



SEN INFORMATION REPORT

Welcome to our SEN information report which is part of the Surrey Local Offer for learners with Special Educational Needs (SEN). All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEN. This information is updated annually. This report has a significant link to the responses to the 14 questions also found on our website.

Woodlea is a mainstream, inclusive setting that fully complies with the requirements outlined in the Special Needs Code of Practice (2014). At Woodlea we value all members of our school community and are committed to working together with all members of the community.

Please find below contact details if you would like to contact us in relation to SEN:

01883 652358

Headteacher: Mrs Nichola Riches

SENCo: Mrs Stephanie Gibson info@woodlea.surrey.sch.uk

SEN Governor: Mr Philip Booth

Our approach to teaching learners with SEN

At Woodlea we aim to provide an environment which is inclusive, caring and stimulating, with high expectations of achievement and behaviour for all pupils.

Class teachers are committed to meeting the needs of all children in their class through careful differentiation of learning, activities and the support given. This is to ensure that children's work is matched to their individual needs in order for them to develop independence and make good or outstanding progress. Class teachers also make arrangements for children to have additional support within the class to make sure any gaps in learning are closed. If a child has complex special educational needs, they may need provision that is additional or different from that given to other children. The class teacher and SENCO will plan and monitor this provision, which may include specialist teaching, work in small groups or individually with the teacher or teaching assistant.

We are committed here at Woodlea to developing the knowledge and skills of all staff to enable them to support the needs of all children within the school including those who may have additional difficulties with:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical

We have staff that are trained in the following areas:

- Speech and language communication needs
- Autism awareness
- Learning Mentor

How we identify SEN at Woodlea

At different times in their school life, a child or young person may have a special educational need. The code of practice defines SEN as:

“A child or young person has SEN 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”**

We track the progress of all our learners and as professionals we regularly discuss any concerns we have as well as celebrating achievement. Teachers follow a continuous cycle of Assess, Plan, Do and Review which informs their planning, enabling them to plan carefully for the needs of individual children. We have rigorous systems in place to use data to support tracking.

Where pupils' progress is significantly slower than that of their peers, or fails to match the previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it *may* be that the child has SEN. Information will be gathered, including seeking the views of parents and the pupil as well as from teachers and assessments.

We monitor carefully children's attainment and progress in their learning, behaviour and social development from school entry and we quickly identify children who are not making the progress we would expect.

We carry out some assessments ourselves to help identify what is preventing the child from making progress. We also refer to a number of outside agencies such as Educational Psychology, the school health service, speech and language, behaviour support or Occupational therapy to name a few. We have established good working relationships with these agencies and they support us to identify and address more complex needs.

What should you do if you think your child may have Special Educational Needs?

We actively encourage parents and carers to tell us if they know or think their child may have a special educational need. If you believe your child is not achieving as well as you would like staff are available to discuss any concerns you may have. The class teacher will be in class at the beginning and at the end of each day if parents wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENCO by visiting the school office or talking to them directly.

We keep parents fully informed to ensure children are given timely and appropriate support. We liaise closely with pre-school settings/health services/previous schools to make sure we are aware of any needs that have already been identified.

Support for children with Special Educational Needs at Woodlea

Each learner identified as having SEN, is entitled to support that is “**additional to**” or “**different from**” a normal differentiated curriculum. The type of support is dependent on the individual learning needs and it is intended to enable access to learning and overcome the barrier to learning identified. The types of support available to pupils with additional needs are listed on our ‘*Whole school provision map*’ located on our school website.

When providing support that is ‘**additional to**’ or ‘**different from**’ we engage in a four stage process:

Assess, Plan, Do and Review.

Assess – this involves taking into consideration all the information from discussions with parents or carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers to learning. Decisions will be recorded on a provision map or Individual education plan and will form the basis for regular review meetings.

Do – providing the support as set out in the plan.

