



Wood End School Special Educational Needs and Disability (SEND) Information Report - Questions 2018-2019

'Learning Together, Respecting Each Other'

'Wood End School is an inclusive school and respects and values the diversity of the community'

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Information Report
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The SEND Code of Practice, which is the statutory guidance for organisations working with children with special educational needs and disabilities states:

'A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

'A child of compulsory school age has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.'

1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

A child's need for extra help is determined through:

- Discussions with the parents/carers and child.
- Discussions with a pupil's previous school/setting.
- Pupil progress meetings are held termly between the class teacher and the senior leadership team, (SLT), to review and discuss all pupils' attainment and progress in accordance to their individual circumstances.
- Concerns may be raised by teaching staff and/or the school's special educational needs coordinator, (SENDCo)

If a parent/carer has a concern about a child, it is important to first share this with the class teacher. A meeting with the SENDCo can be arranged if additional support/advice is needed.

2. How will the school staff support my child?

All children at Wood End are supported thorough 'Quality First Teaching', which the 0-25 SEND Code of Practice explains as, 'high quality teaching that is differentiated and personalised to meet the individual needs of the majority of children and young people'.

Some children may be identified as not having made the progress expected for them. These pupils may form part of a short term focused small group teaching intervention led by either the class teacher or teaching assistant. These interventions are recorded on the class provision map and are monitored by the class teacher and SENDCo.

A Few children may be identified as needing more specialised input. Advice from senior teachers, the SENDCo, or external professionals may be sought. Where a pupil is identified as having SEN, the

school will take action to remove barriers to learning and put effective special educational provision in place, this is referred to as, **SEN support**. Parents and carers will be informed and involved at each stage of the process. The views of the child will also be sought.

3. How will I know how my child is doing?

Parents and carers play a very important part in school life and we value our partnership with them. Wood End has an 'open door' policy to encourage open communication, feedback and discussions between school and home.

For all children:

- Parent consultation meetings are held in the Autumn and Spring terms.
- Parents receive a written annual report of their child's attainment and progress at the end of the Summer term.

SEN support:

- For those children receiving SEN support, additional meetings will be arranged to discuss the child's progress, review strategies and plan further support.

Parents/carers are able to make an appointment to meet with school staff at any time either via discussions with the staff member or through the school office.

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

Class provision is organised as below:

All pupils: Quality first teaching

Some pupils: Small group teaching/interventions

SEN support: Personalised interventions, usually with involvement from outside agencies.

All children: Teachers plan quality first teaching to ensure lessons are differentiated and accessible to all. Pupils' progress and attainment is regularly assessed and monitored during termly pupil progress meetings. Teachers use class Provision Maps to monitor and track the learning needs of all children

Some: The learning outcomes for the small group teaching interventions are planned and reviewed by the class teacher. The impact of the intervention is monitored by the class teacher and SENDCo.

SEN support: Pupils receiving SEN support will often have personalised outcomes, which may be set in collaboration with an external professional. These outcomes are regularly reviewed with the professionals and parents in line with the SEN Code of Practice's, graduated cycle of, 'Assess, Plan, Do, Review'. The opinions of the child are also sought.

5. What support will there be for my child's overall wellbeing?

Wood End School is committed to safeguarding and promoting the well-being of all children. We aim to provide a happy, safe and caring environment for all our children. The school motto of, "Learning Together, Respecting Each Other" is important to us and is referred to in all aspects of school life.

In PSHE, Personal, Social and Health Education, the school uses the Social and Emotional Aspects of Learning (SEAL) resources. Many of the themes, such as anti-bullying, respect and acceptance and are also covered in assemblies.

We greatly value the views of all our pupils. They are encouraged to share their thoughts and/or concerns with our staff. Occasionally a child may need more expert help from an outside agency. We are a member of Harpenden Plus Partnership, based at Sauncey Wood Primary, who offer a variety of support services for children and families. The school nurse can also work with our children and families on an individual support basis. Individualised Protective Behaviours teaching can be arranged with the Deputy Head. 'Protective Behaviours', is a program, aimed to promote resilience using empowerment strategies, clear communication, and an increased awareness of "safe" behaviours.

