

Wodensfield Primary School

SEND SCHOOL INFORMATION REPORT JULY 2023

REVIEWED OCT 2022

REVIEWED JULY 2023

REVIEWED FEBRUARY 2024



Our School Context

Wodensfield Primary School is a two form entry primary school catering for children from Nursery to Year 6, located in Wednesfield.

Learning at Wodensfield aims to inspire and motivate children to achieve their full potential. We are passionate about ensuring our children experience a broad and balanced curriculum, equipping them to become confident life-long learners capable of making a positive contribution to the wider world.

Wodensfield believes that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils who have a special educational need.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs H Cowdrill (SENCO) to discuss your concerns.

Mrs H Taylor-Ward is currently acting SENCo.

What is the SEN information report?

Wodensfield Primary School

Our SEN Information report forms part of the [Wolverhampton Local Offer](#) for Learners with Special Educational Needs (SEN)

At Wodensfield, we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

- **Special Educational Needs:** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.
- **Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

How do we review our SEN information report?

Our SEN information report is reviewed at least once a year or if circumstances change in school regarding specific needs of our learners.

The SENCO reviews and makes amendments where appropriate.

Our Values

Our school mission statement “**AIM TO BE THE BEST YOU CAN**” is at the heart of everything we do at Wodensfield.

Our school rules reinforce our values and behaviours. All members of our school community work together to demonstrate that we are:

- Ready
- Respectful
- Safe

These values and behaviours reflect the “**Wodensfield Way**”.

We believe in inspiring and empowering all children to become independent, lifelong learners. Enabling them to become confident citizens; who make a positive contribution in the wider world.

Our Site

Our school site is over 50 years old, consists of two separate buildings, a playground and a forest area.

The school is accessible via the main entrance where there is a ramp or stairs with disability access doors leading into key stage one. Children arrive via two side gates that lead into the playground where there is an access ramp into the key stage two building. There is a ramp from the key stage one area into the key stage two however this is currently out of order due to damage to the wall meaning it is not safe to use.

Reception children enter via their playground. There is two steps up into the classroom with a hand rail to support. If this is not accessible then the main entrance is used.

Within the primary building, there is a set of stairs leading to the nursery and intervention space. Should children need to access via this route and are unable to use the stairs, there is access to a wheelchair lift.

In both buildings there a disabled toilets which can be accessed and are fitted with a support alarm system.

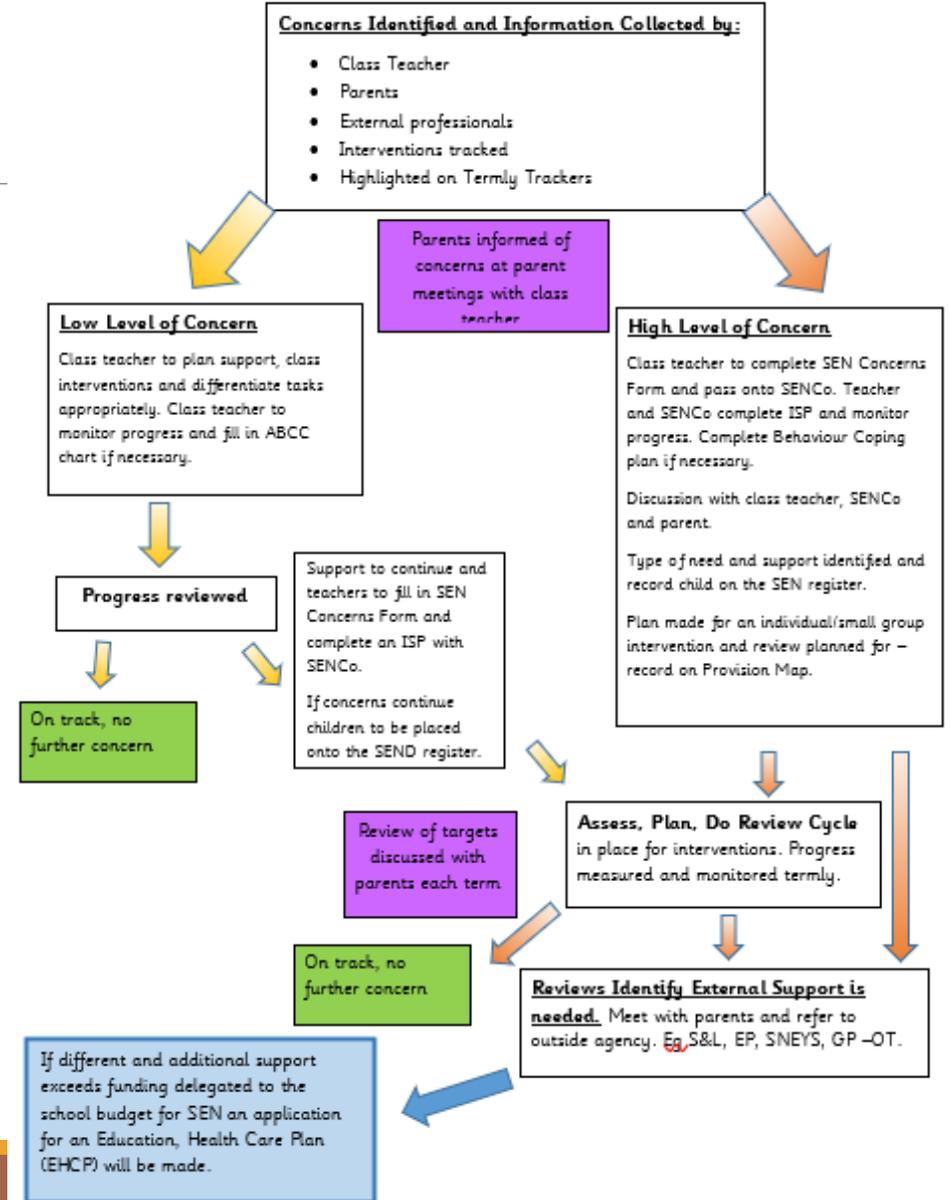
Roles and Responsibilities of the Special Educational Needs and Disabilities Coordinator (SENCo)

