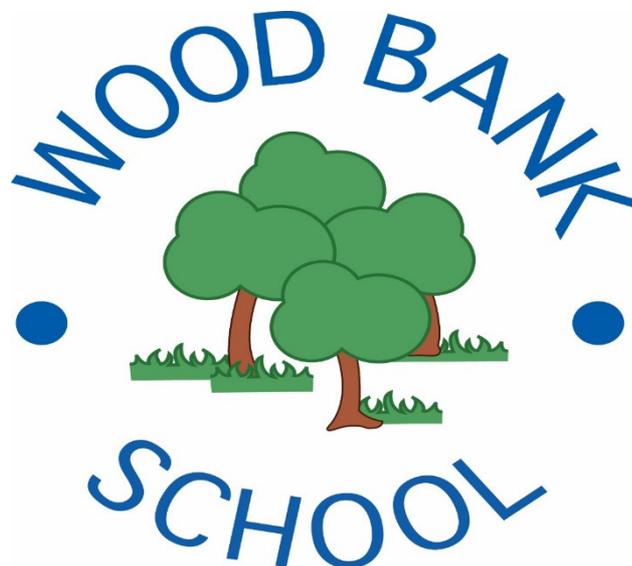


# WOOD BANK SCHOOL



## SEND REPORT (LOCAL OFFER)

<b>Ratification Date</b>	<b>October 2018</b>
<b>Review Date</b>	<b>October 2019</b>
<b>Signed (Headteacher)</b>	
<b>Signed (Chair of Governors)</b>	

## Wood Bank School Local Offer (SEND Report)

We are a primary special school for children with a wide range of Special Educational Needs, aged 3 to 11 years. A dedicated team of staff work with parents, carers and multi-agency professionals to ensure that all aspects of Education, Health and Social Care are matched to the individual needs of each child.

The following details Wood Bank School's (SEN Information Report as required in Schedule 1 of Regulation 51) and should be read in conjunction with the Core Offer [www.calderdale.gov.uk/localoffer](http://www.calderdale.gov.uk/localoffer) set out in Calderdale's Local Offer which details the provision available in all Calderdale schools and academies.

<b>Contact Details</b>	
➤ <b>Headteacher</b>	Mr Richard Pawson
➤ <b>School Telephone</b>	(01422) 884170
➤ <b>Address</b>	Wood Bank School Dene View Luddenden Halifax HX2 6PB
➤ <b>Email</b>	<a href="mailto:admin@woodbank.calderdale.sch.uk">admin@woodbank.calderdale.sch.uk</a>
➤ <b>Age Range</b>	3 - 11
➤ <b>Funding</b>	Funding is provided by the Local Authority. Every child is allocated a minimum of £10k per place and also receives additional 'High Needs Top Up Funding' which is assessed against needs based criteria and reviewed annually
➤ <b>Special Educational Needs Co-ordinator (SENCO)</b>	Mrs Jenna Port (Deputy Head)
➤ <b>SEN Governor</b>	John Clyde-Evans

Below are frequently asked questions that parents/carers may ask about provision for children and young people who have Special Educational Needs. The information aims to be clear and easy to understand, however if you would prefer to talk to a member of staff, please use the phone number and/or the email address above to contact school.

## How will Wood Bank support my child?

- Our school is structured with needs based classes which allow us to provide the correct curriculum and skills needed to enable each child to fulfil their potential. Each class follows one of 3 Curricula; 'Roots' 'Trunk' 'Branching' from within the Wood Bank Curricular Framework. Each curricula is designed around the individualised needs of the particular class cohort with differentiation providing each child with the opportunity to engage appropriately and develop essential life skills to lead the most independent life possible when transitioning to their Secondary Education
- Each class ranges from between 5-12 pupils and has a Class Teacher and a high staffing ratio of Teaching Assistants to support the personalised needs of the children.
- Each child has Annual Priority targets which are evaluated on a termly basis; these are fed into lessons to provide individualised learning outcomes for each child.
- The quality of Teaching is assessed regularly and is deemed to be Good or Outstanding (OFSTED, 2014)

