

Woodvale Primary Academy SEND Information Report

Introduction

The purpose of this document is to clarify to Academy staff, Academy Advisory Councillors and parents how the special educational needs of pupils are managed at the Woodvale Primary Academy and how the Greenwood Dale Foundation Trust policy is put into practice.

Objectives

- To effectively identify and assess the needs of all children
- To set appropriate targets that accelerate progress
- To monitor and review learning and raise achievement
- To liaise and involve parents and value their contribution to their child's education
- To listen and respect the views of the child

The kinds of Special Educational Needs and disabilities provided for:

- Communication and interaction – for example: Autism Spectrum Conditions (including Asperger's Syndrome) Speech and Language difficulties.
- Cognition and learning – for example: dyslexia, dyscalculia, dyspraxia, moderate learning difficulties.
- Social, Emotional and Mental Difficulties – for example: ADHD, attachment disorder, mental illness or depression.
- Sensory and/or physical needs – for example: visual/hearing impairment, motor skills difficulties, cerebral palsy.

For information on admissions please click [here](#):

Identification of Pupils with SEND

Identification of pupils with SEND will come from a range of sources:

- Progress monitored by teachers as part of an ongoing observation and assessment which identifies differences between progress, attainment and achievement – pupil progress meeting etc
- Progress made against objectives specified in the Birth to Five Foundation Curriculum and Primary National Strategy
- Standardised screening and assessment tools
- Signposted from pre-school information, parental concerns
- Concerns raised on entry to the Academy in any year group or concerns raised by previous school
- Liaison with Local Authority or other outside professional
- Concerns raised because a child is under the care of the Local Authority

Provision

SEN provision is identified before formal statutory assessment. This stage can provide a graduated response in order to meet a pupil's special needs.

Universal Provision

- Quality first classroom teaching
- Gifted and talented extension activities
- Adaptations including workstations and visual timetables
- Letters and sounds
- Pre teaching vocabulary
- Class TA targeted support
- Differentiated curriculum
- Learning Mentor
- Family Support Worker
- School Nurse support
- Pastoral support plan

SEND Support and EHC Plan Provision

- 1:1 reading support and targeted reading support
- Protective Behaviours
- Drawing and talking
- Chatterway
- Time to Talk
- Talking Partners
- Structured Lunchtime
- Fine motor skills work
- Targeted IPM support
- SALT – NHS
- SALT – Emma Foster
- VI support
- OT and physiotherapy support
- CAMHS
- Autism Outreach
- Access arrangements

Progress and Assessment

Progress will be measured against the National Expectations of levels. Where children have complex needs and progress is achieved in small steps, the use of P scales will be used from Key Stage 1. The assessment and recording of progress is monitored termly.

It may be necessary to carry out extended, detailed assessments to inform the next stage of planning. These may involve external professionals where appropriate. Assessment information and pupil progress are available to parents at reviews, parent consultations and annual reports.

Staff Development

Those staff involved in SEND are:

- Special Needs Co-coordinator (SENDSCO)
- The Principal and Head of School
- Teaching Assistants (TAs)
- Class Teachers
- Learning Mentors
- Family Support Workers

These staff have experience in:

- Autism
- Dyslexia
- Speech Language and Communication needs
- Emotional and behavioural needs
- Physiotherapy

We encourage all staff to take up training opportunities, attending relevant courses provided by the County Council and outside agencies to develop and upgrade skills and knowledge in SEND. Training needs are identified through CPD and at whole school level via the SEF.

This year (2017 -2018) staff have received training in:

- Physio support
- Speech and Language
- ASD
- Supporting Cognition and Learning in the classroom
- TA NVQ level 2 - 4
- Behaviour management
- Forest School
- Mental health and Anxiety

The Academy will liaise with transfer schools, pre-schools etc. and other additional outside agencies, including:

- Educational Psychology

<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/educational-psychology-service/Pages/information-and-support-for-families.aspx>

- Referral Management Centre for children and young people

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/health-services/11146-children-and-young-peoples-referral-management-centre-rmc-nhs>

- ADHD, ASD and Aspergers

<https://www.nhft.nhs.uk/children-and-young-people-adhd-aspergers>

- Speech and Language (SALT)

<https://www.nhft.nhs.uk/childrens-salt>

- Community Paediatrics

<https://www.nhft.nhs.uk/consultant-community-paediatrics>

- Children's services 0-19

<https://www.nhft.nhs.uk/0-19>

Equipment and facilities:

- Visual supports
- Using ICT to record
- Using concrete apparatus
- Sloped writing boards
- A site which is accessible to wheelchair users
- A disabled toilet and hygiene room
- Support to communicate with families with English as a second may be provided.
- Access to advice regarding specialist equipment and adjustments to the school environment from external agencies e.g. Physiotherapist, Occupational Therapist.

Pastoral Support

The Academy has a pastoral system in place to support children with their social and emotional development. Each pupil has access to support from:

- Class teacher
- Teaching Assistant
- Learning Mentor

Our Attendance, Anti-Bullying and Behaviour and Exclusion policies are available from the Academy office or are published on our website.

Involving Parents and Children

Parents who have a concern about their child or who would like to discuss their child's SEND provision should contact the class teacher or the SENDCO in the first instance. If concerns continue then a meeting may be arranged with the Head of School or the Principal. Parents are invited to termly parents' evenings and to reviews with outside professional where appropriate. When possible we involve children in the setting and reviewing of targets and provision. They may also contribute their views through: one page profile, questionnaires and the school council.

Transition

The Academy will liaise with transfer schools, pre-schools etc. and other additional outside agencies before a child starts at the academy. An enhanced transition plan may be implemented if necessary.

Children moving to Secondary School will have a programme of transition organised by the Northampton Town Partnership. Some children will have an enhanced transition plan if parents and staff feel it is appropriate.

Monitoring and Evaluation

The SENDCO will monitor and update children's provision using the assess-plan-do-review cycle.

The SENDCO will be responsible for monitoring and evaluating planning, practice and outcomes. This may involve focused classroom observations, staff meetings and reviews. Vulnerable groups such as pupil premium, FSM, EAL etc. will be monitored, as will attendance and exclusion data for SEND pupils.

Activities Outside the Classroom

Activities and school trips are available to all. Risk assessments are carried out and all reasonable adjustments are put in place to enable all children to participate as fully as possible. Any potential barriers will be discussed with parents.

Adaptations made to the curriculum and the learning environment of children and young people with SEND.

The Advisory Council

Woodvale Primary Academy has an established advisory council that currently includes:

Andy Clarke – Trust Senior Education Advisor

David Ribbins – Principal

The SENDCO at Woodvale Primary Academy is Jo Blaney. Contact her on 01604 493771.

Review Date: 20/06/2018

Next Review Date: 20/06/2019