



## Special Educational Needs at Woodgrange Infant School

As part of the Children and Families Act 2014, Local Authorities are required to publish a '**Local Offer**' which sets out support that is available for children and young people with SEN/D in the local area.

### The Act aims to:

- get education, health care and social care services working together
- tell children, young people and their parents what they need to know about their disability or special educational needs
- make sure children, young people and families know what help they can get when a child or young person has special educational needs or a disability
- make sure that different organisations work together to help children and young people with special educational needs
- give children and young people and their parents more say about the help they get
- set up one overall assessment to look at what special help a child or young person needs with their education, and their health and social care needs, all at the same time
- give a child or young person just one plan for meeting their education, health and social care needs, which can run from birth to age 25 if councils agree that a young person needs more time to get ready for adulthood
- make sure children, young people and their parents can choose some of the help they need
- provide ways to help sort things out if a child or young person or their parent needs to appeal about the help they get
- **Newham's Local Offer is available on the Newham website, please see the link below:**  
<https://www.newham.gov.uk/Pages/Services/What-is-the-local-offer.aspx>
- Alongside this, schools are also required to publish information about their arrangements for identifying, assessing and making provision for children with SEN/D.

### The Woodgrange School Offer

This document sets out the arrangements we make for children in our school. It explains the standard teaching, learning and care that we offer, plus the *additional* provision which may be needed by some children, and *specialist* provision needed by a few children with more significant or complex needs.

# Cognition & Learning

## **All** children will access:

- Language enriched environments
- Quality first teaching and learning opportunities
- An exciting, relevant and curriculum
- Reasonable adjustments to the environment and equipment for those with disabilities
- Planned and specific learning opportunities
- After-school clubs and Educational Visits
- Daily Phonics in EYFS (early years/nursery & reception) and KS1 (key stage one/years 1 & 2)
- A nurturing environment

## **Some** children with additional SEN needs will access:

- Differentiated curriculum planning, activities and assessment of outcomes
- The use of visual aids, speaking & writing frames, scaffolds and modelling
- Focused group support from both the Class Teacher & member of Support Staff
- Targeted interventions and support matched to need
- Visual timetables
- Auditory memory groups
- The use of Technology to aid access to learning
- Both tactile & sensory resources

## **A few** children with complex or significant needs will access:

- Interventions additional to, or different from, those provided as part of our usual differentiated curriculum
- Individualised target setting
- Assessments from the Educational Psychology Service
- Access to specialist services and therapists
- Access to specialist programmes from Advisory teachers and Therapists, e.g. Speech and Language programmes, Language groups, Occupational Therapy, Physiotherapy etc.
- Small group or 1:1 additional adult support
- A personalised timetable, which could include additional Educational Visits
- Access to extracurricular activities with 1: 1 support where needed

## Communication & Interaction

### All children will access:

- Quality first teaching and learning opportunities
- Language enriched environments
- An exciting, relevant and differentiated curriculum
- Reasonable adjustments to the environment and equipment for children with disabilities
- Increased visual aids/modelling etc.
- Visual timetables
- Use of symbols
- Structured school and class routines
- Access to extra-curricular activities with 1:1 support where needed

### Some children with additional SEN needs will access:

- In class support from the Class Teacher & member of Support staff with a targeted focus on supporting Speech and Language
- Social Skills group
- Specialist Language enrichment and auditory memory groups
- Colourful Semantics to aid language development

### A few children with complex or significant needs will access:

- Input from the LCIS team to support Social, Interaction and Communication
- Speech and language programmes delivered by our school-based Speech Therapist
- Speech and Language support, from an NHS Speech Therapist
- Support by the use of the Picture Exchange Communication System (PECS)
- "Signalong"
- Personalised timetables

## Emotional, Behavioural, Social and Mental Health

### All children will access:

- Our Behaviour Policy
- Whole School/Class rules, rewards and sanctions
- School Assemblies
- Religious Education
- Extra-curricular activities

### Some children with additional SEN needs will access:

- Differentiated Behaviour Plans with personalised sanctions and rewards
- Targeted small group and individual sessions such as emotional literacy groups

### A few children with complex or significant needs will access:

- Support from the EP, via a special intervention, e.g. the *Resilience project*
- Assessments from the Educational Psychologist
- Advice and Recommendations from the Behaviour Support Advisory team
- Input & advice from colleagues within the Health Service

# Sensory and Physical

## **All** children will access:

- Flexible teaching arrangements with reasonable adjustments made to both the curriculum & environments
- Trained staff to support learning
- A creative curriculum by use of differentiated resources and technologies
- Extra-curricular activities with 1: 1 support where needed

## **Some** children with additional SEN needs will access:

- Sensory and Soft Play provision
- Adapted resources and equipment
- Specialist support from the Sensory Service with regards to Hearing and Visual impairment

## **A few** children with complex or significant needs will access:

- Specialist equipment, resources and support from outside agencies
- 1:1 support in class throughout the day
- Individualised programmes provided by specialist therapy services
- Specialist equipment identified through risk assessments and care planning

## **Admission procedures for children with SEN/D**

The Governing Body follows the Local Authority's admissions criteria when offering places to children.