Our SENCo, working alongside the Head Teacher and Governing Body, has responsibility for the strategic development of the SEND policy and provision. They have day to day responsibility for the operation of the SEND policy and the co-ordination of specific provision to be made to support individual children with SEND, including those with EHC plans. The SEND Leader provides professional guidance to colleagues and works closely with children, parents and other agencies to monitor pupils' progress and plan interventions where progress is slower than expected.

Graduated Approach

- Teachers will identify if any children need extra support, they will provide pupils with in class support in small groups to support their learning.
- If the teacher feels that further support is required, then teachers will consult with the SENCo, provide children with interventions in small groups or 1:1 which will be recorded on the provision map and implement an individual support plan. Teachers will set targets for the child, progress will be monitored and reviewed termly. Targets and interventions that are taking place will be discussed with parents so further support can be given at home. The SENCo will oversee what provisions are in place and monitor the progress children make.
- If teachers or parents have further concerns then the SENCo will refer to a specialist service to offer specialist support and advice.
- Children that have more complex learning needs may require continued provision and support throughout their journey at Wodensfield. These children will be supported with an Educational Health and Care Plan (EHCP). This plan provides key outcomes for all professionals involved in the child's education. These outcomes are reviewed yearly.

Wodensfield SEN Pathway



Class Teachers will follow the Wodensfield SEN Pathway if a concern arises.

How we identify children with SEND

All children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of the right learning for pupils at the right stage of their development.

If a pupil's first language is not English we will do our best to seek the correct language assessment for them and then carry out termly assessments to measure progress and plan for next steps.

If children join us from other schools we begin by looking at the information and as necessary discussing it with home and the setting. We often use this information to ensure children are placed in appropriate groups.

All pupils are assessed at least termly as they move through school. These assessments can be in the form of tests, tasks or observations and they lead to information being placed on the school's tracking system.

If assessments show that a child may have a learning difficulty parents are contacted at the earliest opportunity to discuss concerns and enlist their active help and participation.

If additional support is required their child will be placed on the Special Educational Needs (SEN) register and extra in class support is provided.

How do we measure progress?

All pupils in the Foundation Stage are assessed against the 'Development Matters in Early Years Foundation Stage' criteria. This is carried out throughout the school day, in all areas of the curriculum, through observations, pupils' work and responses.

From years 1 to 6 all pupils are assessed in Reading, Writing, Maths and Science based on Age Related Expectations (AREs) on a termly basis. This is an on-going process using a balance of every day work and observations by staff and summative assessments to show how well pupils are doing across the term.

In year one, a formal assessment of pupils phonic ability is made and all pupils continue to be taught Phonics and any pupils who did not achieve the expected levels are re-tested in year 2.

If pupils have a barrier to their learning, then interventions are planned and implemented.

In addition, children with SEN who are receiving extra interventions have specific targets set for the intervention. These targets are reviewed termly, they are set to break down their learning into smaller steps.

How are children's special educational needs monitored and reviewed?

Pupils with additional needs or SEND have a termly meeting with class teachers. At these meetings, often at the time of parent's evenings, progresses towards the building blocks in learning are discussed, targets are set and reviewed on the children's Individual Support Plan.

At this meeting, parents will have the chance to talk about how that child is getting on and identify what is needed next in their learning. The 'what's next' part may include asking for advice from a specialist outside of school, working for a period of time 1:1 or in a group on a skill or if all targets have been met, and there are no longer any concerns, the child will be removed from the plan.

