

## **SEND Information Report 2020/2021**

At Woodvale Primary Academy, we are committed to offering an inclusive curriculum to ensure the best possible progress for each of our pupils whatever their needs and abilities.

We believe in achievement, ambition and progress for all children.

- We aim to meet the needs of individual children through highly effective teaching and learning
- There is an emphasis on early identification of needs through supportive strategies which reduce barriers to learning.
- We work in a flexible way to develop effective partnerships with children, their parents/carers and external professionals in order to ensure that the school can meet a range of special educational needs.
- We undertake a rigorous system of monitoring children's progress, supporting academic and personal achievement by removing barriers to learning and we use a wide range of strategies to foster a culture of lifelong learning for all children.
- We believe that parents and carers play a vital role in supporting their child's education and we therefore aim to foster positive relationships between school staff, parents and carers during their time at Woodvale Primary Academy.

### ***Definition of Special Educational Needs and Disabilities (SEND) from the SEND Code of Practice 2014;***

A child has special educational needs if s/he has a learning difficulty which calls for special provision to be made. A child has a learning difficulty if they have;

- A significantly greater learning difficulty than the majority of children of the same age
- A disability which prevents or hinders the child from making use of educational facilities of the kind generally provided for children of the same age in mainstream schools

A child with additional needs is not considered to have SEND if;

- The language spoken at home is different from the language used in school
- The child has exceptional abilities.

### ***What are the Special Educational Needs and Disabilities that we can provide for?***

We are committed to providing a full and rich education experience, equal to that of their peers, for children displaying any single or combination of the following needs;

- Cognition and Learning – for example; dyslexia, dyscalculia, dyspraxia, moderate learning difficulties
- Communication and Interaction – for example; Autistic Spectrum Conditions, Speech and Language difficulties
- Social, Emotional and Mental Health needs – for example; ADHD, attachment disorder, mental illness, depression
- Physical and / or Sensory needs – for example; visual/hearing impairment, motor skills difficulties, physical difficulties

### ***How does Woodvale Primary Academy identify that children need extra help?***

At Woodvale Primary Academy children are initially identified as having special educational needs through a variety of ways including:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress
- Observation of the pupil indicates that they have additional needs

### *Early identification is vital.*

Triggers for concern will be evidenced and will show that, despite Quality First Teaching and differentiated learning opportunities, the child:

- Has made little or no progress even though areas of weakness have been identified and targeted.
- Has significant difficulty in Literacy or Numeracy skills which results in poor attainment in other curriculum areas.
- Presents persistent emotional and/or behavioural difficulties not dealt with by standard behaviour management techniques used in school.
- Has communication and/or interaction difficulties which require specific individual intervention in order for them to access learning.
- Has physical or sensory problems and who continues to make little progress despite personal aids or equipment.

Where pupils continue to make inadequate progress, despite Quality First Teaching targeted at their areas of difficulty, the Class Teacher, working with the Special Education Needs Coordinator (SENCo), Mrs Rebecca Clements, will assess whether the child has a significant learning difficulty.

### ***How will parents know how their child is doing?***

Pupils who are recognised by the school as having a Special Education Need or Disability will be recognised on the school SEND register under the category 'SEN Support'. For pupils with an Education and Health Care Plan (EHCP), the SENCo will organise a meeting with parents once per term. Where possible, these meetings will also involve any staff working with the pupil in school. There will also be a formal annual review held in school once per year to review how well the EHCP is meeting the pupils' needs.

Parents and carers are important educators of their children and we value the partnership that we have in fully developing the child that has been entrusted to us.

Parents' evenings are held to formally discuss progress, targets and any concerns or needs.

If a parent or guardian are concerned with their child's progress at any time, an appointment can be made to speak with the relevant staff and/or the SENCo.

### ***How will the learning and development provision be matched to my child's needs?***

The SENCo will coordinate provision and liaise with colleagues in line with the school's and trust's policy, managing a range of resources, human and material, to enable appropriate provision for children with special educational needs. Identified pupils will be supported in their learning on a daily basis by quality first teaching practices including levels of support and resources implemented by the Class Teacher who will offer planned, targeted/personalised support to ensure academic progress. The SENCo will seek advice from outside specialists such as speech and language therapists or educational psychologists and will ensure their recommendations are put into place. She will manage school-based assessment and the completion of any documentation required by outside agencies and the LA. She will oversee the records of all children with special educational needs, attend relevant meetings and liaise with other schools to ensure the effective transfer of pupils with SEND. Each child's progress will be discussed during termly Pupil Progress Reviews.

