



Believe you can, together we will.

Woodfield Primary School SEN Information Report

We pride ourselves on being a relationship focused school. We will always work with you and your child to support them to achieve the very best they can at Woodfield Primary School. We value the input that parents make to their child's education and aim to work together to provide the best possible support for your child. From time to time, children may need extra support with their learning and this booklet will inform you of the types of support available for your child at Woodfield Primary School. It will help you understand who can help and how this support can be accessed.

Questions that I might want to ask?

1. What is SEND?
2. What do I do if I think that my child has a Special Educational Need or Disability?
3. Who is the person responsible for SEND and how do I contact them?
4. Who can I contact for advice and support for my family and how?
5. How will the school measure the progress of my child?
6. How will the school let me know if they have any concerns about my child's learning?
7. How does the school supports children with SEND and what are the different types of support available? (Accessibility)
8. How does the school involve parents, carers and pupils in their SEND support?
9. If I have a query about the provision available for my child how can I share it and with whom?
10. How will my child with a Special Educational Need or Disability be supported as they join or leave Woodfield? (Transitions)

1. What is SEND?

'A child or young person has SEN (Special Educational Needs) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they: (a) have a significantly greater difficulty in learning than the majority of others of the same age; or (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (SEND Code of Practice 2014 p.4)

This is a broad definition covering all children and young people from 0-25 years of age. The Code of Practice identifies 4 broad areas of need:

1. Communication and Interaction
2. Cognition and learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/ or Physical

2. What do I do if I think that my child has a Special Educational Need or Disability?

We encourage you to share any concerns that you may have about your child as soon as possible.

Contact these members of school staff:

Class teacher

The majority of children with an SEND can have their needs managed by the class teacher. They should be your first port of call.

SENCo

You can also discuss your child's needs further with Mrs Hannah New the SEN Co-ordinator.

Other members of our school Pastoral Team, Mrs Nikki Jenkins or Mrs Liz Clapp can also support parents around matters concerning SEND

Nursery

If your child attends Woodfield Nursery you can raise any concerns or questions with any of the nursery staff.

For names and contact details please see question 3.

3. Who is the person responsible for SEND and how do I contact them?



Class teacher

The majority of children with an SEND can have their needs managed by the class teacher.

The Pastoral Team

			
Mrs Hannah New SEN Co-ordinator	Mrs Nikki Jenkins Pastoral Leader	Mrs Liz Clapp Pastoral Support Co-ordinator	Miss Karen Carthy Learning mentor

Nursery

	
Mrs Julie Packer EYFS Leader	Mrs Sally Davies Nursery Teacher

Miss Saunders - Head teacher and Mrs Packer EYFS Lead also attend Pastoral team meetings and can be contacted regarding your child's needs.

If you would like to arrange a meeting with any of the members of staff listed above please contact our school office. Tel: 706384. You can also contact the Pastoral Team via their mobile phone, Tel: 07760367745

4. Who can I contact for advice and support for my family and how?

In school:

Please speak to your child's class teacher as your first point of contact.

The school's pastoral team can also be contacted via the school office (see question 3 for more information). The team may be able to signpost you to appropriate services and may also work closely with other agencies to provide a team approach for your family.

Out of school:

Plymouth Advice and Support for SEND A Local Authority run organisation who can support parents with matters around your child's schooling.

<http://www.plymouthias.org.uk/>

Tel: 01752 258933 / 0800 953 1131



5. How will the school measure the progress of my child with SEND?

At Woodfield the progress and attainment of all pupils is reviewed termly (6 times a year) by the Senior Leadership Team who may change support to meet identified need.

Children's progress is measured against National Curriculum Expectations for their Year group. Some children may not yet be secure with the expectations from a previous year group. Steps to support them will be planned appropriately.

