

Special Educational Needs and Disabilities (SEND) Local Offer and School SEN Information Report



Woodlands Park Primary School

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School website:	http://www.woodlandsparkschool.co.uk
Type of school:	Academy Mainstream Primary

1. Identifying special educational needs and disabilities (SEND)

a. What kinds of special educational needs and disabilities does the school provide for?

Woodlands Park school is a warm and welcoming school and our vision is to create 'A place for everyone. Together we are inspired to grow, learn and achieve.' We are proud of our positive atmosphere where there are high expectations of behaviour, effort and achievement. At Woodlands Park, we value the contributions and encourage the support of parents, professionals and all members of staff. We work collaboratively with a range of organisations and agencies. We have experience of children with a variety of learning needs such as Autistic Spectrum Disorder (ASD), speech and language difficulties, specific learning difficulties, ADHD, attachment disorder and other social and emotional needs. We have staff who have been trained to support children with all of the above needs and we continually update our training in order to support pupils with specific needs.

b. How does the school know if children and young people have special educational needs and disabilities and need extra help?

At Woodlands Park we strive for high quality first teaching at all times and are continually reflecting on our practice to ensure that this happens.

- Children are assessed regularly using a range of evidence - please see the Assessment Policy on our website under policies at the following link <http://www.woodlandsparkschool.co.uk>
- We regularly hold Pupil Progress Meetings where all children are discussed to ensure that they are progressing as they should be and any possible barriers to their learning are addressed.
- After these meetings, action plans are drawn up. This support may be within the class or may be with our intervention teachers in small groups or with our trained teaching assistants in one to one situations. If a child needs individual intervention the teachers bring this to the attention of the Special Educational Needs and Disability Co-ordinator (SENDCo).
- We then review the impact of the interventions, make adjustments to the intervention and refer to outside

agencies if necessary.

- If small group or individual interventions are not making the required impact then the school will speak to the parents and then contact our Educational Psychologist (EP) for further advice and a possible referral. The EP may then do an assessment on the child and advise the school of strategies to use or consult other outside agencies who may be able to offer support.

c. What should I do if I think my child/young person may have special educational needs/disabilities?

If you think that your child may have special educational needs, please talk to your child's teacher or to the school SENDCo.

2. Support the school provides for children and young people with SEND

a. What teaching strategies do you use to support children with special educational needs and disabilities?

As part of high quality teaching, work is planned with the different needs of the children in mind. Our aim when teaching all children and especially those with SEN is to develop independent learners. We use Teaching and Learning assistants in a variety of ways to ensure that whilst they are there to support your child, they do not encourage 'learned helplessness'. Work set should be an 'achievable challenge' which is well matched to the needs of the learner.

b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?

- All our classes have a Teaching and Learning Assistant, in addition to the class teacher, each morning during literacy and numeracy work. Teaching and learning assistants work with small groups within the classroom and also deliver literacy programmes in small groups or on a one to one basis.
- Class teachers make use of classroom resources such as Visual Timetables to help children with additional needs.
- We have a trained ELSA and a special nurture space available to them to carry out sessions with children.
- We have a trained nurture and pastoral leader who spends dedicated time daily with select children.

c. How is the decision made about what type and how much support my child/young person will receive?

Once your child has been identified as having special educational needs we will agree targets we would like the child to meet. The type of support your child receives will depend on the extent of their needs and the targets that have been agreed. Teaching Assistants are used both within the classroom and to support intervention groups/daily sessions to support your child based on the specific need. Provision maps are used to keep track of how resources are being used.

d. How will I (the parent) be involved in planning for and supporting my child/young person's learning?

If your child has an Education Health Care (EHC) Plan you will be encouraged to be involved in reviewing the EHC Plan during the annual review. For all children – at parents' meetings you will have the opportunity to discuss your child's previous and new targets. This way you will be able to support your child in achieving his/her targets. If your child has special educational needs and requires an Individual learning plan then the targets will be discussed with you and you will be informed of their review at the end of the plan period.

e. How will my child be involved in his/her own learning and decisions made about his/her learning?

Children are regularly involved in assessing their own learning throughout lessons. Teachers encourage all children to create their own targets and understand what they need to do to move their learning on.