Where a child is known to have significant needs, home visits are arranged and risk assessments undertaken with support from the appropriate Advisory Services to ensure our mainstream provision adequately meets the needs of individual children. A specific transition programme is put in place and where necessary, appropriate training and resources are organised to maximise learning for children.

## FAQs

### How does the school know when a child has learning difficulties or special educational needs?

Our child-centred approach to working with all children enables us to know them and their families well. Our positive relationships with a range of partners mean that children's needs are identified quickly and the most appropriate support strategy put in place.

#### Other ways we identify additional needs

- Tracking indicates that a gap is developing between children's attainment and rate of progress compared to that of their peers
- Observations by the SENCO and Class teachers indicate identified children are having difficulties processing and applying learning independently
- Teachers express a direct concern in termly Pupil Progress meetings and SEN/D progress meetings
- Concerns are raised by parents/carers
- Specific concerns are identified on school application forms and during subsequent meetings
- Information/reports are received from other professionals, e.g. learning support, health colleagues, social care, etc.

When children present with a high level of need the school follows guidance given by the Local authority. Appropriate external and internal assessments are carried out and documents are presented to Local Authority where consideration is given to whether these children meet the threshold for an EHC (?) plan or High Needs Funding

### How does the school support and monitor the progress of Looked after Children?

When a pupil is Looked After regular Personal Education meetings (PEPs) are held in school to support Looked After Children. These meetings are multidisciplinary and adopt a holistic approach to the child's development. Their progress is monitored carefully and support is put into place where needed. Good communication exists between Cares/ Social Services and the school in order to support and plan for needs of our Looked After Children.

### How is the curriculum matched to meet children's needs?

From the outset, staff have a clear understanding of the nature of need and are in a position to:

- Adapt tasks appropriately
- Set-up individualised and personalised learning programmes
- Organise appropriate additional adult support (small group or 1:1)
- Establish teaching groups within the class
- Organise and establish targeted intervention groups
- Access specialist resources/expertise, e.g. Soft-play room, Sensory room, and EYFS provision
- Identify additional equipment/resources to meet individual needs
- Apply and review strategies recommended by Advisory staff, Advisory services and Therapists

### How do we know children are making progress?

- Our staff are reflective practitioners and pro-actively *plan-review-revisit-implement change* if needed.
- Clear baselines assessments are carried out to ensure that progress is tracked from individual children's starting points
- Daily evaluations of sessions/lessons identify successes and areas requiring further input/support Staff's knowledge, understanding and experience tell us if children are on track or falling behind

- Termly assessments identify individuals and/or groups of children that are 'working below', 'working within or 'working above' age related expectations
- Our in-house monitoring cycle informs our tracking of children's attainment and rate of progress
- Regular pupil progress meetings and SEN consultation meetings review progress
- Half-termly tracking of progress for target/specific children
- Effective communication in weekly year group meetings supports awareness of all staff for identified children
- The Inclusion Lead is regularly in classes, partner-teaching and supporting children

### **How are parents/carers informed about how their child is doing and involved?**

Communication is a strength of our school. Our 'open-door' policy means that parents can always see a member of the Leadership team. On admission a very clear message is shared, reinforcing that effective learning for our children is a partnership between school and home.

Parents are involved at every step of a child's journey through our school.

During the academic year we have:

- Two formal parent evenings with the class teacher for all children
- Mid-term and Annual review meetings for those children in receipt of *High Needs Funding*. *These are 'child centred'*, where parents and class teachers discuss the progress and changing needs of the child and are involved in the support planning and target setting.
- Parent workshops
- Annual reports to parents/carers
- Regular meetings and discussions with Advisory staff and therapists for children receiving support
- Other more informal meetings or telephone conversations with the class teacher or a member of senior staff
- During key transition times, we are pro-active and support parents when visiting new settings and meeting new staff. This ensures direct communication between the school and the new setting.