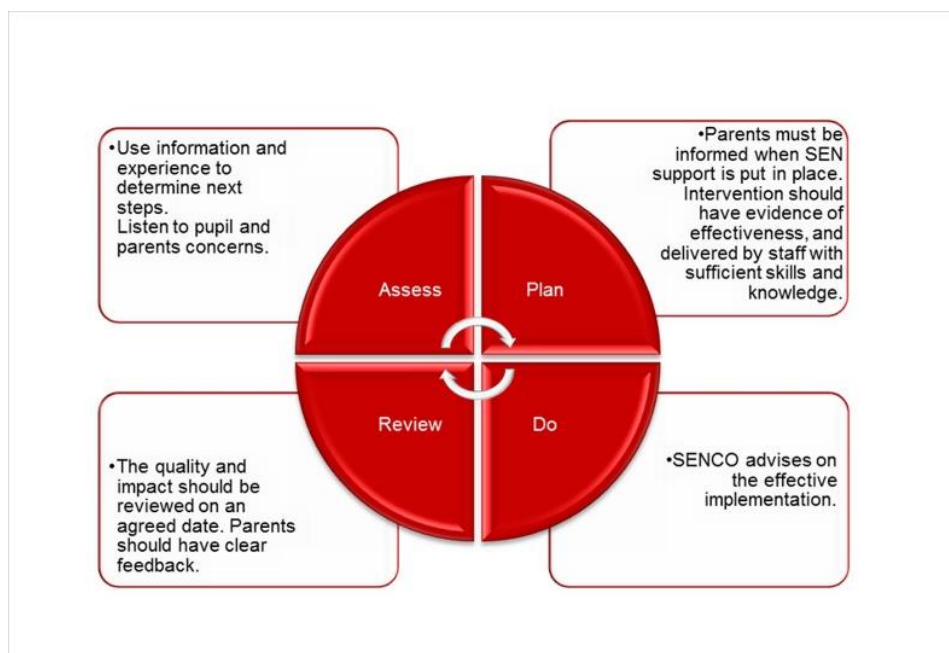
If your child is receiving additional support for their learning through small group or 1:1 sessions, the impact of this support will also be monitored and this can be discussed with your child's class teacher at Parents Evenings, or at other times during the year as required.

The school's pastoral team also meet monthly to discuss additional support that may be taking place or required to support children and their family.

Where a pupil has been identified as having SEN, to enable the pupil to participate, learn and make progress action is taken to:

- Remove barriers
- Put effective special educational provision in place

The Graduated Response to SEN shown below is a 4-part cycle through which earlier decisions and actions are revisited and refined, leading to a growing understanding of pupils' needs and what supports the pupil in making good progress.