At Woodvale Primary Academy we respect the fact that children:

- Might have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences.

Teachers take account of this by looking carefully at how classrooms and lessons are organised, by careful choice of books and materials, strategic allocation of resources and additional adult help, appropriately levelled questioning and task differentiation. Through clear target setting we ensure that all children, regardless of ability, know and are able to achieve the next steps in their learning and therefore experience success. This will ensure that barriers to learning are reduced and access to the school and its curriculum is adequately supported so that all children are able to succeed.

### ***How effective is the SEND provision at Woodvale Primary Academy?***

Provision Mapping is a succinct and inclusive way of showing the range of provision available to pupils throughout the school. It is a strategic management approach which provides an 'at a glance' way of showing all the provision that the school makes which is *additional to* and *different from* what is offered through the school's curriculum. It is both a means of tracking provision for pupils with additional needs and a tool to describe good inclusive practice. It gives a clear link between provision and pupil progress. Special Educational Needs is part of the cycle of self-evaluation, school development planning and target setting.

### ***How will parents be helped to support their child's learning?***

At Woodvale Primary Academy regular and accurate assessment of progress is key to ensuring that pupils develop to their fullest ability. Children's progress is assessed through a wide range of formal and informal methods throughout their time in school. We monitor and report progress on a daily, weekly, termly or annual basis including:

- Annual report to parents including progress against the national expectation of similar aged children
- End of KS1 and KS2 SAT tests
- Year 1 Phonics test
- Termly teacher assessments including Pixl assessments
- Intervention logs completed by support staff are discussed and shared with Class Teacher and SENCo who reviews progress made by SEND children and implement next steps
- Self-evaluation by pupils and future outcome setting.

The Class Teacher and/or SENCo are happy to meet with the parents/carers of children with identified educational needs to discuss rates of progress, test results, future targets and support strategies for home and school. Please make an appointment.

### ***What support will there be for my child's overall wellbeing?***

At Woodvale Primary Academy, it is our aim to ensure the wellbeing of all of our staff and pupils. Teachers endeavour to give each child the opportunity to reach his or her full potential while also recognising that while all children are special; their needs may not necessarily be equal.

The school has an established pastoral care team to support children and families.

- PSHE is taught to all children
- A learning mentor and family support worker are employed to support children and their families
- Internet and online safety is taught to all children at an appropriate level.
- Most staff hold current First Aid certificates and attend annual training up-dates for diabetes and epipen administration as required.
- All staff, teaching and non-teaching, are regularly made aware, when confidentiality allows, of any child concerns.
- Attendance is regularly monitored.
- Clear school rules and expectations are in place. A clear system of rewards and sanctions support the staff and children in adhering to these so that boundaries and behaviours are clear. Individual support can be put in place to encourage correct behaviour choices (please see behaviour policy for more information).
- Children with special educational needs or disabilities often have a unique knowledge of their own needs and through discussions; they will be encouraged to contribute to some decisions regarding their needs, support and progress.

### ***How will pupils be involved in decisions regarding provision that can better meet their needs?***

We recognise children as important participants in their learning and believe that their opinions matter. Teachers plan for progression and will seek the child's views on the progress made, discuss any specific issues that impact on the child's progress and set new outcomes.

We always seek the views of any child with an EHCP. It is important they feel that their contribution is valued and people will know what is important to them and for them. This process will be supported by an adult that has worked closely with the child.

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

When necessary the school will request the support of other professionals to observe, assess and offer advice in order to ensure the continued progress of SEND pupils.

We are currently working in partnership with:

- Speech and Language Therapists
- School Nurse
- Physiotherapists
- Occupational Therapists
- Educational Psychologists

The Local Offer is a directory of information that helps families to find and access support and, through getting families feedback on the Local Offer, will become a useful tool in considering what services need to be changed and developed. All local authorities are required to have their own local offer as part of the government's SEND reforms. The Local Offer for Northamptonshire can be found on the following website: <https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>

### ***What training have the staff supporting children with SEND had or are having?***

The SENCo at Woodvale Primary Academy holds the Post Graduate National Award for Special Educational Needs Co-ordination and attends regular training in order to ensure best practice is embedded into all teaching and to ensure the best possible outcomes for the pupils. She will monitor provision to ensure the best responses to children's needs including sourcing and providing professional development and specific training for staff as necessary. The SENCo leads whole school training on specific areas of SEND. Teachers and support staff also have opportunities to engage in virtual training to extend their knowledge around different needs and difficulties children may have.