Review – measuring the impact of support provided and considering whether changes to that support need to be made. All of those involved – learner, parents or carer and teacher contribute to this review. This stage then informs the next cycle, if necessary.

This additional support or intervention will be tailored to meet the needs of the child and will target the area of difficulty. This support may be provided in class or another area of the school, on a 1:1 basis or as part of a small group of learners with similar needs. These interventions may be run by a teacher or a teaching assistant. The support provided and its impact in class will be monitored closely and shared regularly with the child and the parent or carer.

While the majority of learners with SEN will have their needs met in this way, some may require an Educational Health Care Plan (EHCP). Assessment for whether a child meets the threshold for an EHCP will be carried out by the Local Authority.

Staff differentiate approaches and resources so as to support access to the curriculum. We have an accessibility plan which shows how adaptations are made not only to the built environment but to the curriculum and how information is accessed by learners and their parents. As a school we are happy to discuss individual access requirements.

Woodlea’s arrangements for involving parents of children with SEN in their child’s education.

At Woodlea we try to involve parents in the school community as much as possible as we believe the best way to support a child’s education is to have a positive and open home school partnership. We have an open door policy and warmly invite parents to take part in many and varied school activities. We hold a number of special events and open days throughout the year.

Parents of all pupils are given the opportunity to meet with their child’s class teacher to discuss progress each term. For children with SEN class teachers may request additional meetings with parents and child where appropriate to discuss progress toward individual learning targets and the setting of new targets. We are also happy to consult with parents by telephone or email. We hold Annual review meetings at least once a year for pupils with a Statement of Educational need or Educational Health Care Plan so that progress can be

discussed and long term targets set for the following year. Outside agencies will attend these review meetings.

The curriculum for each class is shared via our website and resources such as useful website links are also placed there.

We have a thriving PTA who organise school events such as the Christmas fair and support the school in many other ways. Many parents support us by becoming volunteer readers in school and some join us on school trips if extra help is needed. We have parent governors who can take an active role in the overall running of the school. When vacancies become available parents are notified and given the opportunity to stand for election. If you feel you would like to become involved in any of these activities please contact the school office for further details.

How we involve children with SEN in their education

There are regular meetings between class teachers, the head teacher and the SENCO to discuss individual progress and where additional needs are identified to plan the level of support required. Additional support and specific interventions to accelerate progress are planned on a termly basis and monitor and review each half term to evaluate their effectiveness and value for money. Parents are involved in this process through the discussion of short term targets when children have an Individual Education Plan (IEP). If pupils are receiving intervention, provision documents will be discussed at consultation meetings with the class teacher and the SENCO. Other members of staff may also be involved in discussions as appropriate. Referrals are made to involve external agencies with parental permission.

Where appropriate children are involved in the creation of their IEP. They work with class teachers or teaching assistants to produce their one page profile, discussing what their strengths are, what they feel they would like to work on and how they feel adults in school could support them to achieve their targets. Children's short term targets are shared and discussed with them on a regular basis. The cycle works well alongside our overall ethos that children are engaged in their own learning and understand what they need to do to improve.

How we evaluate the effectiveness of provision made for SEN children

The Special Educational Needs (SEN) budget is allocated every financial year. The money is used to provide additional support or resources dependant on an individual's needs. The Head teacher, governors and bursar monitor budgets closely to support the strategic aims of the school as well as individual learner needs.

Our budget is allocated according to our provision management system. All interventions are costed and evaluated for their effectiveness. We review the needs of the learners within the school and endeavour to put in place provisions in order to be able to cater for these needs. Some of the funding the school receives may go towards funding training so that in house provision is more targeted at needs. The SENCO carries out learning walks which include reviewing how provision is delivered and helps in maintaining standards through rigorous quality assurance.

Our provision management tool also looks at the impact each intervention has had on the progress of the learner. Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention.

The additional provision may be allocated: after discussion with the class teacher and SENCO, at pupil progress meetings, if a concern has been raised by them at another time during the year, or if an outside agency has given advice.