Throughout the year, pupil views are also obtained through pupil voice discussions, the School Council, the Eco Council and the pupil questionnaire.

Wood End has a strong focus on e-safety. This is taught to all children and regularly referred to during lessons.

Our school is an inclusive community, welcoming and supporting pupils with medical needs. Information regarding medical conditions is handled sensitively, in line with our school policy. Individual medical plans are created for those who need them, and training is given to the necessary staff. We have a school Welfare Assistant, who is responsible for the safekeeping and administering of medicines.

6. What training have the staff had, who support children with SEND?

At Wood End, it is important that our staff receive the appropriate training to best support our children. SEND training and advice is ongoing and planned to meet the needs of our children and the continued professional development of our staff.

Our link external professionals provide regular support, advice and training.

7. What specialist services and expertise are available at or accessed by our school?

Our SENDCo has completed the National Award for Special Educational Needs Co-ordination. We have a nominated Behaviour Lead, two mainstream STEPS' tutors. STEPS is Hertfordshire's approach to supporting positive behaviour management. Our Deputy Head is trained in working with children on Protective behaviours. Two members of staff are trained to use the Speech and Language assessment tool, Wellcomm.

The school is able to access ongoing advice and training from a large number of external professionals, including:

- Windermere Outreach for child with Specific Learning Difficulties (SpLD).
- Speech and Language Therapy team
- Educational Psychologist
- Occupational Therapy Service
- The School Nurse
- The Collett School
- Various advisory teams for a range of SEND.

Wood End School is a member of Harpenden Plus Partnership, which is based at Sauncey Wood Primary School. This gives us and our families access to a wide range of services which can be used to support within the school or home.

8. How will you help me to support my child's learning?

- At the start of the academic year, parents and carers are invited to attend a presentation led by the class teachers, where information about how to support home learning is given.
- Year group curriculum letters are sent home termly and can be found on the school website. These letters set out the topics the children will be covering each term
- Parent consultation meetings are held in the Autumn and Spring terms. Further meetings can be arranged.
- Home learning/homework tasks are set by the class teacher.
- Links can be found on the school website to enhance learning.
- The school holds parent workshops.
- A variety of parenting courses can also be accessed through Harpenden Plus Partnership (based at Sauncey Wood School)
- If external professionals are involved with a child's education, focused advice on supporting learning at home is usually included in their reports.
- Meetings can be arranged between the class teachers, SENDCo and parents to offer further advice to parents.
- Parents of children with SEND are invited to an informal coffee morning every term.

9. How will I be involved in discussions about and planning for my child's education?

All children: At Wood End School, we have an open door policy and encourage any parent/carer to discuss their concerns and the needs of their child with us.

Parent consultation meetings are held throughout the school year; during this meeting, your child's progress will be discussed as well as ideas on how to support your child further. The school also creates a parent questionnaire, where parents are encouraged to express their views on varying topics.

SEN Support: If your child is identified as having an additional need and is receiving SEN support, meetings will be organised between the class teacher and parent to 'Assess, Plan and Review' the level of need and support being offered. The SENDCo may also attend these meetings. The views of the child will also be obtained. If an external professional is involved with the child, the parents will be kept fully informed of their advice.

Educational, Health and Care Plan (EHC Plan): EHC Plans are reviewed every six months or yearly, depending on the age of the child. Parents of children with an EHC Plan will be fully involved with this process.

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

Reasonable adjustments are made, in all areas of school life, inside and outside the classroom, to ensure the inclusion of all children.

- The individual needs of children are shared with all teaching and supervisory staff to ensure children's' needs are understood and adjustments are made.
- Before a school trip, the appropriate risk assessments will take place to identify and resolve any difficulties that might arise. Additional adult support will be deployed where necessary.

