

This SEND Information Report aims to set out how Woden Primary School will support and make provision for children with Special Educational Needs and Disabilities (SEND). The information required to be included in this SEND Information Report is stated in The Special Educational Needs and Disability Regulations 2014 Schedule 1.

Regulation	Question	School Response
1. The kinds of Special Educational Needs for which provision is made at the school	What kinds of SEND do pupils have at Woden Primary?	<p>Woden Primary School is an inclusive mainstream school which is part of the Central Learning Partnership Trust. Woden Primary School supports children with a range of SEND in all four areas of need:</p> <p>Cognition and Learning, for example: dyslexia, dyspraxia and moderate learning difficulties</p> <p>Communication and interaction, or example: speech and language difficulties, autistic spectrum disorder</p> <p>Social, emotional and mental health, for example: attention deficit hyperactivity disorder</p> <p>Physical and sensory, for example: visual/hearing impairments, processing difficulties</p> <p>Woden Primary School will use reasonable endeavours to meet the needs of all pupils with SEN in consultation with parents, the Local Authority and specialist outside agencies. It is acknowledged however that as a mainstream setting we may not always be able to meet the needs of, and therefore be the most appropriate setting for, children with severe or complex needs. For these children we will work the Local Authority, parents and the child (where appropriate) to access a full time placement with in a specialist setting, better equipped to meet their particular needs.</p>
2. Information, in relation to mainstream schools about the school's policies for the identification and assessment of pupils with special educational needs.	How do we know if a pupil needs extra help?	<p>Children are identified as having a SEN when they have a significantly greater difficulty in learning than the majority of children of the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the rea of the Local Authority (SEND Regulations 2014).</p> <p>Children with SEND are identified at various stages of their school journey.</p> <p>Children with an existing SEND are identified prior to joining school in Nursery and/or Reception, usually as a result of the prior involvement of outside agencies.</p>

		<p>For children new to school starting in years 1 – 6 inclusive, information about their SEND is passed on from their previous school.</p> <p>In some cases, a child’s SEND may not have been identified prior to them joining school or may not become apparent until the child has been at school for a period of time. In such circumstances where a child is working at levels significantly lower than their peers and is not making expected progress and/or is not working within age related expectation, the SENCO will work with Class Teacher to identify SEND through the termly monitoring of children. This may include progress in areas other than attainment, for example, social and emotional needs. Slow progress and low attainment will not automatically mean that a child is recorded as having SEND.</p> <p>Any decision to place a child on the school’s SEND Register will be taken in consultation with parents.</p>
<p>3a. How does the school evaluate the effectiveness of its provisions for such pupils?</p>	<p>How will I know that my child is making progress?</p>	<p>All children, including those with SEND, are assessed termly in accordance with Woden Primary School’s Assessment Policy. Children placed on the SEND Register are given a personalised Education Support Plan (ESP) against which their progress is also assessed, termly.</p> <p>Parent’s evenings are held three times a year where there is an opportunity to discuss progress and attainment in general as well as that against ESP targets and to discuss next steps.</p> <p>Where a child has an Education Health and Care Plan (EHCP) in place, these are reviewed annually with input from parents, the child and (at the end of each Key Stage), the Local Authority.</p> <p>SEND provision in school is monitored by the SENCO on at least a termly basis, taking into consideration progress towards age related expectations (ARE) generally and progress towards ESP targets specifically (progress towards Outcomes in relation to an EHCP).</p>
<p>3b. The school’s arrangements for assessing and reviewing the progress of pupils with special educational needs</p>	<p>How do you check and review the progress of my child and how will I be involved?</p>	<p>All children placed on school’s SEND Register are given a personalised ESP. Progress towards these targets are monitored on a day to day basis by Class Teachers and formally monitored by the SENCO termly.</p> <p>Copies of ESPs and their Reviews are provided to parents at the parent’s evening which takes place each term, where there will be an opportunity to discuss progress. Where there are concerns around consistent lack of progress towards ESP targets, the SENCO will contact parents to discuss next steps which may include the involvement of the school’s Educational Psychologist or other outside agencies.</p>

