

SEND Offer Information Report

'SEND is everybody's business'

A GUIDE TO OUR PROVISION 2024-25

School Background

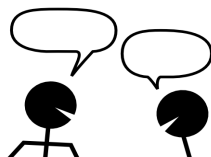
Woodston Primary School currently can have 600 pupils on role. The school operates three classes (90 pupils) in every year group apart from Reception and year 6, who current have two classes (60 pupils). To support pupils directly the school employs Teachers, Teaching Assistants (TAs), two Learning Mentors, two part-time SENCoS, two Family Support Officers and Midday Supervisors. We also have a Sports Leader and often Trainee Teachers on placement. The school has pupils with a range of medical conditions, disabilities and learning difficulties, including diagnoses of hearing and visual impairments, Autistic Spectrum Disorder, mobility difficulties and Speech and Language disorders/delays.

Who can I speak to about my child?

Talk to your child's Class Teacher as a first port of call. They can give you details about how your child is getting on and arrange for extra support or materials if needed. You can also arrange to speak to one of our Special Educational Needs Co-ordinators (SENCo) if you wish to share information or your concerns about their health, well-being or educational progress. We try hard to operate an open-door policy here and work collaboratively, so no concern or query is too small to raise.

The school SENCoS at our school are **Mrs Rachael Tomlin** and **Mrs Lucinda Robinson**. Mrs Tomlin is in school all day on Monday, Wednesday and Thursday. Mrs Robinson is in school on Wednesday afternoons and all day Tuesday, Thursday and Friday.

You can also discuss any concerns or make enquiries with our Headteacher, Mrs Becky Ford.



How will the Woodston Primary School support my child?

Pupil targets, provision and behaviour support (if applicable) will be shared and reviewed by Class Teachers in partnership with Parents /Carers three times a year. This is recorded on an 'My Plan' document. If your child has an Education, Health Care Plan this will be reviewed with you with one of our SENCoS annually. Other professionals involved with your child will also be invited to this review.

To make sure support is effective, individual pupil progress in core subjects is tracked and outcomes of intervention work are analysed for all pupils in the school. This is overseen by the Phase Leaders and Headteacher. We work hard to ensure that we have a good picture of what is working or when a child is experiencing difficulties. SENCoS also liaise with Class Teachers to discuss progress outside of core subjects such as social skills or speech and language.

As well as their teacher your child may work with a Teaching Assistant (TA), Learning Mentor, Nurture TA or Speech and Language TA. This will be in the classroom or sometimes in work areas in other parts of the school

How does the school identify children with special educational needs/disability (SEND)?

Teachers or Support staff may raise concerns directly with the SENCos. A member of the Inclusion Team may carry out observations, any suitable assessments, where available, contact other professionals (with parents' permission) and very importantly meet with Parents/Carers as well as staff.

Monitoring of Reading, Writing and Maths takes place by Subject and Phase Leaders each half term.

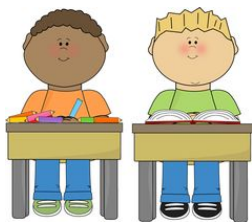
What opportunities are there to discuss my child's progress?

Our Parents' Evenings ensure that all parents, pupils and teachers have a chance to discuss progress in detail and agree on targets together. This is part of our cycle of 'Assess, Plan, Do and Review' (APDR) and is recorded in a personalised My Plan document. However, teachers can be contacted at any time in the school year as we are happy to arrange opportunities to meet as part of our efforts to be as open as possible. Meetings with a SENCo can be arranged via the school office if you wish to discuss progress, support or concerns.

How will the curriculum be matched to my child's needs?

All lessons are differentiated appropriately to help all our pupils reach their next steps. This may be by the kind of activity, the level of adult support, occasional peer support or the use of particular resources and equipment. We like to offer pupils choices in their work and allow them to aim high, so they have regular opportunities to select which level of task, with support where needed. Seniors Leaders look at pupils' work throughout every term to monitor that appropriate differentiation is in place.

Within the classroom, adult support is allocated by the teacher, based on the activities set for each lesson. A lesson may involve short bursts or extended periods of adult support, either individually or in small groups. Extra support outside of core lessons, in the form of intervention sessions, is allocated according to a pupil's current attainment, communication and interaction, social, emotional and mental health needs. This is decided between the teachers and the SENCos on a half-termly basis.



What support is there for my child's overall well-being at Woodston Primary School?

Teaching across the curriculum and our focus on pastoral care supports pupil well-being and we continue to strive to ensure all pupils have a positive and fulfilling experience here. We also have a robust approach to behaviour management and a zero tolerance of bullying. We understand that children may find difficulty with the development of their social skills at times and we work hard to support this through peer support and through our PSHCE work. We also have two Family Support Officers, two Learning Mentors and a dedicated Nurture TA who can support pupils who are struggling with their emotions, social skills, self-esteem and bereavement on a 1:1 or group basis. This includes both planned interventions and reactive opportunities, as needed.

Some pupils may require an Individual Health Care Plan and extra resources to help them with managing medical conditions. School works closely with the School Nurse and other Health professionals to make this support effective. We will always make adjustments to ensure that the pupil can attend as much schooling as possible and stay safe.

How can my child share their views?

All pupils are encouraged to share their views in their classroom and via their school-based School Council representative. Pupil discussion groups are held with various staff members to gather views on a variety of aspects over the course of the year. Pupils attend their Educational Health Care Plan Annual Reviews and their views are noted either by being written, scribed or drawn. Pupils also can attend their Parents' Evenings so they are aware of their successes and next steps.

What specialist services and expertise are accessed by the school?

