCo, Anona Greening
  - Look at our Special Educational Needs policy on our website.
- Gloucestershire Special Educational Needs and Disability Information, Advice & Support Service (SENDIASS) is an organisation that provides independent advice and support for families – 0800 158 36 03



**Who should I contact if I am considering whether my child should join the school?**

- Contact the school office, to arrange a meeting and tour of the school.
- If your child has a special educational need or a disability you could contact the SENCo who will discuss how the school could meet your child's needs.

Our school's SEND policy and Local Offer can be viewed on the school website. This has been updated to meet the new SEND Code of practice effective from 1st September 2014. Our Local offer to children with special educational needs and disabilities was prepared in July 2014 and is reviewed annually.

Special Educational Needs Information Report was written by Mrs Anona Greening SENCo

Written : October 2015

Date of Review : November 2016

Appendix 1 – Accessibility Plan

**WOODMANCOTE SCHOOL**  
**Accessibility Plan 2013-15**

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
<b>Short term</b>	Incorporate an appropriate colour scheme when refurbishing classrooms to benefit pupils with visual impairment.	Rolling programme, short→ medium term to re-paint classrooms. Seek advice. (see County Briefing Sheet 8 'Colour and Contrast').	Classrooms more accessible to visually impaired pupils.	On going	Summer 2014 with refurbishment of KS 2 classrooms
	Ensure safe and appropriate access to outside classrooms	Vertical signage on Disabled Parking	Access is clearly identified and is safe	Summer 2014	All completed Summer 14

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Goals Achieved</b>
<b>Long Term</b>	School will consider acoustic environment when refurbishing.	Consider acoustics of all areas within the school. Seek advice. Include seating plans for optimum hearing, lighting for lip reading.	School and staff will be more aware and respond positively to the needs of hearing impaired pupils in the learning environment.  Listening/hearing in the classroom improved.	Soundfield Installed in Hall-Jan 2010

<b>Long Term</b>	To increase access to curriculum and building for pupils with visual impairment.	Consider environment:- adjustable lighting, provide way-finding systems. Use white lines to define boundaries, etc. Access through ICT  Equipment to enlarge text (Larger interactive boards that are backlit)	Pupils with visual impairment will have improved access to curriculum.	5 Backlit boards now installed throughout the school.
	Raise awareness of the visually impaired culture for staff and pupils.	CPD Literature for pupils.	Staff and pupils aware of the visually impaired culture.	