## How do we involve parents, children and young people?

- We have a full time Family Intervention Lead who works within school and is available during the school holidays. Her role is to provide families with any additional support they may need, and to liaise with other professionals to get specialist help in the home where appropriate.
- We run a coffee afternoon every Friday in school where parents can meet and talk through any issues they have. These meetings are run by our Family Liaison Officer and we have key speakers from outside agencies to raise awareness of local support services available
- We provide our parent/carers with additional access to information through; our school website, newsletters, text messaging service and training opportunities
- We have a number of ways in which we engage with parents/carers regarding the progress of their child including; Home-School Diaries, telephone calls, Parent Consultation Meetings, Annual Review Reports, Annual Review meetings and End of Year reports
- At Wood Bank School we believe that all children are entitled to a voice, and we work hard to ensure that children's views and beliefs are shared so that we can be as inclusive as possible. The School Council meet once every half term. There is a representative from each class that attends the meeting. Where children need additional help in communicating their ideas, we use ICT and symbols so that they have an equal opportunity to express their opinion. At the School Council the children make decisions about equipment, activities, and put forward new ideas that we want to learn about in school
- Wood Bank School are also part of an Inter-School Council with seven other primary schools, and our local High School from within the Upper Calder Valley.

## How do we help a child with physical needs?

- Across the school Physical Development is timetabled as the first session of each day to provide time for our children to work on the maintenance and further development of their fine and gross motor skills
- Physiotherapists work 1:1 with children who need additional support for their physical needs.
- Each child (where applicable) has a moving and handling plan that is put in place and assessed regularly by a Key trainer.
- Staff ensure that children are placed in the correct equipment to prepare them for learning and ensure that they change positions throughout the school day to keep them as comfortable as possible.
- Within school we have a trained aromatherapist who works with small groups or individual children.
- We have a specialist dance teacher who works with children with more profound needs to improve their flexibility, posture and strength.
- We provide Hydrotherapy activities for three students per week.
- We provide Rebound Therapy for four students per week.
- The school is currently on one level, and is fully accessible to children with physical needs. We also have hoists installed in all classrooms and toileting areas.

### **How do we help a child with speech and language needs?**

- We have a Speech and Language Therapist from the NHS who works with the school one afternoon per week
- We use a Total Communication approach within school. All staff receive Signalong training and our Signalong tutor regularly updates staff and works with groups of children. We try to use signing as part of our everyday language because a visual representation of words can help all children process information.
- All classes use a visual timetable
- Objects of reference, symbols, on-body signs and Intensive Interaction are also used with all children who require additional support to reinforce understanding and facilitate the development of their communication.
- Staff wear aprons containing symbols so they can be accessed at all times, particularly when supporting pupils to transition around school
- For individual children we use PECS (Picture Exchange Communication System) to enable them to communicate.
- We have trained intervenors in school who work on a 1:1 basis with children who have a multi-sensory impairment and this specification within their EHC plan.
- Switches, E-tran frames, I-Pads, Eye Gazes and other computing equipment are used with children requiring this support. Staff receive training in the use of all Augmented and Alternative Communication (AAC)

### **How do we help a child with sensory impairment?**

- We receive support from the visual, hearing and multisensory impairment agencies to support our teachers in delivering an accessible curriculum.
- We have a sensory room within school where children can experience a multi-sensory environment based around our themed topics.

### **How do we help a child who has social and emotional difficulties?**

- We have a strong policy on promoting positive values and celebrating success.
- A major focus of our day is identifying children in need of confidence and self-esteem and focusing on identifying strategies to support this development with each individual.
- Our Staff are all trained in Team Teach and we have a strong focus on using proactive Behaviour Support strategies including the use of whole class Positive Reinforcement boards where appropriate

### **How do we help a child with behavioural difficulties?**

- We recognise that each child within school is an individual and therefore need an individual approach to any behavioural challenges.
- Every child in school that presents with behavioural difficulties is placed on a Behaviour Support Plan. These plans are discussed in detail with parents and signed by the parent, a member of the Senior Leadership Team and the class teacher.
- We have trained Team Teach tutors within school and all staff are given regular updates to ensure everyone is up to date in their knowledge and understanding of the Team Teach principles and reflecting these within their practice
- Incidents are recorded on a system so that we can keep track of pupils who may need more specialist interventions over time

