



*'Woodfall Primary School is an inclusive and supportive learning community which inspires and challenges everyone, enabling all to achieve their full potential.'*

School details	
School Name and address	Woodall Primary School Woodfall Lane Little Neston Cheshire CH64 4BT
Telephone Number	0151 338 2288
Website address	<a href="http://www.woodfall.cheshire.sch.uk">www.woodfall.cheshire.sch.uk</a>
Age range	4 years – 11 years
Contact Name & Job Title	Jane Bramham - Deputy Headteacher/ SENCO
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### **Our Approach to learners with Special Educational Needs (SEN)**

At Woodfall Primary School we ensure that all children are valued equally by having access to a broad and balanced curriculum, which is differentiated to meet individual needs and abilities. We believe in children being active learners who are challenged to achieve their best.

- We have effective management systems and procedures for SEN, taking into account the current Code of Practice (2014)
- We have successful communication between teachers, children with SEN, parents of children with SEN, outside agencies and the local authority Assessment and Monitoring team.
- We acknowledge and welcome parents' knowledge and expertise in relation to their own children
- Children are encouraged to take an active role in the review of their needs, in line with their readiness to do so. All children are supported to complete a 'Look at me now' review paper.
- We are committed to developing the knowledge and skills of all staff to manage the challenges of the complexity of needs in the school, and to ensure that all support is of a high quality and is organised on a needs basis.

- We have an effective review cycle that allows us to monitor, review and plan for the future learning of the children.
- We ensure that a child's barriers to learning are considered in all curriculum areas and all aspects of teaching and learning.

### **Principles that guide our policy and practice**

- We value all the children in our school equally
- Every child is encouraged to develop his/ her potential and succeed – intellectually, emotionally, physically and socially.
- The key to meeting the special educational needs of children is effective assessment, planning and recording.
- Effective communication between all is vital.
- All children are entitled to experience success within an inclusive setting.

### **Objectives**

- To ensure that each child's progress is assessed, recorded, monitored and reviewed on a regular basis.
- To ensure that all staff are familiar with the new Code of Practice and that they understand their role in this.
- To plan a range of effective teaching and learning strategies appropriate to each individual child. These are often bespoke programmes that meet the specific needs of the child.
- To liaise with outside agencies to provide a multi-disciplinary approach.
- To evaluate inclusive practices within the school at a school, class and individual level.

### **Introduction**

All Cheshire West and Chester maintained schools should have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the local authority to ensure that regardless of their specific needs, the pupils make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting, wherever possible.

The four broad areas of need are now recognised as:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and Physical Needs

### **What is the Local Offer?**

The Children and Families Bill of 2014 requires all Local Authorities and Schools to publish and keep under review information relating to the services

they expect to be available for children with Special Educational Needs and their families. This is the 'Local Offer'.

The intention of the local offer is to improve choices and provide transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. Further information of services available across Cheshire West and Chester can be found at [www.westcheshirelocaloffer.co.uk](http://www.westcheshirelocaloffer.co.uk)

## **Woodfall Primary School SEN Information Report**

### Frequently Asked Questions

#### **1. How does Woodfall know if children need extra help**

Through regular book scrutiny, lesson observations and pupil progress meetings carried out by the Headteacher and the Senior Leadership Team we are able to identify when pupils need additional support. Children may be identified as having barriers to learning if:

- Concerns are raised by parents/ carers, teachers or the child
- Limited progress is being made
- There is a significant change in the child's behaviour and/ or progress

#### **2. What should I do if I think my child may have special educational needs?**

Your child's class teacher is the initial point of contact if you have concerns about your child and the progress they are making. If you have further concerns then contact the SENCO (Mrs Bramham) who is responsible for co coordinating all the support and resources for children with special educational needs.

#### **3. How will I know how Woodfall Primary School supports my child?**

- Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to meet the pupil's individual needs. This may include additional regular support by the class teacher or teaching assistant in the class.
- Pupil progress meeting are held formally every term. This is a meeting where the class teacher meets with members of the Senior Leadership Team to discuss the progress of pupils in their class. This is an opportunity to identify additional needs and to plan for any future support that may be required.
- If a pupil has needs that relate to a specific curriculum area, such as spelling, handwriting, maths or English, the pupil may be placed in a small intervention group. These groups are taught by highly skilled teaching assistants who work closely with class teachers to ensure

progress. The length of time of the intervention will be led by the needs of the pupil. These interventions are regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. All interventions are recorded on the school's provision map and also on individual provision maps of some children.