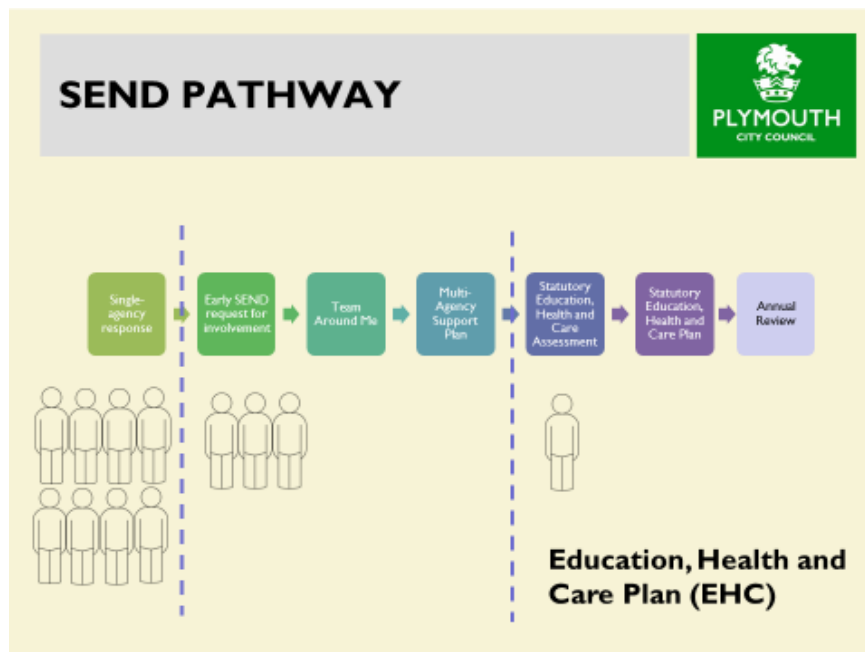


The Graduated Response starts at whole-school level. Teachers are continually assessing and reviewing their approach to teaching all children. However, where a potential SEN need has been identified, this process becomes increasingly personalised and interventions are tailored to meet the particular needs of children.

A child who has been recognised as having a Special Educational Need may have the following documents in place to support them:

- A One Page Profile, detailing their strengths, needs and how they like to be supported.
- An Inclusion Support Plan to provide detail about how your child should be supported by staff at Woodfield.
- An Individual Education Plan (I.E.P) which will detail their specific targets and support. The I.E.P is reviewed three times a year. The parent will have a copy of the targets and can discuss with the teacher or SENCo how they can support at home.
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For many children the above documents may be in place as part of a single agency response and it will be at the discretion of Woodfield Primary School or other single agency to decide if and when a multi-agency support plan would be more appropriate (this will usually be when there is an additional health or care element).



A multi-agency support plan is for children on the Early SEND pathway of support who have a multi-agency team working with them (Team Around Me) or an Early Help Assessment (EHA).⁰ It enables them and their families to share their views, wishes and feelings with their relevant multi agency team so that together they can produce a single plan. These plans can consider the Education, Health and Care needs of the child.

Mainstream schools, most of the time, will be able to meet the needs of a child with special educational needs. In a small number of cases, Plymouth City Council will complete an assessment of a child's educational needs. This is to determine whether they need the additional support of a legal document that sets out what their needs are and how they should be supported. This legal document is known as an Education, Health and Care Plan.

Mrs New, our SENCo will support you through this process along with other agencies involved.

6. How will the school let me know if they have any concerns about my child's learning?

You may be informed about your child's learning in a variety of ways:

- Informal contact from your child's class teacher at school or by telephone.
- You will be informed about your child's general progress and targets through the three times yearly Parent's Evenings and twice a year school reports.
- At times it may be useful to hold multi-agency meetings with a range of professionals in order to ensure we can access the best possible support for your child. This meeting may be called a TAM or an EHA.

In addition to these school arranged opportunities, you are also welcome to arrange a meeting with school staff to discuss your child's progress at other times in the year. This would be done by approaching your child's class teacher, to arrange a mutually convenient time, or by contacting the school office, Tel: 706384.

7. How does the school supports children with SEND and what are the different types of support available?

All pupils in school receive high quality teaching. This means that a range of teaching and learning styles are used and that appropriate learning objectives are set for all children with a curriculum matched to their needs. We would always prioritise a pupil's needs being met, for the most part, in their class with their peers. All of our classes are supported by teaching assistants who can support small group work or catch up programmes where needed. The majority of our Meal Time Assistants (MTAs) are TAs who know the children well and can support them with appropriately at lunchtime. We also employ a PE TA to run active lunchtime sessions. Lunchtime and after-school clubs may be accessed by all children.

At Woodfield Primary School are part of a Multi Academy Trust (MAT), Learning Academies Trust. This means that staff across all of our schools work closely together to share knowledge and expertise in order to further strengthen our existing skills in supporting children with SEN.