Wodensfield provision

Pupils' specific areas of need are supported through interventions e.g small group sessions, or in class support delivered by teaching assistants or the class teacher.

Targets are set prior to intervention and progress and achievement is monitored throughout. All interventions are planned and delivered across the school. Progress is monitored throughout the interventions and the impact of the intervention is evaluated.

During the review session with parents/carers, teachers will discuss their child's targets and will give suggestions of extra activities they can do at home and where necessary possible resources that can be used.

Provision at Wodensfield

Once the school has identified the needs of SEND pupils, the SENCO and Head Teacher decide what resources/training and support is needed.

School Provision:

- Wide range of English and Maths small group interventions delivered by TA's and designated teachers
- Phonic intervention groups
- Reading Recovery and Better Reading Partners
- Speech and Language support including ELKLAN
- Cool kids programme and Dough Gym
- Nurture
- EAL Assessment
- Drawing and Talking, Sand Therapy and Lego Therapy

Specialist Services

Local Authority provision available:

- Outreach support from Tettenhall Wood School / Westcroft School/ Penn Fields School / Penn Hall School
- The School of Psychology Service – Educational Psychologists
- Special Needs Early Years Service
- Specialist Teachers
- Sensory Inclusion Team: Visual Impairment Team, Hearing Impairment Team

Health Provision available:

- School nurse
- Occupational Therapy
- Physiotherapy
- CAMHS
- Reflections
- Speech and Language Therapy (SALT)

How do we support our children's well being?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this development. However, for those children who find aspects of this difficult we offer.

- Lunch time and play time support
- Peer mentor system is in place during break times and lunch times.
- Sand Therapy and Lego Therapy
- Access to our Nurture Room
- Access to external agencies and professionals and follow their advice

The school benefits from a Behaviour Policy and a Behaviour Blueprint with a calm, consistent and fair approach to managing behaviour. In respect of Anti Bullying, there is a policy in place that has been drawn up with staff and pupils and is accessible to Parents.

Who gets help?

All pupils in order for them to access the full curriculum are supported. This may be formally or informally recorded. These include Mild/Moderate Learning Difficulties, Hearing Impairment, Social Emotional and Mental Health, Dyslexia, Dyspraxia and Autism. Provisions are also introduced for short periods to meet specific, time bound needs as well as meet long term needs such as pupils with Education and Health Care Plans.

How are children supported across school? Do they have a say?

All staff are responsible for the pastoral care of all pupils. They will raise any concerns with the SENCo or Head or Deputy or Assistant Head Teachers who may, make appropriate referrals, seek or organise support if necessary.

In addition to support given by staff, we encourage peer support e.g. play leaders, buddying systems and school council.

The school has 1:1, small group and whole class sessions delivered through support staff and teachers to support children with personal and social needs. These strategies are put in place according to need. There are termly assemblies on safeguarding issues, social groups on PSHE which includes safeguarding issues and termly lessons on internet safety.

What about personal care?

We have identified 'First Aid' trained staff in school. This Paediatric First Aid Training is updated every 3 years or as dictated by their training. In addition to this training is given to all staff with regards Asthma training and any other medical needs related to the pupils in school at any given point in time (see medical needs policy).

We have a medicines in school policy, which explicitly outlines how medicines are stored and administered in school. We do our best to accommodate the giving of medicines in line with our medicines policy. Medicines are securely stored in the office along with relevant proformas for their administration. Asthma inhalers are kept in classrooms appropriate to the pupil in question. An emergency inhaler is also held by the school office. Parents/carers are required to fill out a medical consent form for any medication needed during the school day. Pupils with long term medical needs are listed in the medical room, they have a care plan to support their needs which is kept in the office and medical rooms.

Updates and training are given to meet the needs of the school community. This is delivered through the school nurse and specialist nurse teams.

All staff are in a position to support pupils in the event of 'personal accident' e.g. wetting or soiling themselves. Parents/carers are informed at the end of the school day or by phone call if they do not collect their child.

How parents can work with us to support their children.

Support from parents is very much valued and welcomed. We need their support to make a difference.

All year groups update a weekly homework menu that is published on the website in which children can choose activities from. It is expected that all children read their book 3 times a week. Reading books are sent home daily and parents/carers are encouraged to make comments about their child. In Reception and KS1 children have RWI Take Home Books which are given each week to match the sounds that the children have been learning in their RWI lessons.

For KS1 and KS2, children have weekly spellings, Maths and English tasks set through a range of mediums including Mathletics, Oxford Reading Buddy, Education City and Microsoft Teams. Foundation subject activities are updated ½ termly.