### **How do we help a child who needs support with literacy?**

- Each child is given support in this area dependent on their needs as we recognise that children learn in different ways. We use many strategies including phonetic and whole word reading schemes, sight vocabulary, symbols, objects of reference and intensive interaction.
- We use Intensive Interaction with many of our pupils as a starting point to communication, particularly those diagnosed with Autistic Spectrum Disorder (ASD)
- Each child is assessed at the beginning of every academic year and support is put in place with an individual approach that is best suited to each child.
- Literacy is also embedded across our curriculum so that the skills they are learning can be generalised.

### **How do we help a child who needs support with numeracy?**

- At the beginning of each academic year each child is given a predicted target based on a discussion between the teacher and a member of the Senior Leadership Team to ensure that it is challenging but achievable.
- Numeracy is also embedded across our curriculum so that the skill they are learning can be generalised.
- A range of pencil grips are provided to support children in grasping pencils correctly. The NHS Occupational Therapist (OT) assists with programmes for development of fine motor skills, where necessary.

### **How do we support a child who has medical needs?**

- We have a full time Special School Nurse and Healthcare Assistant within school.
- The School Nurse oversees Individual Care Plans for children with complex medical needs.
- Many staff are trained in the administration of medication and gastrostomy feeds.
- If a child within school has a specific condition that we are not familiar with we work closely with other professionals before a child enters school to make sure they have all the support they need.
- There are trained First Aiders throughout school including paediatric, who provide support for children and staff. We also have five trained members of staff who have a National Rescue Certificate for assistance at all swimming/hydrotherapy sessions.

### **How do we help a child who has English as an Additional Language (EAL)?**

- Within school we have bi-lingual Teaching Assistants who provide support for both children and parents of Pakistani origin.
- The 'Total Communication' approach ensures that all children have access to a rich visual environment, where spoken language is reinforced with objects of reference, signing, PECS, symbols and photos.
- All of our children are developing their receptive and expressive language skills, and individual and small-group structured teaching sessions support this.

### **How do we support a child with complex and multiple needs?**

- Within school we have two classes for our children with Profound and Multiple Learning needs. The class teachers provide a sensory learning environment and curriculum that focuses on developing skills, creating opportunities for physiotherapy and sensory needs, and developing communication through Intensive Interaction.
- All children within these classes have access to Rebound Therapy, Hydrotherapy/Swimming, Sensory mover Dance sessions, Aromatherapy massage and Music Therapy
- There is a higher staffing level in these classes so that children have the opportunity to work 1:1 with an adult.

### **How will we meet a child's personal care needs?**

- We have a number of changing areas within school. Each area has a curtain to maintain dignity and access to hoists and other specialist equipment for safe moving and handling.
- We have a strict moving and handling policy and have four key trainers within school. This is to ensure that children and staff are safe at all times.
- Staff undertake toileting programmes with some children, in order to develop independent personal care skills.
- Feeding plans are also in place for all children in school. This ensures independence where possible, and consistency of approach across all staff in school.

### **How will we include children in activities outside the classroom including school trips?**

- We have a strong ethos that our children need to experience the World around them through discovery. Every opportunity is taken for this learning to take place.
- We have regular trips throughout the school year including:
  - Disport Competition
  - Inter-School sport competitions
  - Yamsen Multi-Sensory Music Days
  - Our singing and signing choir perform at various concerts; they also perform with other choirs.
  - Inter-School Council

- Inclusion to mainstream schools for specified children where they will benefit both socially and academically.
- Each class participates in an Educational Visit to reinforce learning according to the topic they are covering.
- We also use public transport and visits into the local community for children who will benefit from this learning.

