



Woodmancote School
Belong · Aspire · Achieve

Special Educational Needs Information Report – September 2024

Woodmancote School is a two-form entry primary school with children from ages 4 -11. Despite being a large 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 mind-set of a village school where every individual is important and their provision is carefully considered.

Aim

Woodmancote 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 identified with special educational needs (SEN) are valued, respected and equal members of the school community.

All staff and governors are committed to ensuring that all our children, including those identified as having SEN, 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.

The kinds of SEN that are provided for

Woodmancote School currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties, Down's Syndrome.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, cerebral palsy.
- Moderate/severe/profound and multiple learning difficulties

Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline

- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as being identified as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions are made on the pupil's record and copies given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The pupil's assessment is reviewed three times a year, in line with the Pupil Progress meetings.

All teachers and support staff who work with the pupil, are made aware of their needs, the outcomes sought, the support provided, and any teaching strategies, adaptations or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils joining the school and transferring to a new school.

We encourage all new children to visit the school prior to starting with us.

For children with special educational needs or a disability, we may facilitate a phased transition to help your child to acclimatize to their new surroundings. We would also visit them in their current setting, if appropriate.

We liaise closely with staff when receiving children or transferring children from/to different schools. We ensure all relevant paperwork is passed on and all needs are discussed.

When we share information with a school that the pupil is moving to, we will agree with parents what information is shared.

When children are preparing to leave us for secondary school, visits are arranged. Those children identified with SEND can have extra visits arranged, as required. A meeting between our SENCO and the SENCO of the secondary school takes place and relevant information passed on.

If your child has 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.

Our approach to teaching pupils identified with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High Quality Teaching is our first step in responding to pupils who have been identified with SEN. This is differentiated for individual pupils.

If, after using High Quality Teaching, the child's progress remains below that expected, the class teacher will involve parents and the child to create a My Plan. This document identifies individual targets for the children to work on. They are used to assess, plan interventions and measure small step progress. They are also used to identify next step targets.

We provide the following interventions:

- Phonics interventions - Dancing Bears, Rocket Phonics
- Speech & Language – Talk Boost
- Spellings - High Frequency Words, Precision Teaching
- Reading interventions - Catch Up reading scheme, Priority Readers, Comprehension groups
- Maths - Multiplication Tables, Precision teaching
- English - Precision teaching
- Bespoke, individual interventions - My Plan / My Plan + outcomes
- Social, Emotional, Mental Health (SEMH) - 1-1 sessions (Drawing & Talking, Lego/Chat time, Bespoke), Group interventions, Nurture Group, Play Therapy, Learning Together, Talkabout

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, hessian display boards, etc
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

Currently, we have eighteen teaching assistants and key adults who are trained to deliver interventions such as Catch-Up Reading, Dancing Bears, Precision Teaching, etc.

Pupils with an Educational Health Care Plan (EHCP) or as directed by the class teacher, are supported by adults according to their needs. However, their independence will be scaffolded using strategies and adult support, where needed.

Teaching assistants will support pupils in small groups for English, maths, reading and phonics.

We work with the following agencies to provide support for pupils identified with SEN: General Practitioners, Advisory teachers, Counsellors, Outreach from special schools, Clinical Psychologist, Police Community Officers, Paediatricians, Speech & Language Therapists, Occupational Therapists, Art Therapists, Play Therapists, Educational Psychologists, the Behaviour Support Service, the Child and Adolescent Mental Health Services (CAMHS), Social Services, Social Workers and SEN caseworkers.

Expertise and training of staff

Our current SENCO was appointed in September 2020 and gained their National SENCO qualification in January 2023. They have worked at Woodmancote School since 2001, have a good knowledge of the all the children and have a track record of good relationships with parents, teachers and governors. For the previous two years, we had an experienced SENCO working 3 days a week and prior to that, another experienced SENCO who was in role for 5 years.

We have a team of eighteen teaching assistants and key adults who are trained to deliver SEN provision.

In 2023/24, teaching assistants had access to the following training:

- Trauma
- Relational Practice
- Physical Disability (Online training)
- Mastery in Maths
- Autism awareness.
- ADHD awareness.

Most of our teaching assistants have had training in delivering phonics and we have some members of staff who have had training in delivering the Talk Boost and Learning Together programmes.

Over recent years, Teachers and Teaching Assistants who have taught children diagnosed with Autism have received training. This has increased the number of our staff who are already experienced and skilled in a range of Autistic help strategies, use of social stories, communicate in print, visual timetables and visual cue cards.

We also have our Nurturing & Emotional Support Team (NEST) Lead who is a fully qualified teacher of 24 years and has completed a post-graduate diploma qualification with PTUK as a Play Therapist.

We use specialist staff for Play Therapy, Drawing & Talking, Art Therapy, Counselling & Mentoring, Sand Play, Emotional Literacy and Cognitive Behaviour Therapy.

Securing equipment and facilities

For some children identified with SEN, sometimes we need specialist equipment to support them.

Through our liaison with the Advisory Teaching Service, we can access help and support from specialist staff. They help facilitate and provide equipment for children with visual impairment, hearing impairment and physical needs.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils identified with SEN by:

- Reviewing pupils' individual progress towards their goals three times a year following the Graduated Pathway of Assess, Plan, Do, Review.
- Regularly reviewing the impact of interventions.
- We use pre- & post- Strengths & Difficulties questionnaires (SDQ's) for SEMH pupils.
- Monitoring by the SENCO.
- Discussions at Pupil Progress meetings.
- Holding annual reviews for pupils with an EHCP.