Inclusion at Woodlea

We have a whole school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagements are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that learners can join in with activities regardless of their needs. Please see '*Woodlea Guidance on Inclusion*' document available on our website. The inclusion policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the class room.

School trips are planned by class teachers and link to areas of learning within the curriculum. Class teachers will visit before a trip to take place to carry out risk assessments. The level of support needed for a pupil with special educational needs would always be a priority. Residential trips are planned in Years four and six with in depth risk assessments. Risk assessments are carried out and procedures are put into place to enable *all* children to participate. If a health and safety risk assessment suggests that an intensive level of 1:1 support is required, a parent/carer may also be asked to accompany their child during the activity in addition to the usual school staff.

There are a variety of extracurricular activities which pupils are encouraged to take part in. These include: football, cricket, cross country, choir, netball, lacrosse, cookery.

The school has extensive woodlands as grounds. All staff use this as an outdoor resource to support work within the curriculum.

How we support emotional and social development at Woodlea

All staff here at Woodlea are regularly trained to provide a high standard of pastoral support. Relevant staff are trained to support the medical needs of pupils and in some cases all staff are trained. We have a trained Learning mentor who is used in some instances to support pupil's well-being. This is based on discussions with class teachers, parents and SENCO when this support is appropriate.

Members of staff such as the class teacher, teaching assistants, SENCO are readily available for pupils who wish to discuss issues and concerns. We have our behaviour policy which is fully in place and it is understood by all staff. A range of policies are in place that provide for and promote the well-being of every child, e.g. equal opportunities, health and safety SEN, PSHCE and attendance. We have a zero tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours. Our PSHCE programme also looks to develop emotional and social development.

Involvement of outside agencies

Here at Woodlea we are concerned with the overall development of the learner which may necessitate at times working with agencies outside the school setting. We hold meetings where professionals from outside the school are invited to attend. During these meetings we may discuss individual cases where it is felt support above and beyond what the school is able to offer is necessary. In these cases parents and young people will be consulted and consent sought so that agencies are able to work in supporting the overall development of the pupil.

During this year we have worked with a variety of outside agencies including behaviour support, social services, police, mental health teams as well as speech and language support, Educational Psychologists and Paediatricians. We have a particular duty in ensuring Looked After Children are given the appropriate support and care to help support their progress and engagement within the learning environment. Our designated teacher meets with social services and the virtual school to ensure the child's wider needs are being met. A Personal Educational Plan (PEP) is produced termly to help support the child develop holistically.

Next steps for SEN children – Induction or transferring to settings

Induction is important to us here at Woodlea. We invest time in welcoming our learners into our setting. Strategies are put into place to enable the pupil's transition to be as smooth as possible. These include: meetings between the previous or receiving schools prior to the pupil joining/leaving, transition days, Early years and nursery visits, phased entries. We have strong relationships with our secondary feeder settings and carry out transition work and visits in year 6. We fully encourage all our learners to attend induction days. Where we know there is likely to be high levels of anxiety we send staff along for parts of the induction day. We hold meetings with staff at our local secondary schools, during these meetings we share an overview of our learners who have SEN. Good practice is shared so that transition to the next phase is made easier. In some cases staff from the secondary school come in to work with learners to give them some familiarity.

The school holds a yearly meeting for parents to welcome and meet teachers. We also hold numerous open mornings to welcome new parents to the school.

Arrangements for handling complaints about the provision made at the school

The SENCO at the school is Mrs Stephanie Gibson. All contact details are given at the top of this report. In the first instance if a parent has a concern they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage then the SENCO may become involved and a meeting convened so as to discuss the nature of the complaint and look for a resolution to the issue. A copy of the schools complaint procedure can be found on our website. The complaint procedure will outline the formal steps we take in handling each complaint. Where a resolution between the parent and school cannot be reached then parents will be advised to seek external support.