11. How accessible is the school environment?

Wood End School fully complies with the Equality Act of 2010 with reasonable adjustments being made where necessary.

The School's Accessibility Plan is updated on a regular basis according to needs of the pupils and can be accessed on our website.

12. Who can I contact for further information, or if I have any concerns about my child?

In the first instance, for further information or if there are any concerns about your child, please contact the class teacher.

If you wish to discuss your child's needs further, you may wish to contact the following via the school office:

- SENDCo, Mrs Sarah Millar.
- Head Teacher, Mr Richard Boulton
- SEND Governor, Reverend Sally Goodson

We are a welcoming school and always aim to resolve any problems that might occur from time to time within school. However, should it be required, a copy of the complaints procedure is available from the school office. Equally, it is always good to hear when things are working well.

13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

We understand that transitioning to a new year group or school can be a difficult time, particularly for children with special educational needs, therefore we employ a range of strategies to try and make this run as smoothly as possible.

Nursery to Reception:

- If a child is joining us from another setting, we will hold discussions with the previous settings. Visits to the setting may be made.
- We organise sessions with parents/carers prior to the start date. Additional visits can be organised if necessary.
- School holds an information meeting.
- For some children, we send a booklet home, with photographs of the relevant staff and classroom/school environment, to increase familiarity and reduce anxiety.
- Meetings will be held with appropriate outside agencies.
- On the first days in September, to help children settle, we organise a staggered transition where half the class attends one day and half the class on the second day.

Moving to or from another primary school:

- We will contact the previous/receiving school to discuss needs and adjustments that may have to be made.
- We pass on all pupil records.
- Pupil visits to Wood End and parent/teacher meetings can be arranged prior to the first day.

Moving to a new year group within the school:

- Annual transition day when pupils meet the new teacher within their new classroom. Visits can be organised prior to this day if necessary.
- Handover meetings are organised. The class's current teacher meets with the new teacher to share knowledge of each child's individual needs and successful support strategies.
- For some children, we send a booklet home, with photographs of the relevant staff, classroom and school environment, to increase familiarity and reduce anxiety
- Meetings with appropriate outside agencies will be held if necessary.

Secondary transfer:

- A series of focused sessions are held in school to prepare Year 6 for secondary school.
- The Year 7 staff meet with the children who will be going to their school to explain the transition and answer any questions.
- Year 6 teachers meet with the Head of Year and/or Year 7 teachers.
- Our school SENDCo will meet with the secondary schools' SENDCos.
- Annual transition day
- Extra secondary visits can be arranged, according to the needs of the child.

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

Each financial year, the school is allocated its SEN budget within its overall budget. The money is used to provide additional adults and resources to support all children with SEND.

In exceptional circumstances an application for additional funds can be submitted for individual pupils. This is called, Exceptional Needs Funding (ENF). If an application is successful at the local cluster stage, it is sent to the ENF panel who decides whether or not the child has exceptional needs requiring exceptional provision.

15. How is the decision made about how much support my child will receive?

Pupil progress meetings are held termly with class teachers and the Senior leadership Team. The progress of all pupils is tracked and those who are not making the expected progress are identified. All additional support children receive is recorded on the class provision map. The impact of this, is regularly reviewed by the class teacher and SENDCo.

Parents and carers will be involved if it is felt an intervention is needed or if advice from an external professional should be sought.

16. How can I find information about the Local Authority's Local Offer of services and provision for children and young people with special educational needs?

Hertfordshire's SEND Local Offer has been created by parents and professionals to offer information, support, services and activities for families and children and young people with special educational needs and/or disabilities (SEND).

Hertfordshire Local Authority SEND Offer can be found at:

<https://www.hertfordshire.gov.uk/microsites/local-offer/about-the-local-offer.aspx>

Hertfordshire has also created 9 area groups called, DSPLs (Developing Special Provision Locally), which also offer information and support to professionals, families and young children/people with SEND. Our DSPL is DSPL7.

<http://www.dspl7.org.uk/what-dspl/>