Local Authority Services:

Advisory Teacher Service (Autistic Spectrum Disorder, ADHD, Hearing, Visual or Physical impairment)
SENDIASS (Formerly SEND Partnership Service)
Early Help Hub

NHS Services (often provided at the school):

Paediatric Physiotherapy
Occupational Therapy Service
Speech & Language Service
Community Paediatrician
School Nursing Team
Younited /Emotional and Well-being Service

Independent Services:

Educational Psychologist
Support for Learning Ltd

Charity Operated Services:

Sleep Right
Parenting support programmes (including Webster Stratton and Triple P)
Reach for the Stars and Winston's Wish counselling
Barnados parenting support workers

Does Woodston have any specialist provision?

No, however we will have staff whose roles are to support Communication and Interaction, Social, Emotional and Mental Health Needs for identified pupils. These staff members access relevant training to support identified school need.

How are staff at Woodston Primary School helped to work with children with SEND and what training do they have?

- Mrs Tomlin and Mrs Robinson are responsible for supporting Class Teachers in how they support pupils with SEND. Both SENCos hold the National Award for SEN Co-ordination (NASENCO).
- Training for our staff has recently included, 'Autism Education Trust 'Making Sense of Autism in Schools,' 'Supporting Visual Impairment in the Classroom,' 'Relational Practise' and 'Therapeutic Thinking.'
- Our Teachers and Teaching Assistants do not currently have qualifications in specialist areas but many have experience, training and expertise in various areas relating to meeting additional needs.
- Our SaLT TAs have both completed the ELKLAN 'Speech and Language Support for 5-11s' Level 3 qualification.
- One of our Learning Mentors holds the Emotional Literacy Support Assistant (ELSA) qualification.

How is the school accessible to children with SEND?

Lessons, visits and residential trips are organised in a way that allows all the members of each class to be able to participate. We are dedicated to over-coming barriers to pupils joining any of our extra- curricular clubs. We will make all reasonable adjustments to ensure that no child misses out due to additional needs. This may be achieved by altering the design of activities, the location or the level of support available.

Class Teachers will liaise with Parents and Carers on suitable adjustments to improve access to activities for their child if things prove challenging. If a personal risk assessment is needed for a pupil to access in-school or off-site activities then this will be shared with Parents/Carers for feedback. If a pupil has an additional need that needs to be carefully supported on a school trip the teacher will meet with parents beforehand to talk through how to best support and what extra arrangements may be needed.

We have lifts, ramps, disabled toilets and extensive and varied IT equipment throughout school.



How are the school's resources allocated and matched to all pupils with SEND?

Overall budget decisions are made by the Headteacher and the Governing Body. The SENCOs make recommendations and requests as needed. A member of the Local Governing Body oversees that the SEND policy is implemented, supports the SENCOs and ensures that Inclusion is considered in decision making processes. This post is currently vacant.

The budget is firstly allocated to the commitments outlined in EHC plans and in delivering actions recommended for individuals by professionals e.g. a 1:1 language therapy programme. Intervention programmes for pupils who are in need of a targeted form of support is allocated based on assessments of their current attainment and recent progress and this decision is made by the SENCOs in liaison with Teachers and overseen by the Headteacher. Each year we replace and add to specialist resources such as weighted equipment or seat cushions. If any resources have been recommended by a specialist, these will be purchased as soon as feasible. Different children require different levels of support. As part of this decision making, we identify and plan to address barriers to learning and/or social inclusion through meetings held each half-term with the SENCOs, Phase Leaders and Class Teacher.

How will my child be supported when joining Woodston Primary School?

Our Early Years staff visit local pre-school settings to introduce themselves to children and receive information. In the summer term, an information evening is held for new to Reception parents/carers, alongside school-based 'stay and play' sessions and a 'home-school' visit. Home visits enable parents/carers and children to meet EYFS staff and allow for individualised discussions.

Where parents or previous settings share high need SEND concerns, a Transition meeting is arranged with Parents/Carers, the current setting and a SENCO before the pupil starts school. Either before the transition or if not possible soon after, a SENCO will seek to discuss needs with any professionals involved with the child.

If pupils join us in other year groups, we will phone the SENCO at their previous school for a hand-over of information and meet with parents to find out how we can support a pupil with needs. If the pupil has high need, a transition meeting will be offered. We can offer tours and short sessions at the school prior to starting if needed.

How can parents/carers give feedback?

We are always keen to hear feedback and you can give this in person, by email or in writing. If you have any concerns or wish to discuss issues that have arisen, you are able to speak to the Class Teacher, Phase Leader or a SENCO. Solutions can be found by working together. If Parents/Carers feel they need to make an official complaint, they can do so by following the School's Complaints Procedure outlined on the school website.

What will happen when my child leaves the school?

When pupils are set to move to another school setting, one of the SENCOs will contact the receiving school to pass on key information and discuss with parents any arrangements they would like to be made to aid the move.

When pupils are set to move to Secondary School one of the SENCOs will arrange for pupils to participate in any transition events held by the receiving school and contact the school to pass on all relevant information.

As pupils move within the school each year, they all participate in 'move up' days to meet their next teacher and support staff. Additional arrangements e.g. 'Social stories', photo books or extra-time, can be made for pupils who are likely to find moving up challenging. Teachers also meet with the pupil's receiving teacher and TA at the end of the school year to discuss their needs. Mrs Hurrell or Mrs Robinson may also form part of this meeting.

External support for information/advice

- SEND Information Advice Support Service (SENDIASS) – Tel. 01733 863979
- Email: pps@peterborough.gov.uk
- Peterborough LA Educational Psychology Open Access Consultation Service – Tel. 01733 863689
- Autism Advisory Teacher Service (AATS) support children who have a diagnosis of Autism. A Parent/Carer consultation service operates on the 2nd Tuesday of the month (appointments need to be pre booked by telephoning 01733 863689)
- City Council SEN Website including the Local Offer:
<https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>