We have a committed team of staff who may be involved in supporting your child at Woodfield. These include:

- Your child's teacher, who will always make sure that learning is appropriate and accessible for your child. Please approach your child's class teacher if you would like to discuss things further.
- Teaching Assistants, who support all pupils in class and can provide additional support to individual children or small groups under the direction of the class teacher.
- Emotional Literacy Support Assistants (ELSA) are led by Mrs Clapp. Mrs Williams, Mrs Brown, Miss Badger, Miss Cox, Mrs Bellerby, Mrs Wilkes, Mrs Short and Mrs Willis who are able to offer support to children who may be having difficulty managing their feelings and / or getting on with their friends. This support may be in class or through 1:1 or small group sessions. Mrs Accutt is also our non-class based ELSA.
- Learning Mentor, Mrs Karen Carthy.

- The SENCo, Mrs Hannah New, who is experienced in this role. She attends all local training and updates and works closely with other SENCos in our Multi Academy Trust. She also coordinates the provision of SEN in school.
- Mrs New will work with our governors to support her in leading SEND across the school.

Sometimes school may assist in referrals to Specialist Support Services to work with identified children with a particular focus.

Training

To ensure our staff have the skills and knowledge to support children with SEND, there is a programme of ongoing training both in school and elsewhere.

Examples of recent or up and coming training includes:

ELSA - Mrs Willis (2022)

Safety Intervention Instructor - Mrs Wilkes

Introduction to Emotional Logic- January 2021

Trauma Informed Diploma - Completed November 2021

Accessibility

If you wish to view the school Accessibility policy please look on the school website contact the school office, Tel: 706384.

8. How does the school involve parents, carers and pupils in their SEND support?

Woodfield takes a person centred approach to supporting all pupils.

For pupils with SEND this may include: - Person Centred Planning - Sharing targets - Hosting meetings with parents, pupils and a range of professionals - Support at meetings and/or appointments from SENCo and other Pastoral Team members.

Team Around Me (TAM) meetings or Early Help Assessment (EHA) meetings may take place regularly to discuss support for your child. Parents and carers are supported and encouraged to share their successes, concerns and/or questions at these meetings.

9. If I have a query about the provision available for my child how can I share it and with whom?

Class teacher

The majority of children with SEND can have their needs managed by the class teacher.

SENCo

You can also discuss your child's needs further with the SEN Co-ordinator

Pastoral Support Coordinator

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Plymouth Online Directory

The aim of the directory is to offer information about advice, help and support services for children, young people and families who live and work in Plymouth. It also supports those who work within or have an interest in family support services. Early help is about getting support when you need it and there are lots of organisations listed in the POD directory which can help families and young people.

<http://www.plymouthonlinedirectory.com>

10. How will my child with a Special Educational Need or Disability be supported as they join or leave Woodfield? (Transitions)

Starting school, moving schools and moving from one class to the next can be a big milestone for children and families. At Woodfield Primary School we will support all children according to their needs at points of transition.

This may take place by:

- Planning visits for children who will be joining school in the Nursery or Foundation class.
- Sharing information between nursery/home and school if your child has SEND or if there is a concern that they have additional needs.
- At times children may need to have an 'enhanced' transition. In these cases, we may also work with you and other professionals to offer extra support.
- All children will be given the opportunity to spend half a day in their new class before the end of the summer term.
- If your child needs a little more support with moving classroom and change of teacher, we will create a more detailed plan of action to help them with the move.
- Sometimes parents and the SENCo will need to make more detailed plans to support with choice of school and/or more visits to the new school.
- If children come to our school mid-way through a school year, we contact the previous school for your child's records. Where there are additional needs, the SENCo at the previous and new school will share information so that we can understand their needs.
- Some children will have a transition booklet to take home over the holidays with pictures and information about their new class.

Working together as parents and professionals we will always aim for a positive, successful and smooth transition. Some children might find the move more difficult and need some extra steps to help them with the transition. In Plymouth, we have an enhanced transition framework which provides a shared way of talking about the level of support needed by children during transitions.

End note

We hope that this report provides you with more information about how children with Special Educational Needs and Disabilities are supported at Woodfield. In addition to this report, you could access our SEND policy via our website or from the school office for more detail regarding SEND. Alternatively, please come and speak to a member of staff.