

# Woodgrange Infant School

## Provision for pupils with special educational needs and disabilities

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

Newham's Local Offer is available on the Newham Website and tells parents and carers how to access services in their area and what to expect from these services.

This can be found at <https://families.newham.gov.uk>

Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with SEND.

This is our offer and School Report. It describes the arrangements we make that are 'additional and different' for pupils with SEND. This information has been produced together with parents, carers and our children and will be reviewed annually.

The following information outlines the support and provision that pupils with SEND can expect at **Woodgrange Infant School**.

The diagram on the next page illustrates the schools graduated response to children's needs. It shows the standard offer of teaching, learning and care for ALL pupils, the additional provision which may be needed by some pupils and the specialist provision available to the few children with significant or complex needs.

### The Woodgrange School Offer

**ALL** pupils will access:

- High quality teaching and learning
- Individual reading
- Deliberate practice of key skills such as reading, handwriting and number fluency
- Differentiated resources and scaffolding for learning where extra support is required
- Reasonable adjustments to the environment and equipment for pupils with disabilities
- Accurate assessment that identifies next steps in learning and development
- Speech and language assessment in EYFS or as a mid-phase entrant
- After school clubs and educational visits
- Regular communication with parents/ carers in relation to their child's progress and targets

**Some** pupils with additional SEN needs will access:

- Targeted interventions and support matched to their needs
- Individualised target setting
- Support plans
- Personalised progress tracking and assessment of need
- Access to flexible working groups
- Access to additional adult support for specific tasks such as
  - Speech and language group sessions
  - Listening skills groups
  - Additional reading
  - Additional phonics sessions

- Social skills/ friendship groups
- Targeted fine motor skills sessions
- Play therapy

A **few** pupils with complex or significant needs will access:

- A personalised timetable
- Close adult support – 1:1 or in a small group
- More detailed or comprehensive support plans
- Individually designed specialist programmes
- Access to external specialist services and therapists such as
  - Speech and language therapist
  - Educational Psychologist
  - Occupational therapist
  - Language, communication Interaction service (LCIS)
  - Behaviour support service (BSS)
- Occupational Therapy programmes
- Physiotherapy programmes
- Life skills activities– shopping ,cooking, travelling
- Out and About group activities such as parks or farms
- Sensory activity sessions
- Social Skills groups
- Intensive Interaction sessions
- Specialised communication tools such as PECs/ Proloquo2go
- Separate quiet lunch room area
- Small step Tracking of achievement (P Levels/ B Squared)

### **Woodgrange School's Report on provision for pupils with SEND:**

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

- Teacher's daily ongoing assessments of children's learning behaviour and attainment in lessons can lead them to express a concern to the Inclusion Manager.
- Through discussions at pupil progress meetings between teachers and SLT.
- A slower rate of progress may be identified in termly tracking of pupil's attainment and progress.
- Specific concerns may be raised by parents/carers.
- The Parent/ Carer states the child's need on the Initial admissions form.
- Information/reports may be received from other professionals, medical etc.

#### **How is the curriculum matched to pupil's needs?**

- Learning activities are further differentiated.
- Additional equipment or resources are provided to meet individual needs.
- Flexible grouping for teaching purposes within the class.
- Strategies recommended by advisory teachers and therapists are used.
- Additional adult support may be provided in small groups or 1:1.
- Intervention groups are provided to match the needs of the child.
- An Individualized curriculum is set up where necessary.
- Access to specialist resources/expertise from other schools.
- Additional activities from Pupil Premium funding are provided for identified pupils.

#### **How does the school know whether pupils are making progress?**

- Monitoring of pre and post intervention assessments are used to judge impact.
- Half termly monitoring of tracking of achievement and progress.

- Class based evidence of greater involvement, confidence and independence in learning.
- Feedback from parents about behaviour and attitude to learning.

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

- Informal discussions at the beginning / end of the day.
- Annual review meetings.
- Parents evenings x 2 per year.
- End of Year reports.

#### **What arrangements does the school make to support pupils transferring from another school or starting in Reception or Nursery?**

- All mid-term admissions have an interview where individual needs are discussed and a plan formulated as a result. It is helpful if families inform Woodgrange of their child's special need (learning, physical or medical) as soon as possible so that planning for provision can be made.
- Transition Reviews are held for children transferring from Nursery into Reception prior to their arrival.
- The children make several visits before starting at Woodgrange – meeting their teacher and Support staff and spending some time in their new class environment.
- A transition book photo book is prepared and sent home before the Summer holiday.
- Transition continues through to the first term with Specialist Agencies visiting the child and providing advice.

