

Woodhouse West Primary School
SEND Information Report- 2017-2018

The types of special educational needs that are provided for are:

ADD
ADHD
Learning Difficulties
Social, Emotional and Mental Health Difficulties
Speech and Language Difficulties
Dyslexia
Autistic Spectrum Condition
Hearing Impairments

Policies for identifying children and young people with SEND and assessing their needs.

Parents and staff work collaboratively to ensure all children are achieving to the best of their ability. The SENCo will, alongside class teachers (often Nursery or Reception staff) meet parents, who indicate on entry to school that their child has an identified Special Educational Need, or who has concerns about their child. Children will often be added to the SEND register at this point, and the staff will work with parents and carers on the process of creating a 'Snapshot' (One-page Profile).

After this point either parents or class teachers may liaise with the SENCo with regards to concerns that they have about a child. The class teacher will also complete a referral form outlining the key concerns, which will then be sent to the SENCo. Early identification is key to providing the right support for pupils, and closing the gap quickly. Parents will always be informed before children are added to, or removed from, the SEN register.

Once a child has been identified as possibly having an additional need, the SENCo will work with the class teacher and parents to identify the level of need using the Sheffield SEND grid. The Sheffield SEND grid outlines different areas of SEND, and the level of support that children may need in order to achieve their potential. These levels have been agreed across Sheffield, and schools are moderated to ensure that there is parity between schools about the levels assigned to children. The grid will also help to identify the possible support required and the outside agencies who could be involved. At this point, the SENCo will work with parents to arrange those referrals either through school, or with a supporting letter to take to the GP as appropriate.

SENCo details

The named SENCo is Kirsty Rudge, who is in the process of completing the National Award for Special Educational Needs Coordination.

She can be contacted on 0114 2692602.

Consulting parents of children with SEN and involving them in their child's education.

Woodhouse West Primary School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEN leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEN to enable personal success.
- Parental views are valued and used to inform future points of action.

Parents are consulted at various points in the year, as well as informal conversations when needed.

- A meeting at the end of the school year is held, where possible, between the child's parents, current class teacher, new class teacher and SENCo. A 'Snapshot' (One-page Profile) is written for the child. Views from the child are also included. The 'Snapshots' include yearly targets which are shared with the child.

- The 'Snapshots' form the basis of the termly targets, which are written by class teachers. These are available in the child's class tray and are shared with parents. The targets are reviewed and updated at three points in the year, with parental involvement, where possible, but are regularly monitored by class teachers.

- An Inclusion newsletter is shared with parents every term.
- An updated intervention booklet and the interventions the parent's child is working on are shared with parents once a year. This is an overview of the interventions we have at Woodhouse West.
- More regular information around specific interventions for children is given to parents during parents' evenings.

Consulting young people with SEN and involving them in their education

Children's voice is included on the 'Snapshot'. This involves a discussion with their class teacher. Their targets are regularly discussed with class teacher and are available to look at in their class tray.

Children are aware of the interventions they take part in and, where applicable, are given software log ins or activities to take home and practice.

Arrangements for assessing and reviewing children and young people's progress towards outcomes.

Progress is reviewed with the Headteacher, Deputy Headteacher and class teacher every half term during pupil progress meetings.

Intervention impact is recorded by the teaching assistant and reported to the SENCo. The impact of interventions is reviewed by the SENCo. The SEN provision map is reviewed at the end of the intervention block and adjustments, when necessary, are made.

Transition support.

Early Years

There is a comprehensive package for pupils joining early years. Pupils are visited in their nurseries, reception and/or at home by the class teacher and teaching assistant. They are invited for a look around the foundation stage with parents and take part in transition days.

The SENCo and/or class teacher/ phase leader attends transition review meetings at the child's current setting and liaises with the child's current SENCo and parents about their needs. Relevant strategies or resources are put in place ready for the child's start date.

The children joining the early year's team start on a part time timetable to ensure a smooth transition into school.

Children joining or leaving Woodhouse West part way through the primary stages

Pupils joining Woodhouse West or leaving the school part way through the primary stages have their information shared with the relevant SENCos. Relevant strategies or resources are passed to the SENCos in order for a smooth transition to take place.

Year 6 transition

Pupils in year 6 leaving for secondary school attend day visits, prior to them leaving Woodhouse West, at their allocated school. Children with additional needs have extra transition days. Any relevant information is passed onto the child's new SENCo.

The approach to teaching children and young people with SEN.

In line with the new code of practice June 2014, Woodhouse West promotes high quality first teaching in class. We aim to support SEN pupils in class through the use of teaching assistants and differentiated activities. Where needed, children access further small group interventions run by the SENCo or teaching assistants.

How adaptations are made to the curriculum and the learning environment of children and young people with SEN.

The curriculum is adapted to meet the needs of all our pupils through high quality first teaching. Teachers ensure that all work given to the children is appropriate for their needs.

Woodhouse West buys into the Speech and Language service one day a week. This therapist works with teachers in using effective strategies across school to support a range of children, who face speech and language challenges.

Learning environments are stimulating and relevant to the current topic in each class.

Communicate in print is used throughout school, which provides children with SEND clear and familiar visuals.

An inclusion suite class is available for children, who are referred by class teachers, who struggle to access the curriculum within a whole class environment.

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured.

There has been whole staff training in a number of areas, including communicate in print, pre-teaching vocabulary, Numicon and attachment training.

Teaching assistants have also attended various training sessions on these areas:

- Alphabet arc
- Letters and sounds
- VIP
- NIP
- LEAP
- Timmy Time
- IDL Cloud
- Autism
- Fine motor skills
- Gross motor skills
- Moving and Handling

There continues to be in place a professional development program for all staff. This is developed through working closely with outside agencies to develop practice within the school.

Evaluating the effectiveness of the provision made for children and young people with SEN.

We evaluate the effectiveness of SEN provision with various stake holders. The head teacher and class teacher in pupil progress meetings, the parent, child, class teacher, teaching assistant and SENCO during structured conversations.

Evaluation takes place with outside agencies during review meetings, planning meetings and report writing. We also have regular teaching assistant meetings with the SENCO to discuss provision and adapt the provision map accordingly.

A SEND impact report is written and given to the Headteacher every term.

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN.

Pupils with SEN are included in all activities available at Woodhouse West. Risk assessments are written with their needs included and considered for trips and outside activities.

Their SEN requirements are shared with external staff if they attend after school clubs or an activity is taking place with an outside provider. This enables the provider to put strategies in place to accommodate them. If necessary activities are adapted to suit individual needs of the SEN pupils.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

We employ a teacher and teaching assistant to support the children, who access the inclusion suite. These children are different each term dependent on the referrals and current needs in the school.

There is a team of staff, who respond to the immediate social, emotional needs of the children within Woodhouse West. This team refers the children to the SENCo if needed.

Woodhouse West has a home-school link worker to involve parents and a learning mentor, who works with children in small group interventions.

We also contact outside agencies such as MAST again with a view to support pupils with emotional or medical needs.

How the school involves other bodies in meeting children and young people's SEN and supporting their families.

Woodhouse West involves many other outside agencies in order to gain expert advice on difficulties our children may face in school. These include, but are not limited to:

- Educational Psychologists
- Learning Support
- Autism Team
- Early Years Inclusion Team
- Speech and Language Therapist
- Ryegate
- CAMHs
- Social Care

Arrangements for handling complaints from parents of children with SEND about the provision made at the school.

If a parent is unhappy with the way the school has handled their child's special needs they should:

- discuss with the child's teacher
- discuss with the SENCo
- discuss with the Headteacher
- approach the governing body
- contact Sheffield City Council