### **How does the school involve parents/carers in planning to meet their child's needs and in setting targets for learning?**

Our positive relationships with our families tell us that they trust us to support their children in meeting specific learning outcomes. Partnerships are key – those with our families and a range of support agencies ensure that we have a 'holistic' approach to targeting support. This enables us to:

- Liaise with parents/carers in termly mid-phase review meetings
- Share targets/support plans highlighting key actions to be working towards/achieved
- Co-ordinate Annual Review meetings and share feedback/successes
- Share and discuss reports from Advisory staff and Therapists, explaining 'next steps...'
- Convene informal meetings with the SENCO and/or class teacher re. short-term outcomes

### **How does the school monitor the satisfaction of parents/carers of children with SEN/D?**

- Parent satisfaction survey
- Coffee mornings for parents of children with SEND, attended by governors
- Support Plan/target setting meetings with parents and pupils gather parents' views on progress and next steps
- Parents and carers welcomed in school with prompt access to teachers and members of the Leadership team
- Leadership team are in the playground every day at the beginning and end of the school day

## **What arrangements do we make to support children's transition?**

Transition involves many different 'phases', i.e. from Home to EYFS to Key Stage 1 to Key Stage 2.

Sharing and transferring information is key

To enable this:

- SENCO meet regularly to discuss identified children with SEN/D or children who we consider to be vulnerable. This involves discussing needs, support strategies, recommended interventions and support from outside agencies

During term 6

- Children from Nursery settings visit our school and our staff visit, where possible, Nursery settings to get to know the children who will be joining us.
- Receiving Year 3 staff (from Godwin Junior School) spend time with their new classes, team teaching in both Woodgrange and Godwin
- Consultation time for receiving staff to meet current staff to discuss and share information is set aside for all transitions- both within and beyond our school.

During term 1 Home visits are made to children joining Nursery or Reception classes.

*Extra* transition visits are arranged for identified children, so that they become more familiar with their new surroundings

All SEN/D information is discussed and transferred to Godwin along with children's files.

Initial transition meetings are arranged for any other children who present with SEN/D

## **How is support organised for children with identified Special Educational Needs?**

Our staff body has a range of experience and expertise and an appreciation of the effectiveness of flexible working and timetabling. This enables us to deploy our staff as particular needs arise and for less experienced colleagues to have strong models of practice to increase their own knowledge and skill-set.

- Staff deployment is organised well in advance of the new school year with careful consideration given to the classes, groups and individual children staff will work with
- Well trained Support staff work with children in small groups in class, in intervention groups, by supporting interventions or supporting children on a 1:1 basis
- Children in receipt of High Needs Funding are supported by 1:1 adult support for some or part of their learning day (as appropriate)
- Access to appropriate training enables our staff to meet the needs of identified children.

## **How accessible is our school to children with SEN/D**

We are fully accessible with adaptations made to the building that ensure that children with SEN/D are able to fully participate in the learning across school.

These include:

- wheelchair accessible classrooms
- disabled toilets
- hygiene room
- sensory room
- medical room

## **How are decisions made about how much support individual children receive?**

Support for our children is needs-led. Their ability to independently access and learn alongside their peers is an important factor in deciding how much support a child needs. For our most needy children, information is also collated from specialist support services that make recommendations on appropriate levels of support to enable children to access our provision.

- Children in receipt of High Needs Funding are supported by 1:1 adult support for some or part of their day
- Discussions/review meetings with parents/carers and other professionals support us in providing the appropriate support for individuals
- Attendance at SEN Locality Meetings and SENCO Network Meetings with fellow SENCO/Inclusion Leaders and other professionals (Cluster and Advisory Panels) ensure consistent expectations and equity of provision
- Termly Inclusion meetings ensure that children's needs are being appropriately met and that our support/provision continues to be relevant
- Regular pupil progress meetings ensure that support for individuals is continuing to have positive impact on their learning outcomes
- Recommendations from Advisory staff or Therapists, ensures that our support is focussed and targeted on developing specific skills.
- Tracking children's attainment and rate of progress ensures that support is regularly reviewed and adjusted as appropriate
- Class teachers also make decisions about support needed in class for specific purposes, e.g. 1:1 reading, reading comprehension etc.