3. Children and young people's progress

a. How do you check and review my child/young person's progress?

At Woodlands Park School we have a robust and clear monitoring and assessment system so that we can understand how children are progressing towards their outcomes. Children are assessed summatively at the end of each term and school year, and formatively during lessons, pupil conferencing and observations. Targets are set at the beginning of the school year and these are shared with the parents at our first parents' evening. Children with Individual Learning plans have their plans reviewed termly with new targets set. Children with EHCPs will have their plans reviewed each year at the Annual Review. Progress towards targets will be assessed and new objectives set where appropriate.

b. How do you involve my child/young person and parents in those reviews?

Children's individual learning plans are shared with parents and children each term which gives them the opportunity to agree the targets or request amendments to the targets. You will be invited to attend your child's annual review and can bring other people e.g. other professionals or a family friend if you choose to. You will be given an opportunity to make a written contribution prior to the review if you would like to. Children are sometimes invited to the review based on their age and level of understanding, but they are always asked for their views before the meeting. At the end of the review you will receive a written record of what has been discussed and any outcomes that were agreed.

c. How do you know if the provision for children and young people with SEND at your school is working?

Regular meetings between class teachers, SENDCos, Senior Leaders and Intervention Teachers, mean that we are regularly reviewing the impact of any intervention. We discuss the impact of any support given and/or intervention programmes at the beginning of each staff meeting and then adjust the support accordingly.

4. Support for overall well-being

a. What support is available to promote my child/young person's emotional and social development?

At Woodlands Park we place an emphasis on developing the whole child. We use Jigsaw PSHCE programme to promote well-being and emotional resilience as well as good attitudes to health and relationships. Our curriculum ensures that learning behaviours and attitudes to learning are central to the children's experience. We have access to an Early Help Advisor (EHA) who can offer individual support to students who are finding things difficult for a range of reasons. Our EHA can also offer support to families who may need some extra support at home with any emotional, behaviour or social issues.

5. Preparation for new and next steps

a. How will you help and prepare my child to join your school?

For children with SEND, additional transitional work may be necessary. Our teachers and teaching assistants can visit prospective pupils in their current schools and we also welcome pupils to our school for tours. If your child has special needs, we will also make sure (where possible) we attend a transition review held at your child's current school and to which you and other professionals are invited. At that meeting we will discuss any arrangements

above and beyond those all children receive. This may include additional staffing, training or resources that we may need to provide. On occasions a photo book helps the children to remember people and places.

b. How will you prepare my child young people to join their next year group/school/college/ stage of education or life?

We run transition days in the Summer Term where children are able to spend time in their new classrooms with their new teacher. This time is spent, getting to know new routines and expectations. During the first part of the new term we spend a great deal of time on social skills and working together as a team, supporting each other. Before transition to a new school, we will meet with parents and the SENDCo at the new school to make arrangements for transition. Depending on the child's needs, this may start earlier on in the school year in order to have extra transition visits. Staff from the new school will visit Woodlands Park and all information will be passed on. Children create books to take with them to their secondary school to tell new staff a little bit about themselves. If necessary, a scrap book will be created with photographs of key staff and places at the new school. This is also done for selected children moving from one class to the next within school.

- Transition days/sessions
- Home visits offered to new pupils starting school
- Transition plans for those pupils who are vulnerable or have SEND
- Visits to new schools – accompanied by school staff if necessary
- Sharing of key information between staff to ensure all necessary information is passed on

6. Accessibility and specialist equipment

a. How accessible is the school environment?

(A link to the School's Accessibility Plan can be found in section 8b)

• Is your school wheelchair accessible?

There is a ramp to enter the school via the school's main reception area. There are two disabled toilets. The school is on one level with doors wide enough to fit a wheelchair through.

• Have adaptations been made to the auditory and visual environment?

We have access to sound field equipment if we need to.

• What changing & toilet facilities does the school have for children and young people with SEND?

We have two disabled toilets. We do not have shower facilities and we do not have hoist equipment.

• Do you have disabled car parking for parents?

One

b. What if my child needs specialist equipment or facilities?