<p>3c. The school's approach to teaching pupils with special educational needs</p>	<p>How do teachers help pupils with SEND?</p>	<p>Woden Primary School has the same high expectations for children with SEND as it has for all its children. Teachers and support staff will be aware of the needs of the children in their class/year groups with SEND and teachers will plan their lessons to allow for reasonable adaptations and amendments to meet these needs and allow children with SEND to have full access to all areas of the curriculum and to take a fully inclusive part in all aspects of learning and school life.</p> <p>In addition, all children with ESP targets will work either 1:1 or in a small group (typically of no more than 3 children) with a member of staff twice weekly to undertake specific work towards their ESP targets. These sessions may take place outside of the classroom, where it is felt that this would be beneficial to the child(ren)'s progress.</p>
<p>3d. How the school adapts the curriculum and learning environment for pupils with special educational needs</p>	<p>How will the curriculum be matched to my child's needs?</p> <p>How accessible is the school environment?</p>	<p>At Woden Primary School all children access a broad and balanced curriculum. The vast majority of children with SEND at Woden Primary follow the same curriculum, with appropriate levels of differentiation, to allow them to access learning alongside their peers.</p> <p>Our school is a safe and accessible building and we are welcoming to the whole community, including those with disabilities. There is an allocated disabled parking space in the main car park with access to school via ramps at appropriate points. Our other facilities include a care room with shower and toilet, a disabled toilet and wide corridors.</p> <p>An Accessibility Plan is available on our school website.</p>
<p>3e. Additional support for learning that is available to Is there additional support available to help</p>	<p>Is there additional support available to help pupils with SEND with their learning?</p>	<p>Once a child's SEND have been identified the Class teacher and/or the SENCO will inform parents how school plans to support their child in school and what parents might be able to do to offer further support at home. The level and/or type of support provided will depend on the needs of each individual child and may change over time.</p> <p>Resources are allocated based on evidence of need and effectiveness.</p>
<p>3f. How the school enables pupils with special educational needs to engage in the activities of the school (including</p>	<p>What social, before and after school, and other activities are available for pupils with SEND?</p>	<p>At Woden Primary School children with SEND are actively encouraged to access the same social, before and after school and other activities as all children. School provides a range of after school clubs and activities and these are open to all children, including those with SEND, where this is reasonably possible.</p>

<p>physical activities) together with children who do not have special educational needs</p>	<p>How can my child and I find out about these activities?</p> <p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>Details of all after school clubs are provided termly via the school's newsletter.</p> <p>All children in school are encouraged to take part in activities at break, lunch times and after school. Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join such trips.</p>
<p>3g. Support that is available for improving the emotional, mental and social development of pupils with special educational needs</p>	<p>What support will there be for my child's overall well-being?</p>	<p>Woden Primary is committed to providing a whole school approach to improving the mental health and well-being of all of its children and staff to ensure that they work in a happy, safe and positive environment.</p> <p>School has been awarded The Well-being Award for Schools and has a dedicated Well-Being Lead as well as a Safeguarding Lead who both work closely with our SENCO to support all children, including those with SEND. School also works closely with outside agencies to offer support where this is needed.</p>
<p>4. In relation to mainstream schools, the name and contact details of the SEN coordinator</p>	<p>Who should I contact if I want to find out more about how Woden Primary supports pupils with SEND?</p>	<p>The SENCO for Woden Primary is Mrs Nicola Thomas. Her contact details are:</p> <p>nicola.thomas@wodenprimary.org / 01902 558880</p>
<p>5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured</p>	<p>What training have the staff supporting children and young people with SEND had or are having?</p>	<p>The training needs of all staff in school are evaluated on a continuous basis. Ongoing training opportunities are available to all staff in the form of in-house CPD and training delivered by outside agencies.</p> <p>Our SENCO has been awarded the National SENCO Qualification and has completed the Autism Leaders' Award.</p> <p>All Teaching Assistants have achieved at least NVQ level 3 Award. All school staff have received training in Emotion Coaching.</p> <p>We have a ELKlan qualified member of staff to support in the delivery of Speech and Language interventions.</p>

