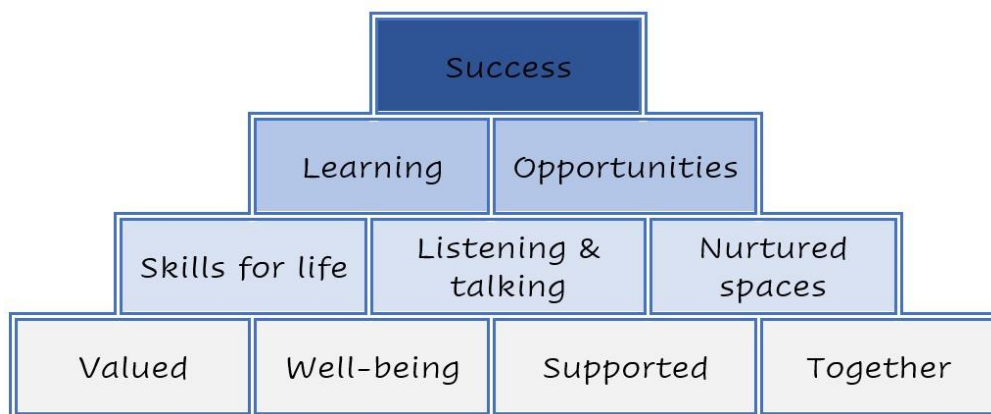


*Learning today for success tomorrow*

## Woodfield Primary & Nursery School SEN Information Report

At Woodfield, we have developed a visual representation of the things that we feel are important to ensure that children are successful. We call this the 'Woodfield Way', we believe it is our responsibility that children's essential needs are met and nurtured to ensure that they are ready to aim high and achieve.

*"Learning today, for success tomorrow"*



We pride ourselves on being a relationship focused school. We will always work **together** with you and your child to **support** them to achieve the very best they can at Woodfield. We want all pupils to feel **valued** and believe that parents are integral to their child's education and aim 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. It will help you understand who can help and how this support can be accessed, however if you have any further questions once you have read this document please do not hesitate to contact Mrs New via the school office and she would be happy to help.

## Questions that I might want to ask?

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## 1. What is SEND?

'A child or young person has SEND (Special Educational Needs and Disabilities) 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 Liz Clapp or Mrs Sarah Reynolds 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 Designated Teacher of Children in Care	Mrs Liz Clapp Pastoral Support Co-ordinator	Mrs Sarah Reynolds Safeguarding lead	Mrs Nikki Jenkins Attendance Leader
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#### Support staff



Mrs Maria Wilkes Children & Family Support Worker	Mrs Sarah Willis SEND Teaching Assistant & MTA	Mrs Amy Metcalfe SEND Teaching Assistant & MTA
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Miss Tiffany Miller SEND Nursery Assistant	Miss Lizzie Roberts SEND Nursery Assistant
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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?

Woodfield Primary School recognises the importance of collaborative partnerships to provide comprehensive support for children with SEND and their families. We actively engage with a range of external bodies including Livewell, Child Development Centre, MAST and the Local Authority to name a few. This ensures a co-ordinated and holistic approach to meeting the diverse needs of our students. Working closely with health professionals and social care practitioners to assess, plan and implement tailored support strategies that addresses both the educational and holistic needs of children with SEND. Through these partnerships, we aim to create a supportive network that extends beyond the school setting.

### For advice and support 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.

### For advice and support from out of school agencies:

The best first contact would be **Plymouth Advice and Support for SEND (PIASS)**. They provide impartial, confidential and free information advice and support for parents.

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

Tel: 01752 258933 / 0800 953 1131



## **PIASS offer:**

- support in information and guidance regarding local SEND services educational provisions and relevant policies to parents and individuals. -
- training and workshops - these are for parents and care givers to empower them with the knowledge and skills related to SEND.
- Individualised support and advocacy - providing personalised support and advice based on the specific needs and circumstances of the individual with SEND and ensuring that their views are considered in any decision making process.

### **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>

## **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 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 regularly 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 SEND, to enable the pupil to participate, learn and make progress action is taken to:

