



Special Educational Needs Information Report 2017-2018

Our 'Special Educational Needs and Disability' policy explains how we identify children with special education needs and how we assess their needs. <http://woodcoteprimary.com/wp-content/uploads/2015/10/SEN-Policy-Oct-15.pdf>.

Our SENCo. is Mrs Oselton, and she is always available to discuss any concerns or questions regarding SEN in our school. She can be contacted by ringing the school office or leaving a message for her to contact you, or simply speak to her around school.



We at Woodcote, believe that our pupils will achieve the best possible outcomes for themselves if we all work together, teaching staff, parents and pupils. To ensure that we comply with the SEN Code of Practice (2014), we arrange to meet our parents of children with SEN at least three times per year to discuss their individual education plan (IEP), review their outcomes and provision, and assess and plan future provision and support as needed, following the Graduated Approach of Assess, Plan, Do, Review. In these reviews, we work together to set short term outcomes for each child to work towards that term, discuss the provision and support we can all offer the child to achieve these outcomes and discuss the longer term outcomes parents and pupils are aiming for in the future. Of course, staff and our SENCo. (Mrs Oselton) are always available as needed throughout the year, should the need arise and you have any concerns or questions. Please do not hesitate to contact Mrs Oselton.

If you are concerned about your child's learning, the first person to discuss this with is your child's class teacher. They will listen to your concerns and make a plan of action to address them. As per our policy, initial concerns may be addressed by making reasonable adjustments to our everyday quality-first teaching. Should this not address concerns, provision and intervention may be implemented, following the Graduated Approach. Should these steps not result in the expected progress, we will discuss whether placement on the SEN record is needed and the resulting next steps with you.

We believe in involving all of our pupils in their education. Children with SEN have the opportunity to explain to our staff how they learn best, what they are good at and what they find difficult. They are involved in the setting of their IEP outcomes each term and reviewing them. This ensures that we take our lead about how best to support each child, from the child and parents themselves.

All of the children in our school are assessed formally using our assessment system. For children with SEN, we also assess how they have achieved their individual outcomes in their IEP and also might assess their progress using standardised tests, screeners and other assessment tools to monitor the progress in their area of difficulty or measure smaller, more individual small steps of progress. If children are not able to be assessed using the national curriculum key stage objectives, then they will be assessed using the pre-key stage assessments or perhaps P scales. This can all be explained by your child's class teacher or the SENCo.

It is extremely important that all of our pupils feel ready and prepared for all that secondary school can offer and we pass all relevant information onto secondary schools, so that our leavers are best supported from the first day. For some of our pupils with SEN, this may require additional visits to their next school, meetings with the SENCo. or additional longer-term transfer arrangements during Year 6, to enable the pupils and parents to feel fully prepared for the transition.

Our approach to teaching children with SEN is our approach to teaching children. We aim to provide the best possible education for all of our pupils and this means treating them all as individual children, all with varying strengths and weaknesses across the whole curriculum. We aim to support our children to develop strategies and skills to support their difficulties as well as providing an education which will recognise and further develop their strengths. Therefore, we adapt our curriculum and our quality first teaching to meet the needs of all of our pupils. Sometimes this may mean making reasonable adjustments to classroom arrangements, resources or teaching strategies. Sometimes this may be additional and different provision to meet the needs of our children or using specialised staff, equipment and strategies to meet the needs of our children.

We continually assess the continued professional development needs of our school, as these needs may arise, or on a fixed term basis. For example, our staff have recently received training related to positive handling, Autism Awareness training, dyslexia and social communication, responding to needs that have arisen throughout the school year. Our SENCo. has completed her National SENCo. Award, as is mandatory for this position. All of our staff receive regularly training regarding SEN practice throughout the year.

All of our pupils' progress is monitored carefully. If the provision we are making for our pupils is effective, it will result in progress in the specifically targeted areas. If this is not the case, our teachers will implement other strategies or interventions that may work, following the 'assess, plan,

do, review' process. Once identified as having difficulty in a specific area/s, our pupils will receive adjusted teaching strategies, or additional and different provision with the aim of reducing this barrier to learning and enabling them to make progress. This additional and different provision may be additional resources, adapted resources, specific arrangements within class, additional interventions to practice and reduce gaps in knowledge or additional adult support. These will all be provided to meet our pupils' needs, as part of our usual classroom practice. Should specialist equipment or facilities be required to meet a pupil's needs, beyond everyday classroom practice, we would apply for additional funding from Leicestershire County Council.

We make our very best endeavours to ensure that all of the activities which are offered here at Woodcote, within and outside of the curriculum, are accessible to all of our pupils, ensuring that those who want to can do the activities they desire. We will make adjustments to ensure that this happens. Additionally, we are always open to attending activities which are specifically for children with SEN too, enabling them to be involved in as wide a range of activities and experiences as possible.

We have policies in place to address any incidents of bullying. We are aware as a school, bullying may be more likely to happen to vulnerable children with SEN and our policy acknowledges this. By following our policy, we ensure that we take the necessary steps to deal with bullying issues effectively. These measures include pupil case studies and asking children with SEN about bullying, what they understand about bullying and how safe they feel in school. Additionally, we offer additional pastoral social and emotional support to all of our children who might need it, by employing an Inclusion team to work with our pupils on a regular basis. Our PSHE, British Values and Character Building curriculums ensure that all of our children, including those with SEN receive regular teaching with regards to their social and emotional development.

Our governing body oversees and evaluates how effectively we are meeting the needs of all of our pupils. To enable them to do this role, they receive governor training themselves, which allows them to become aware of supporting agencies and bodies. They complete a meeting schedule, make regular visits to the school and classrooms and analyse their findings in reports.

We have very clear procedures should a parent wish to make a complaint about the provision which is being made for their child. The procedure (and complaint forms) are available on our website or from our school office.

We will provide parents with information which can support their children or themselves, and this includes providing information about services available to support children with SEN and their families. We can refer parents to some of these services ourselves, or we can pass on information directly to parents. We can signpost parents to the services which we know about, or we can put them in touch with SENDIAS – the local service aimed at providing information and advice for parent of children with SEN.

We fully cooperate with Leicestershire County Council in contributing to their Local Offer, by providing the council with all of the information they require, as well as providing a link to the Local offer on our SEN Information Report on our website.