- Some children may need more expert support from an outside agency; we are currently working with the following professionals:
  - Educational Psychologist
  - Speech and Language Therapy
  - Occupational Therapy
  - Physiotherapy
  - Community Paediatrician
  - CAMHS
  - Social Care
  - Visual Impairment Service
  - School Nurse
  - Specialist Medical Consultants
  - Autism Team
  - Orrett's Meadow Outreach Service (for pupils with Dyslexia)

If it is deemed necessary a referral can be made to some of these services, with your consent. After a series of assessments, a recommended programme of strategies may be provided to the school and parents/ carers.

- The Governors of Woodfall Primary School are responsible for entrusting a named person to monitor SEN provision in the school. The SEN Governor is Mrs Sue Mackenzie. She meets with the SENCO each term to discuss the current SEN profile of the school and the provisions being made. The Governing Body have a duty to ensure that the school is as inclusive as possible and treats all children, families and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

#### **4. How will the curriculum be matched to my child's needs?**

- Class teachers will use quality first teaching within their classrooms and work will be differentiated within this framework to meet each child's needs.
- Teaching Assistants (TAs) may be allocated to work with the pupil on a 1-1 basis or may support a small focus group to target more specific needs.
- Children will be encouraged to work in groups, pairs and on an individual basis regularly.
- If a child has been identified as having a special need, they may be given goals to work on each term which will form part of their SEN Child Profile. Targets will be set according to their need and discussed

with the child, their parents and the class teacher. These targets will be reviewed on a termly basis or more often if needed.

- Specialist equipment may be provided for the child if it is deemed necessary e.g. writing slopes, seating wedges, tangles

## **5. How will I know how my child is doing?**

- You will receive a written report about your child's progress each term. This will highlight the areas your child needs to focus on to make further progress. It will also detail the level that your child is currently working at and the end of year targets that have been set for your child.
- You will have the opportunity to discuss the contents of the report and any other issues that you have at Parent's Evening in the Autumn and Spring terms.
- Appointments to speak to the class teacher can be made at any point in the school year by contacting the school office.
- The SENCo is available to meet with parents during the day on Thursday or Friday each week and before or after school each day, appointments should be made through the school office or by contacting her directly by email.

## **6. How will you help me to support my child's learning?**

- The termly report will indicate what your child needs to work on and the class teacher may also suggest additional ways that you can support your child at home.
- Homework may be adjusted to your child's individual needs.
- A home- school communication book could be introduced that will enable you to see some of the difficulties your child may be having.
- The SENCo may want to meet with you to discuss how to support your child with strategies particularly if your child has behavioural/ emotional needs.
- If any outside agencies are involved with your child, they will make recommendations for support at home.
- We provide workshops on reading, phonics and maths skills each year.

## **7. What support will there be for my child's overall well-being?**

- All classes follow a PSHCE (Personal, Social, Health, Citizenship and Economic education) curriculum.
- All staff are supportive of your child's social and emotional wellbeing. They ensure that any medical needs are well documented and managed effectively. All staff have received Paediatric First Aid training, Epi Pen training and basic Safeguarding training.
- Any child requiring medication, either on a regular basis or in response to a doctor's visit will need a consent form signing by their parent/s. The school's Administration team are responsible for administering

most medication. If your child has 1-1 support, their medication will be administered by their Teaching Assistant.

- We recognise that some children have additional emotional and/or social needs that need to be developed and nurtured. We have a Learning Mentor in school who sets aside time each week to meet with children who need extra support in these areas.
- There is a lunchtime club available 3 days a week for children who find this part of the day especially challenging.
- Weekly school achievers assemblies, certificates, team points, stickers and reward systems are in place for all children.