## How do we prepare and support a child/young person for transition?

### Nursery

- We realise that sending your child to school for the first time can be a daunting experience. Our EYFS teacher and our Family Liaison Officer will arrange a home visit to meet you and your child so that we can prepare everything they will need before they arrive in school. We also offer tours of the school for prospective parents/carers and a multi-agency transition meeting with new parents in the summer term to prepare for the admission of their child in September

### Year 6

- We have a strong link with Ravenscliffe High School where the majority of our children move to when leaving us in Year 6.
- To prepare children for this move children meet and familiarise themselves with staff and the school through weekly cycling, and three transition visits. Two of these take place with staff from Wood Bank.
- Staff from Ravenscliffe visit us weekly during the summer term to spend time with children at Wood Bank.
- A member of the Ravenscliffe Senior Leadership attends the Year 6 Annual Review meetings and offers parents the opportunity to ask any questions and arrange a visit to look round the school.
- Throughout the year we take part in inter-school sport competitions with Highbury School and Ravenscliffe.
- If a child is moving to a different High School, staff from Wood Bank will meet with the SENCO; they will also be given every opportunity to meet with the children and key staff in school.
- If your child moves to us from a mainstream school we will meet with the school and make sure that information is transferred.

## How will we develop social skills throughout the school day, especially break times?

- The development of social skills is crucially important for our children. Social communication sessions are run in each class, practising the skills of good looking, good listening, waiting, turn-taking, requesting items, interpreting gestures, and understanding own and others' emotions.
- Staff support children to interact appropriately with their peers, both in class, and at playtimes.
- We encourage independent play and activities are set up during these times with staff to support.

## How do we allocate resources?

- All children receive a high-quality education at Wood Bank, in small, needs-based classes.
- Decisions regarding additional resources are made in consultation with staff, the Senior Leadership Team, and the Governors, as appropriate.

## How do we ensure all staff are well trained?

- Staff training is integral to the success of Wood Bank School. There is a well-planned programme of Continuing Professional Development (CPD), accessing both external agencies and in-school expertise.
- All class staff are trained in Team Teach and Moving and Handling. Staff receive refresher training in both, every two years.
- All staff receive regular training regarding Safeguarding and Health and Safety from advisors within the Local Authority
- Staff are able to request and attend training relevant to their needs.
- Staff also have access to training to enhance their qualifications. This includes NVQ's, Apprenticeships, Degrees and Masters Degrees.

## How do we raise awareness of special educational needs for parents and the wider community?

- Parents are welcomed to a weekly 'Good Work' assembly, and encouraged to attend the coffee afternoon, where they can meet with their child's teacher if required. Information sessions, such as converting SEN statements to EHC plans, or other training, such as Signalong, can be held at these times. These sessions are often led by external professionals.
- Our Inter-school council recently worked on a project involving other schools in the Upper Calder Valley Cluster. The singing and signing choir performed for these schools and taught other children Sign Language.
- A member of the Senior Leadership Team now works closely with Calder High School and works with each year group in their lessons for life sessions to teach students about Wood Bank School, the importance of inclusion and disabilities.
- We deliver training to staff in other schools including moving and handling, Team Teach and liaise with teachers in other schools when they request help regarding inclusion and behaviour.
- Wood Bank staff provide training and lecture at local universities/colleges to teaching students, and to Newly Qualified Teachers in the Local Authority.

## Which specialist services do we access beyond the school?

- Physiotherapists
- Occupational Therapists
- Visual Impairment services
- Hearing Impairment services
- Multi-Sensory Impairment services
- Music Therapy
- Dance Therapy
- Disabled Children's Team
- MAST (Multi-Agency Screening Team)
- Wheelchair Services
- Calderdale Human Resource Service
- Calderdale Education Welfare Service
- Calderdale Health & Safety Service
- Calderdale Safeguarding Service
- Ravenscliffe Special School
- Highbury Special School

## How do we deal with complaints regarding our provision for children and young people with SEN?

As stated in our Complaints Policy, available on our school website, any complaint will be dealt with by the Headteacher  
Any complaint involving the Headteacher will be dealt with by the Chair of Governors

Below is a link to Calderdale's Local Offer where further information can be found:

[www.calderdale.gov.uk/localoffer](http://www.calderdale.gov.uk/localoffer)