### ***How will I be involved in discussions about the planning for my child's education?***

Any pupils with additional needs will have their progress closely monitored by the SENCo. We welcome parental involvement in any decisions about how to support pupils in school and aim to keep parents up-to-date with their child's current progress. Our SENCo is available to meet with parents to discuss their child's needs as requested. Please make an appointment with the office.

Parents of pupils with EHCPs are invited for a meeting once per term, or more often if needed, to discuss any changes that need to be made to the support their child receives. Where possible, these meetings will involve the parents, SENCo, Class Teacher and any Teaching Assistants working in school with the child.

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

All pupils at Woodvale Primary Academy have an equal access to a broad and balanced curriculum. The school welcomes visitors who enhance teaching and learning and there are school trips to local places of interest. Residential visits are also offered. (These are on hold at the moment due to Covid-19)

We support children in a way that acknowledges their entitlement to share the same learning experiences that their peers enjoy. In order to do this, additional adult support or equipment may be required, and the school will endeavour to provide this so that pupils with special educational needs can maximise their participation and learning.

Close consultation with parents/carers will be undertaken to ensure any child with special educational needs is adequately catered for both within and outside of the classroom and during visits or trips so that the most is gained from the educational opportunities offered. Risk assessments will be completed as required.

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

Woodvale Primary Academy is fully accessible.

All classrooms have interactive white boards to assist with learning and children have access to laptops and other technology.

The school is well resourced with equipment, games, books and ICT to support learning.

Reasonable adjustments are made to support any child with additional needs in our care from our SEND budget. When needed, funding is applied for to further enhance support.

### ***How will the school prepare/support my child when joining Woodvale Primary Academy or transferring to a new school?***

All children joining Woodvale Primary Academy in the Reception Year are invited to a meeting in school, along with their parents/carers, to meet the Class Teacher, other staff and the SENCo as required. Those children who have a highlighted special need will also be visited in their current setting so that school staff can liaise with current caregivers. Due regard will be paid to all information coming from parents and any pre-school setting. (This is dependent on the restrictions imposed due to Covid-19)

As children move through the school each year, medical and educational information is shared with relevant staff during a 'hand over' meeting which ensures a smooth transfer for the pupil.

When moving on to secondary school, teachers from both schools (and the SENCo if required/requested) meet to discuss all pupils and to gain an understanding of any special educational needs or disabilities. Year 6 pupils with an Education Health and Care Plan (EHCP) will be invited to a Transition Review meeting, which involves staff from primary and secondary schools as well as parents. At this meeting a plan for transition is compiled and acted upon by all to ensure as smooth a transition between schools as possible. This will often include visits to the new school and opportunities to meet new staff and explore their new surroundings. All written and electronic records will transfer with the pupil to their new school.

### ***How are the school's resources allocated and matched to children's Special Educational Needs?***

The Principal is responsible for the management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with an Educational Health Care Plan.

The Principal and the SENCo confer with other staff during Pupil Performance Reviews to determine the level and type of SEN intervention and resources required. This includes the allocation of funding directly related to named pupils.

The school provides for:

- Additional learning support via specialist teachers and teaching assistants
- Non-contact time for the SENCo
- Material, resources and equipment as required
- Advice or consultation from external agencies
- Courses and training for staff

*In addition:*

The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.

### ***Who can I contact for more information about SEND at Woodvale Primary Academy School?***

Principal - Mr Matthew Reetz

SENCo – Mrs Rebecca Clements

If a parent has any worries or concerns about their child in school, they should meet initially with the Class Teacher to discuss these concerns. The SENCo can also be contacted to discuss a child's learning and will willingly meet with parents/carers to discuss progress, targets or reports received from other professionals. Staff at Woodvale Primary Academy are happy to meet with any parent who is considering sending their child to the school in order to discuss specific needs, levels of support and to tour the school.

All members of staff can be contacted by visiting the school office in person, by phone or by e-mail.

Tel: 01604 493771

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