Enabling pupils identified with SEN to engage in activities available to those in the school who do not have SEN

Woodmancote School is proud to include children with a wide range of needs and abilities. We work very hard, with support from parents and other agencies, to ensure that we meet the needs of every one of our children. All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips in Year 4 (NAYC-ACUK Pioneer Centre, Kidderminster) and Year 6 (NAYC-ACUK Whitemoor Lakes Centre, Lichfield).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Normal admission arrangements will be followed for pupils with 'SEN or Disabilities'

Woodmancote School endeavours to be a fully inclusive school. No one child is treated less favourably than another. All our children will be treated according to their needs in line with the school policy for 'Equality'. No pupil will be denied admission because of gender, creed, race, physical ability or academic achievement.

We will take all steps possible to provide effective educational provision. In order to promote equality of opportunity for disabled children, we will make reasonable adjustments (including the provision of auxiliary aids and services) to prevent them being put under a disadvantage.

Where a pupil has a particular need e.g. wheelchair access, the Governors will ensure that reasonable adjustments are made for that pupil's need to be fully met e.g. ramps. We used special paint on all doors and steps to adjust for the needs of a visually impaired child.

If a pupil is transferring into the school with an EHCP or has been in receipt of extra support from Local Authority centrally funded resources in their previous setting, continuation of this support will

be negotiated with the appropriate member of the Local Authority, to ensure that needs can be met.

For children with a disability, their appointed members of staff receive disability awareness and etiquette training and some basic manual handling training.

In practice, we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

Existing facilities provided to assist access to the school by pupils with disabilities:

- Wheelchair access onto school grounds.
- Two disabled parking spaces are available in the carpark.
- Exterior lighting to improve evening access.
- Two children's Hygiene Suites are on site. Both have accessibility toilets which are large enough to accommodate changing and personal hygiene care. There is one adult disabled toilet.
- The school building is decorated and maintained to support children who are visually impaired (e.g. Doors and steps painted).
- Shaded areas around the school site are available to support pupils with light sensitivity.

Please also see our Accessibility Policy.

Support for improving emotional and social development

We provide support for pupils to improve their social, emotional & mental health development in the following ways:

- A Strengths and Difficulties Questionnaire (SDQ) is completed by the class teachers for each child where concerns are raised. This brief emotional and behavioural screening questionnaire captures the perspective of each child. Our NEST Lead then analyses the questionnaires using a secure online system and identifies children who may need support for emotional development. Parents are then contacted and, with parental agreement/support an SDQ is completed by parents. An intervention programme is then undertaken in school with our NEST Lead. After the interventions, SDQ's are again completed by the teacher and parents. The scores collated provides evidence as to whether the intervention has had a positive impact or not on the child's SEMH development. Discussions are then had with all parties concerned as to whether the intervention ends, continues or if a different avenue needs to be explored such as gaining advice from the SENCO or alternative outside agencies.
- Some pupils identified with SEN are encouraged to be part of a Nurture group which takes place away from the more formal classroom setting. The group provides an opportunity for the children to develop both their personal development skills (e.g. building their self-esteem, confidence) and social interactions skills. A Boxall profile is completed for each pupil. Within nurture sessions, pupils are measured in their emotional well-being and involvement using the 5-point Leuven scales.
- Some pupils with sensory needs, food issues or social anxiety, access Nurture lunch with our NEST Lead at lunchtime from 12.45 to 1.15pm.

- Some pupils have daily 1:1 time with their class teaching assistants to talk about their feelings which encourages the development of their emotional literacy.
- Pupils identified with SEN are encouraged to be part of the school council or Year 6 Ambassadors.
- We have a whole school Personal, Social, Health and Citizenship education programme that covers lessons on emotional and social development.

We have a zero tolerance approach to bullying.

Working with other agencies

If your child has been identified as having additional needs, the school will act in accordance with the Local Authority guidance.

If the school feels that a child needs more expert advice, in order to best support your child, referrals to outside agencies can be made. Before a referral is made to an outside agency, you will be invited in to speak to your child's teacher or SENCO to discuss the process. At this meeting, the reasons for the referral will be explained and there will be a space on the referral form for you to add your comments. During the referral process, the school will work with you to collect evidence to support the need for referral.

Once you have given permission for the referral to take place, the referral form will be sent to the appropriate agency and they will contact you at home with details of their involvement. They might send you dates and appointments that you will need to attend with your child. School will also be sent a copy of these dates so that we can track the support that your child is getting.

We work closely with a number of external agencies. These may include: Educational psychologists, Advisory Teaching Service (ATS - Cognition & Learning team, Communication & Interaction team, Physical disability team, Hearing impairment team or Visual impairment team), Speech and Language therapy (SALT), Children's Occupational therapy (OT), Social Communication Autism Assessment Service (SCAAS).

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher or SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils identified with SEN

SENDIASS Gloucestershire provides information, advice and support on matters relating to children and young people with special educational needs and disabilities (SEND). The service is offered to parents and carers of children and young people aged between 0 and 25 years old. SENDIASS provides free, confidential, impartial advice and helps parents play an active and informed role in their child's education.

Contact details for raising concerns

Richard Hoyle – SENCO – email: senco@woodmancote.gloucs.sch.uk Phone: 01242 674312

The local authority local offer

Our local authority's local offer is published here [Glofamilies Directory | Support for Families with SEND - Gloucestershire's Local Offer for Parent & Carers](#)