We will make every effort to provide the equipment and resources your child needs. If we do not receive additional funds through your child's statement/EHC, we will investigate other possible sources of funding i.e. local trusts or charities.

c. How will my child/young person be included in activities outside the classroom including physical activities, school clubs and school trips?
As part of our inclusive ethos we want all children to take part in activities outside the classroom. All school clubs are made accessible for SEND pupils, with additional support provided if needed. When planning school trips we consider the needs of the pupils and will talk to you in the early stages of planning to make sure your child will be able to participate and be safe.

7. Training for staff, specialist services and further support

a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?

All TAs have annual training, provided by the school, in areas such as ASD and behaviour support. Training is discussed annually by the Senior Leadership Team and plans are put in place throughout the year to ensure all staff are trained in the appropriate areas. Staff meetings and INSET are held regularly and will sometimes focus on particular needs within SEND. Members of staff in school with enhanced knowledge and skill in certain areas are used to train others. Woodlands park also use and have access to the local Special School; Manor Green, drop in service.

b. What other agencies do you involve to meet the needs of my child/young person and how can I access support from these agencies?

- CYPDS (Children and young people’s disability service)– Such as Speech and Language
- Educational Psychology
- Social Services
- EHH (Early Help Hub)
- Sensory Consortium (hearing impairment, visual impairment)
- Autism Support Worker/SHINE
- Occupational therapy
- The Link Outreach

If you feel your child may need to access any of these agencies please contact the school.

c. Who should I contact to find out about other support for parents/carers and families of children and young people with SEND?

You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families.

Tel: 01628 683182

Email: IAS@rbwm.gov.uk

Website: <http://iasrbwm.co.uk/>

Please follow this link to the Royal Borough of Windsor and Maidenhead’s Local Offer for information about other services that might be available to support your child/young person: https://rbwm.afcinfo.org.uk/local_offer

8. Policies

a. Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?

Yes
b. Where can I find other school policies relating to SEND?
<p>The following SEND policies are available on the school website at the following link: http://www.woodlandsparkschool.co.uk</p> <ul style="list-style-type: none"> • SEND and inclusion Policy • Admissions policy • Safeguarding Policy • Behaviour Policy • Equal opportunities Policy

9. Additional Information
a. Do you provide any other resources for children and young people with SEND?
We are inclusive and children with SEND are able to attend our breakfast club and afterschool clubs.

10 . Feedback and complaints
a. What do I need to do if I have a concern or complaint about the school and its provision for my child/young person?
We have an Open Door Policy and our staff are always happy to have a quick chat with you to resolve issues quickly. If however, you feel you need to make a formal complaint, it should be made in writing to the Head-teacher or the Chair of Governors. A copy of our complaints procedure is available in school.

11. Glossary

Terms used in this document	Description/explanation of term
Behaviour Support	Behaviour Support Behaviour Support & Wellbeing outreach workers are part of RBWM Psychology, Wellbeing and Schools Support Service. They work with a number of RBWM schools in a variety of ways, supporting staff, children and their families to understand and manage difficult behaviour to improve emotional wellbeing.
Child and Adolescent Mental Health Service (CAMHS)	Child and Adolescent Mental Health Service (CAMHS) An NHS service who support children with mental health difficulties and their families
Education, Health and Care (EHC) Plan	Education, Health and Care (EHC) Plan An EHC Plan is a legal document that states what support a child or young person with special educational needs aged 0-25 should have. EHC Plans have replaced the Statement of Special
Educational Psychologists	Educational Psychologists are part of RBWM Psychology, Wellbeing and Schools Support Service. They work with schools and the local community to improve children and young people's aged 0-19 years (up to 25 years with significant SEND) learning, well-being, development and achievement.
ELKLAN	Training for staff to support children with their speech and language development
Emotional Literacy Support Assistant (ELSA)	Teaching assistants who have received extra training to support the emotional wellbeing of children and young people
SHINE	An outreach service who support children on the Autism spectrum in mainstream schools.
Social Emotional Aspects of Learning (SEAL)	A whole class/small group approach to supporting children's social and emotional development
JIGSAW	Nurture and PSHCE programme for children, focusing on resilience.
Special Educational Needs and Disability Co-ordinator (SENDCo)	This is the member of staff of a school who has responsibility for co-ordinating special educational needs provision within a school
Early Help Advisor (EHA)	A trained social worker who is linked to the school and will support children and families who need social and emotional support.

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