Throughout the year we offer a range of workshops for parent/carers to allow them to gain an understanding of the learning that takes place and how to support their children at home. Recent events have included Reception and KS1 Reading and Phonics meetings, Year 6 SATs meetings and Years 4 Timetables meeting.

The SENCO actively seek links with other agencies and settings to support parents. Support and workshop events from Outreach services such as Wolverhampton Information and Advice Support Service, Westcroft Special School, Tettenhall Wood Special School and Pennfields Special School are also highlighted for parents. Special Needs Early Years Service also offer workshops for parents around particular areas of Special Educational Needs which they guide parents towards through their support.

What if my child is ill?

Children do get ill from time to time. If your child is ill we ask you to contact us and let us know. Mrs Weaver makes 'first day absence' calls to the families of any children who are not in school on the first day of their absence. Attendance is closely monitored and parents will be asked to meet with both the Attendance Officer to discuss ways forward if a child's attendance is particularly poor. If necessary home visits will be made as part of a supportive structure to get children into school and learning.

Every term pupils with what is deemed to be low attendance, are identified and receive a letter from the Head teacher formally highlighting their attendance. If attendance issues continue, parents/carers are invited to discuss issues and a Parenting Contract is put in place. As part of this support, strategies will be discussed and put into place to enable pupils to attend more regularly.

Attendance on a weekly basis is analysed by class groups and celebrated in assembly. The classes in KS1 and KS2 with the best attendance for the week are awarded a class award, which is displayed in the entrance hall and in their classrooms.

Certificates and attendance prizes are given every term for 100% attendance.

What is behaviour like? What do you expect?

Our school rules reinforce our values and behaviours for all pupils to be:

- Ready
- Respectful
- Safe

All pupils are invited to take part in visits and trips related to current learning. Regardless of additional needs we strive to make all activities fully inclusive and accessible to all. Additional arrangements for pupils with SEND are made as necessary in consultation with families and pupils (Reference Behaviour Policy).

Pupils with SEND have full access to the after school clubs on offer and parents/carers give consent in the same way as all other pupils. If you would like more information see our Equal Opportunities Policy, also on our website.

What about when they leave primary school?

Transition meetings are held in the Autumn Term of Year 6 to inform parents/carers of Secondary School Provision. We do our best to support pupils in making school choices. We encourage pupils to attend taster and transition days and also actively liaise with secondaries to share information about our pupils. SEND pupils in receipt of an Education, and Health Care Plan (EHCP) will discuss the options of Secondary School at their Annual review in Year 5 or start of Year 6. Again, this is family and person centred; it focuses on the needs of the individual.

In the summer term, secondary schools arrange transition days for pupils in Year 6 to attend the school and meet their peers. Additional transition days are offered to children with additional needs. School makes pupils available to meet new staff and class teachers hold meetings with receiving colleagues to discuss children's needs and pass on pertinent information. The SENDCo when possible meets receiving SENDCos to discuss specific needs and arranges for SEND information to be collected by receiving schools, all information is handled confidentially and taken to secondary schools where it is signed for upon receipt.

What qualifications do staff have?

In addition to the training listed above, all teachers hold full Qualified Teacher Status (QTS). All staff are trained in Safeguarding. Mrs Walker (Head Teacher), Mr L Gould (Deputy Head), Mr A Sharpe (Assistant Head) and Miss K Jamieson (Family Liaison Officer) are Safeguarding trained to the highest level. Mrs H Cowdrill the SENCO has completed the Nationally Accredited SENCO Award and undertakes regular updates on best practise.

Who might you ask for help or advice?

We work closely with lots of 'agencies' – this is what we call people outside of school who provide support or advice to staff. Amongst them we have recently worked with:

Speech and Language Therapy Service: Reemah Suleman

Special Needs Early Years' Service (SNEYS): Rachel Wright

Occupational Therapy: Outreach

Visual Impairment Team: C Corbett-Butler

Hearing Impairment Team: R Wood

Outreach Services from Westcroft Schools

Educational Psychologist: G Lavan

Wolverhampton Information, Advice, Support Service (WIASS): 01902 556945

<https://www.wolvesiass.org/>

Will my child's needs cost me anything?

Every school has its own budget and within it is a set amount of money to use to support its most vulnerable pupils. The school is responsible for managing and evaluating its own budget. This is why the provision map referred to earlier is so closely monitored. If we find that a child's needs are costing more than the amount of money given in the budget we can look at ways in which we can request additional monetary support to fund them.

Can my child come here then?

We follow the Local Authority Admissions Guidelines and so do not discriminate against pupils with disabilities and additional needs. The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs and follow the normal school admissions procedures. As appropriate school takes advice on supporting those pupils joining the school with additional needs and works alongside families and specialists to ensure a smooth admission and successful career in school.