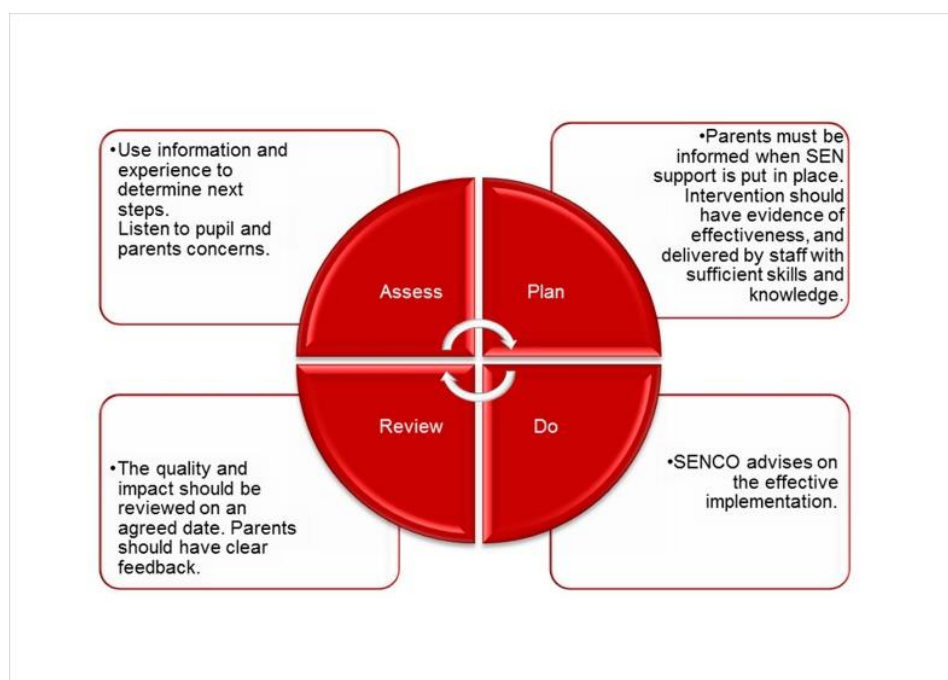
- Remove barriers
- Put effective special educational provision in place

In addition we will aim to involve your child in this process as much as possible. This will be done through:

- Having restorative conversations with the child to help them understand their behaviour and their choices.

- Facilitating time in class or school to discuss what they are finding hard themselves. To ensure that the support we are putting in place is of use to your child, both personally and for their education.
- This conversation can happen with a child's trusted adult within school to help them make the best choices for them.

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.

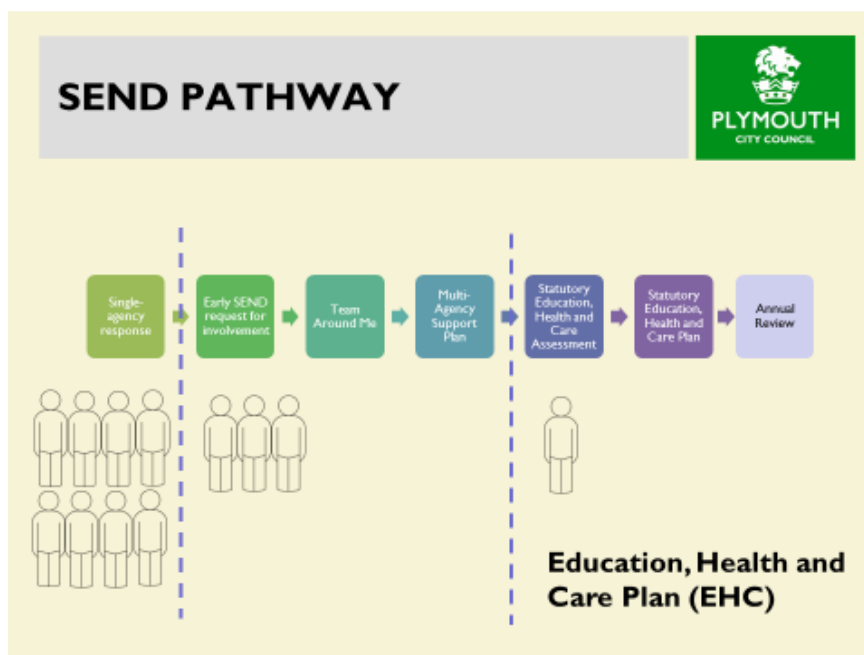


The Graduated Response starts at whole-school level. Teachers are continually assessing and reviewing their approach to teaching all children. However, where a potential SEN need has been identified, this process becomes increasingly personalised and interventions are tailored to meet the particular 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 Emotional Regulation 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 alongside the SENCo. The parent will have a copy of the targets and will be asked to sign the IEP during Parents evening in the first term. After that parents will be updated with target changes via class dojo - or the preferred method of contact. Parents or carers can discuss with the teacher or SENCo how they can support at home.

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). 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, by telephone or class dojo.
- You will be informed about your child's general progress and targets through Parent's Evening in Autumn and Summer and twice a year school reports.



- Support for your child is always initially offered within class through High Quality teaching and scaffolding. It may be that the SENCo is asked to advise or support both the child and the teacher to unpick what they are struggling with further.
- 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. 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.
- These meetings will be held and arranged primarily by the SENCo. They will then co-ordinate the support from that point onward.

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:01752 706384.

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

We have high expectations for all pupils at Woodfield and they all receive Quality First Teaching (QTF). 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. This can be done through:

- Scaffolding
- Adaptive teaching
- Developing strong working relationships between children and their teachers.