		<p>We have members of staff who are trained to deliver the Cool Kids programme across school.</p> <p>Staff who are new to school follow an induction programme which includes training and information on the school's policies and procedures relating to SEND.</p> <p>At times it may be considered appropriate for school to consult with outside agencies to obtain specialist advice. The outside agencies with whom the school work include:</p> <p>Educational Psychologist CAMHS (including Base 25) Inclusion Support Speech and Language Therapy Service Occupational Therapy Outreach Service School Nurse Special Needs Early Years' Service Visual Impairment Service Hearing Impairment Service</p>
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured	What happens if my child needs specialist equipment or other facilities?	<p>Children's specific needs are identified by the SENCO working with the Class Teacher and as part of the ESP review process. Where a specific resource has been identified to meet a specific need, school will try as far as it is able to fund the purchase of relevant equipment.</p> <p>School is able to access a range of services from outside agencies including the Visual and Hearing Impairment Teams and the Disability Team and contact will be made with these teams to access specialist equipment where considered necessary and appropriate.</p> <p>In some circumstance, it may be possible for school to access additional funding to allow the purchase of specific equipment to meet your child's SEND. If this is the case, the SENCO will contact parents to discuss this option.</p>
7. The arrangements for consulting parents of	How will I be involved in discussions about and	Class teachers will in the first instance inform parents if they have a concern that a child may have SEND. All parents are able to and are encouraged to attend parent's evenings as this is an opportunity

<p>children with special educational needs about, and involving such parents in, the education of their child</p>	<p>planning for my child's education?</p> <p>How will you help me to support my child's learning?</p>	<p>to discuss their child's progress. The SENCO is available for appointments at parent's evenings to discuss children with SEND.</p> <p>Ideas are shared with parents as to how they can work in partnership with school to support their child at home.</p> <p>Woden Primary School operates an open door policy and parents are welcome to telephone or make an appointment with the SENCO to discuss any aspects of your child's SEND. Class teachers are also available at the end of the school day, or can be contacted via Class Dojo should you wish to raise a concern or discuss any aspect of your child's SEND.</p>
<p>8. The arrangements for consulting young people with special educational needs about, and involving them in, their education</p>	<p>How will my child be involved in his/her own learning and decisions made about his/her education?</p>	<p>At Woden Primary School, children with SEND are made aware of the ESP targets which have been set for them and, where appropriate, they are involved in the review process. Where agencies are involved, children with SEND are, where appropriate, made aware of this and are introduced to that person. When working directly with outside agencies, children with SEND can also be supported by a known and trusted member of school's staff if this is needed.</p>
<p>9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school</p>	<p>Who can I contact for further information?</p> <p>Who can I contact if I have a complaint?</p>	<p>For further information, please contact our SENCO.</p> <p>In the first instance, contact should be made with a child's Class Teacher and/or the SENCO. The School's Complaint's procedure can be accessed on the school's website.</p>
<p>10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs</p>	<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>Woden Primary School is able to access the following services either directly, where necessary and appropriate to support children with SEN:</p> <p>Educational Psychology Service Speech and Language Therapy Service Child and Adolescent Mental Health Service (CAMHS) Wolverhampton Outreach Service Special Needs Early Years' Service (SNEYS) School Nursing Service</p>

and in supporting the families of such pupils		Social Care Occupational Therapy (a referral can be made by the School Nurse at the request of the SENCO)
11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.	Who should I contact to find out about support for parents and families of children with SEND?	The following services are available for access by parents of children with SEN: Wolverhampton Independent Advisory Service Wolverhampton City Council Special Educational Needs CAMHS Wolverhampton Autism Support Group Wolverhampton ADHD Family Support Group Young Minds
12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education	How will the school prepare and support my child when joining your school or transferring to a new school?	All children entering Woden Primary in either Nursery or Reception will take part in planned transition into school. The parents of children with identified SEND are contacted and a meeting arranged between any previous setting and our SENCO to discuss and make any appropriate additional plans for transition. Any individual transition plans will be agreed between school and parents and will take into account the level of need of the child. When making the transition within school between key stages, all children, including those with SEND, will take part in planned transition (including 'Meet the Teacher' sessions). Where children with SEND transfer to or from Woden Primary School at any point between years 1 and 6, the SENCO will liaise with the child's previous/ new school to support transition. Children with SEND transferring from Woden Primary to a new school at end of key stage 2 (year 6) will usually be visited by a member of staff from their new secondary school. The child's Class Teacher will work with the secondary school point of contact to provide information regarding the SEND needs of that child. Our SENCO will also liaise with the SENCO at the secondary school to ensure that all relevant information and documentation is shared and transferred.
13. Information on where the local authority's local offer is published Where can I find out about other	Where can I find out about other services that might be available for our family and my child?	This can be found at: https://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer.page?localofferchannel=0

services that might be available for our family and my child?		
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