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

- Please see the list above (Point 3) which indicates the services/agencies that the school accesses on a regular basis.
- The SENCo has completed the National Award for Special Educational Needs Coordination.
- Our Higher Level Teaching Assistant (HLTA) is ELKLAN trained which enables her to deliver Speech and Language programmes.
- All staff have received Dyslexia and Autism training at various levels.
- Some staff are trained in manual handling of children with physical needs.
- The Headteacher, SENCo and 2 other members of staff have received Team Teach (managing challenging behaviour) training.
- Other staff have received training in Social Stories, Adoption, Bereavement, Philosophy and Visual Impairment (including Braille)

#### **9. How will my child be included in activities outside the classroom including school trips?**

- Activities and school trips are available to all children.
- Risk assessments are carried out for all trips and the staff ensure that they have considered the needs of the children whilst carrying out the assessments.
- Adaptations are made where possible to include children in extra curricular activities.
- If it is deemed that an intensive level of support is required by a child, the school may ask a parent/ carer to accompany their child during the activity.
- We encourage parents to support their child in planning for trips/ activities. The class teacher and/or SENCo will discuss the activities with parents prior to the event to ensure it is a successful and enjoyable experience.
- Specialist sports clubs/ events may be arranged following discussion with the SENCo e.g. Goalball (for visually impaired pupils), Boccia (for pupils with physical difficulties). These activities are made available to all children.

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

- All school buildings are accessible on one level and the school is fully compliant with DDA requirements.
- There are disabled toilets in both buildings.
- Corridors in both buildings are wide and wheelchairs can easily be manoeuvred into and around the school.
- There are disabled parking bays for parents to use in both the Infant and Junior car parks.

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

- Good links are well established with the local pre school settings and High Schools.
- Our Early Years Foundation Stage (EYFS) staff will visit children in their pre school/ nursery settings prior to them starting school.
- Children will have the opportunity to visit their new class on 3 occasions during the Summer term and there will be a Parent's Information evening during this time.
- If your child has Special Educational Needs that have been identified before they start school an Action for Inclusion meeting will take place with all professionals involved.
- There is a staggered intake for all EYFS children entering school. This usually takes place over a period of 2 weeks and once allocated a starting date your child will usually be in school on a full time basis.
- For children transferring to High School an enhanced transition package can be organised for any child with additional needs e.g. Action for Inclusion meeting, additional visits, supported visits
- All current levels of achievement and any paperwork regarding reviews, targets etc will be passed onto the receiving school.
- The SENCo is always willing to meet parents/ carers prior to their child joining the school.
- Secondary school staff visit pupils prior to them joining their new school.

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

- The SEN budget is allocated each financial year and the Headteacher, School Governors and SENCo decide on the best deployment of resources for meeting the needs of children.
- The money is used to provide additional support or resources depending on the child's needs.
- Resources may include deployment of staff depending on individual circumstances.
- The School identifies the needs of pupils and record provision allocated on a provision map each term.

Current interventions/ support in place at Woodfall include:

- Specialist Literacy and Numeracy classes (up to 10 children)
- Speech and Language input
- Addacus (maths intervention at KS1)
- Beat Dyslexia
- Motor Skills
- Social Skills
- Fischer Family Trust
- Dyslexia Outreach from Orretts Meadow
- Learning Mentor
- Phonics catch up
- SPAG
- Memory group
- Reading for Meaning

Equipment currently used in school include:

- Specialist seating and desks
- Writing slopes
- I Pads and recording devices
- Seating wedges
- Magnifiers
- Tangles

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

- Initially the class teacher will meet with parents and discuss what additional support will be provided. This will be based on the child's individual needs and the progress they are making.
- You will be involved in all stages of the decision making process.
- The SENCo may be involved at the initial point or at a later stage.
- If your child has a statement, an Education, Health and Care plan (EHC) or in receipt of top up funding from the local authority recommendations will be made to the school about the type and quantity of support your child requires.
- The school works effectively with a wide range of outside agencies that offer support, advice and resources.

**14. How are parents involved in the school and will I be involved in discussions about my child's education and future?**

- The school has an open door policy and welcomes parents to come in and discuss the needs of their child with the class teacher, the SENCo and/ or the Headteacher.
- There are 3 parent's evenings each year.



- You will be invited to review your child's targets and contribute to new targets once a term.
- If your child has a statement, an Education, Health and Care plan (EHC) or is in receipt of top up funding from the local authority there will be a formal review meeting each year.

### **15. Who can I contact for further information on SEN?**

- Contact your child's class teacher in the first instance
- A meeting may be arranged for you to speak to the SENCo
- You can access additional information and support from the local offer website at [www.westcheshirelocaloffer.co.uk](http://www.westcheshirelocaloffer.co.uk)