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. Lunchtime and after-school clubs may be accessed by all children.

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.
- The SENCo, Mrs Hannah New, attends all local training and updates. She also works closely with other SENCos in our Multi Academy Trust. Mrs New is responsible for 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.

At Woodfield we are fortunate enough to have Emotional Language Support Assistants (ELSA) These are led by Mrs Clapp, who over see's: Mrs Williams, Mrs Brown, Miss Badger, Miss Cox, Mrs Bellerby, Mrs Wilkes, and Mrs Willis. These trained members of staff 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.

### 7.a How will the school support a Child in Care and has SEND?

At Woodfield we are deeply committed to providing a nurturing and inclusive educational environment for all students including those who are looked after by the Local Authority and have SEND. We recognise the unique challenges and experiences that these children may face and are dedicated to tailoring our support to our individual needs.

Our approach to supporting looked after children with SEN is rooted in collaboration, communication and a person-centred ethos. We work closely with the Local Authority, foster carers and other relevant professionals to gain a comprehensive understanding of each child's background, strengths and specific requirements. This collaborative effort ensures a holistic and targeted support plan that addresses both the educational and well-being aspects of the child.

Our commitment extends beyond academic achievements; we actively promote the overall well-being of looked after children with SEN. This involves creating a safe and inclusive school environment, offering pastoral care and facilitating access to any additional support services that may contribute to the child's success.

## 7.b 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.

All of our staff have had recent training on:

- Speech and Language - Makaton training (2022)
- Colourful Semantics training (2023)
- Mental Health Support, supporting children with Anxiety (2023)
- Paediatric first aid (2023)
- Safeguarding training (2024)
- Read Write Inc training (2024)
- Lego Therapy training for all Teaching Assistants (2024)

Some examples of other training includes:

- Trauma Informed Schools Cutting Edge Advances & Approaches - October 2024
  - Completed by Miss Saunders.
- White Rose Tutoring Programme - Completed in 2023
  - Aimed at closing the gap in understanding in Maths.
- Diabetes training - Completed in 2024
  - Completed by Mrs Clapp, Mrs Bellerby, Mrs Wilkes, Mrs Metcalf, Mrs Brown, Mrs Jenkins, Mrs Badger, Mrs New and Miss Saunders.
- HLTA training - Miss Cox
- STORM Training - Completed October 2023
  - Aimed at identifying signs of self-harm and Suicide prevention
  - Completed by Mrs Clapp and Mrs Wilkes
- Senior Mental health Lead training - Anna Freud - June 2023
  - Completed by Miss Saunders

## 7.c Accessibility

At Woodfield, we ensure that wherever possible the environment and equipment used is accessible to all children regardless of their needs. Following assessment, we believe the school to be accessible to all children, however, should a problem arise, we would endeavour to make any reasonable adjustments to ensure accessibility is not a barrier. We are happy to discuss individual access requirements. A link to our school's accessibility policy can be found by following the hyperlink below.

[Accessibility Policy 2023-2026](#)

A hardcopy of the policy can be requested via the school office if required.

## 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.

As a school, we are dedicated to the ongoing evaluation of the support and provision offered to children with SEND. Our commitment to continuous provision is reflected in our regular and thorough reviews of effectiveness of strategies, interventions and accommodations implemented to meet the diverse needs of our students with SEN.

We actively seek feedback from all stakeholders, including parents, staff and importantly the children themselves to ensure that their voices are heard and their perspectives are considered in the assessment of our SEN provision.

Through regular reflection and collaboration, we strive to adapt and refine our provision, maintaining a commitment to inclusivity, accessibility and the overall wellbeing and progress of our students with SEN.

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

At Woodfield, we highly value open communication and understand the importance of addressing any queries or concerns parents may have regarding the provision for their child's SEN. If a parent has a complaint or a concern about the SEN provision within our setting, we encourage them to communicate the relevant staff members.

The majority of children with SEND can have their needs managed by the **class teacher**, therefore queries can be raised with their class teacher's initially.

You are also able to discuss your child's needs further with the **SENCo** or the **Pastoral Support Coordinator**.

We are committed to a fair, transparent and timely resolution. Our school has established formal complaints procedure, which outlines the steps for raising concerns, the individuals involved in addressing the issue and the expected timeline for resolution. We strive to maintain open dialogue with parents and carers throughout the resolution process, ensuring that their perspectives are considered, and we are dedicated to continuous improvement based on feedback received. Our goal is to collaboratively address concerns, enhance our provision and promote a positive and supportive learning environment for all students and their families.

### **Plymouth Advice and Support for SEND**

A Local Authority run organisation who can support parents with matters around your child's schooling and behaviour.

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

Tel: 01752 258933 / 0800 953 1131



## **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 and will inform you of this plan.
- 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.