### **How does the school know if the extra support is helping children to make progress?**

Our effective in-house systems enable us to measure the impact of strategies, which are informed by:

- Close tracking of identified children's attainment and rates of progress
- Regular progress and update meetings with class teachers and families
- Feedback received from parents/carers
- Termly meetings to discuss the effectiveness of Intervention groups

### **How are parents/carers informed about their child's needs and what support they are receiving?**

Positive relationships with our families enables key information from a range of sources to be shared, and agreed strategies implemented. This process is supported by:

- Regular parent/carer meetings
- Update meetings with Advisory staff and Therapists
- Copies of reports from external Advisory staff and Therapists
- Formal Annual review meetings and informal day-to-day meetings with the SENCO and/or class teachers

### **What expertise and training do the staff that support SEN/D children have?**

Our staff have a range of experiences and expertise enabling them to effectively support children with SEN and offer guidance to families. We:

- Complete an audit of training needs at the end of each year in line with our Development Plan targets and specific profile of needs of children with SEN/D
- Devise a menu of specific training which staff receive in the following ways:
  - In-house/school based training delivered by subject leaders and SENCO
  - Advice on strategies, etc. by Advisory staff and Therapists
  - Training from outside agencies or providers
  - Offer appropriate advice, strategies and use of specific resources, monitored by our SENCO

### **What specialist support or services does the school access for children with SEN/D?**

Our pro-active and collaborative relationships with a range of support and specialist services ensure that our provision meets the needs of children very well. Our partnerships include those with:

- LCIS (Language, Communication and Interaction Service)
- Behaviour Support Service
- Complex Needs and Dyslexia Service
- Educational Psychology Service
- NHS Speech and Language Therapy Service
- School Based NHS Speech and Language Therapy Service; extra 'bought in' expertise
- CFCS (Child and Family Counselling Service)
- DAC (Development Advisory Clinic)
- Child Development Centre (CDC)
- NHS Occupational Therapy Service
- Health Visiting and School Nurse Services
- Sensory Service

### **How are classrooms and other areas of the school adapted to meet children's individual needs?**

Classrooms are adapted to

- ensure easy access and movement around the space
- provide dedicated work stations for children to follow tailored programmes, these include personalised resources and visual timetables

Areas of school are adapted to provide

- group spaces
- a sensory room

Resources are adapted and refreshed to provide specific equipment such as a swing as part of the gym equipment

Security, the organisation and flexible timetabling of all available spaces throughout our provision means that children can access a breadth of provision that supports their individual and collective needs. Adaptations are made as necessary and specific resources acquired to ensure access to safe and appropriate learning and play spaces. To support this:

- We deliver regular Health & Safety Training
- Training and Risk assessments for manual handling
- The Leadership team conducts learning walks focussing on learning environments

### **What arrangements are made to support children with SEN/D or CLA taking part in after-school activities outside the classroom, including Educational Visits?**

All children are able to participate in our creative curriculum and if they choose, our after school provision. High staffing ratios ensure equity of access and parity of provision through appropriate risk assessment. The following are also taken into consideration:

- Curriculum planning ensures that Educational visits are carefully considered and accessible/offered to all
- Some children may require extra preparation and support before a visit – pre-visits ensure that potential risks are identified and measures agreed to ensure their safety/enjoyment
- Special considerations and particular arrangements are planned for, i.e. children's medical needs, information in care plans, dietary requirements, mobility and transportation, e.g. stairs, lifts, taxis, wheelchairs, etc.
- Differentiated activities are planned to ensure appropriate engagement
- Extra adult support is organised
- Input from specialist services e.g. Health visitors, School Nursing, Advisory staff, etc. informs planning
- On rare occasions, parents/carers may also accompany their child enabling participation

### **Who can parents/carers contact to talk to about their child's special educational needs?**

- Class Teacher
- SENCO: Nicola de la Salle [Nicola.delasalle@woodgrange.newham.sch.uk](mailto:Nicola.delasalle@woodgrange.newham.sch.uk)
- Any member of the Leadership Team
- Head Teacher: Sarah Soyler
- London Borough of Newham - SEN Assessment and Commissioning Lead Officer/Monitoring and Assessment Officer
- Newham Parent Partnership Service :

Orchid Spencer  
The Web Building  
49-51 The Broadway  
Stratford  
London  
E15 4BQ

Tel: 0203 373 2871 ext 32871

Fax: 0208 472 7340

Email: [orchid.spencer@newham.gov.uk](mailto:orchid.spencer@newham.gov.uk)

### **Who should parents/carers contact if they have a complaint about the SEN provision in the School?**

We hope that concerns and complaints about SEND provision will be rare; however, if there should be a concern the process is outlined in the school's Complaints Procedure policy and should be followed.

<http://www.woodgrange.newham.sch.uk/documents/policies/complaints-procedure.pdf>

If parents/carers still remain unhappy or dissatisfied then the LA may suggest mediation as detailed in the LA's Complaints Procedure.

Updated June 2017

Review date June 2019