#### **How is support organised for pupils with identified special educational needs?**

- Each child's support is organised on an individual basis according to their specific needs.
- Some children will respond quickly to in-school interventions and then be on par with their peers.
- A few children will require the input of specialised agencies, such as the Educational Psychologist, Speech Therapist, Child Development Clinic etc., These outside professionals will meet with the parents for their point of view, provide advice and strategies to the school and feedback to parents through a report or meetings.

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

- If a teacher has a concern they will discuss it with the Inclusion Manager and complete a *Concerns Form* which outlines the child's strengths and weaknesses, and steps to be taken. This is then discussed with the parents for their point of view and suggestions of how they can help at home.
- A breakdown of the different interventions that the child has been involved in is given to parents during parent-teacher meetings.

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

- The school works closely with parents to make targets relevant for their child.
- Targets are discussed with parents and often include activities requested by parents to support the child's life experiences at home e.g., using public transport, walking safely in streets, eating out experiences, trying new foods, following a toileting programme etc.,
- Parents receive a copy of the child's support plan

#### **What expertise and training do the staff who support pupils with SEND have?**

Training has included

- Autism Awareness
- Colourful Semantics in the Classroom
- EpiPen Training
- Sign-a-long
- Proloquo2go ( iPad PECS app)
- Understanding Behavioural Difficulties

#### **Some members of staff have also been trained on the following:**

- Team Teach - Positive Handling
- Epilepsy Training and Administering Emergency Medication.
- Understanding Selective Mutism

- Developing Communication and Language skills – pupils with Complex Learning Needs
- Box Clever – Language development programme
- Narrative group interventions

### **What specialist support or services does the school access for pupils with SEND?**

- NHS Speech and Language Therapists
- Full time school based Speech and language therapist
- Occupation Therapy Services
- Physiotherapy Services
- Language and Communication Interaction Service
- Complex Needs and Dyslexia Team
- Behaviour Support Service
- Educational Psychology Service
- Child Development Clinic
- Developmental Advisory Clinic
- Child and Family Counselling Services
- Educational Health Team – including regular meetings with the school nurse service.
- Play therapist

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

Where adaptations are needed to the learning environment advice is sought from the relevant outside agencies, e.g., The Sensory Service, Complex Needs, Occupational Therapy etc.

### **What arrangements are made to support pupils with SEND taking part in after school activities outside the classroom?**

Woodgrange encourages all our children to take part in afterschool clubs, and Educational Visits are an integral part of the curriculum. If however, the educational visit would not be beneficial for the child other more appropriate visits are arranged. We ask parents to consider carefully the enjoyment and learning experiences their child would gain when making choices about after-school activities, and an additional adult would be sought to support the child in order to make the experience worthwhile and pleasurable.

### **How does the school support pupils with SEND when joining us or moving on to KS2?**

We work closely with the receiving/transferring school, parents and professionals to prepare a transition programme. Whether children are moving school or just from one year to another a transition meeting is arranged with professionals, parents, and new and old class teachers present. Extra visits are planned and a transition photo book prepared. Where possible, children also get to meet their new supporting adult beforehand.

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

Parents can talk to their child's class teacher initially, and they will be able to arrange further meetings with the Inclusion Manager if needed.

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

As with any other issue, parents/ carers should follow the school's complaints procedure, a copy of which can be found on our website.

For more information about the provision at our school please contact us and ask to speak to:

**Nicola Delasalle**, our Inclusion Leader

Here are some of the questions asked by our parents and carers about the SEN provision in our school.

Why is it that I do not see these difficulties with my child at home?

The school environment places different demands on the child, such as sharing the adult's attention; sharing resources and working collaboratively; concentrating for extended periods of time etc., which do not necessarily occur at home.

What is the SEN Register and will being on this register be a stigma for the rest of my child's education?

Children get added to this *list* if they are receiving a highly differentiated learning curriculum, additional support or significant adaptations to the learning environment. It is constantly reviewed with children being removed and added as their needs change. There is no stigma for your child.

How can I help my child Develop their communication skills?

Woodgrange employs a trained Speech Therapist who is available to meet with you and offer advice and suggestions. She works closely with Teachers and support staff where continued input is needed.

What can I do if I am worried about my child not eating at lunch time?

Talk to the class teacher and learning support assistant about your worries. Look at what's on offer on the Lunch Menu – perhaps a Packed Lunch would suit them better on certain days. Together we can find a solution.

How will the school ensure that my child is not *bullied*?

We find that Woodgrange children are very supportive of each other but also place heavy emphasis with all the children on teaching tolerance and social skills