**Woodgrange Infant School**

**SEND Information Report**

**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.

This policy and information report is written in accordance with the Children & Families Act 2014

(Part 69), the SEND Code of Practice 2015 (6.79-6.83) and the Special Educational Needs and

Disability Regulations 2014 (Schedule I p59).

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. 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 school's 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**

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| **ALL** pupils will access:   * High quality teaching and learning * Language rich classrooms with a deliberate focus on vocabulary and speaking and listening * Opportunities to talk and play with their peers * Learning partners to share ideas and collaborate with * Open ended activities * Access to the same learning as their peers, following a mastery approach * Extended access to outdoor spaces for learning * Visual resources to support vocabulary and learning such as aided; language boards and phoneme mats * A whole class visual timetable and now/next board * Concrete resources * Individual reading * Deliberate practice of key skills such as reading, handwriting and number fluency * 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   **Some** pupils with *emerging needs* will access:   * Targeted interventions and support matched to their needs, including use of online platforms or small group sessions with an adult- these will be in ADDITION to whole class sessions * Pre-teaching of some concepts * Access to speech and language groups |
| **Some** pupils with *additional needs* will access:   * Targeted interventions and support matched to their needs, * Individualised target setting * Support plans * An extended Parents’ evening appointment with the class teacher to discuss and review progress * 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 * Sensory play e.g. messy play * Gross motor skills e.g. sensory circuits * Reading * Phonics * Social skills/ friendship groups * Targeted fine motor skills sessions |
| A **few** pupils with complex or significant needs may access:   * A personalised timetable * Close adult support – 1:1 or in a small group * Statutory comprehensive support plans * An annual review * 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) * Occupational Therapy programmes * Physiotherapy programmes * Life skills activities– shopping, cooking, dressing, hygiene and self-care, road safety * ‘Out and About’; small group visits to local shops, parks, farms * Sensory activity sessions * Social Skills groups * Intensive Interaction sessions * Specialised communication tools such as Core Boards and Signalong * Separate quiet lunch room area * Small step tracking of achievement |

**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 the 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 Individualised 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.

. Case studies evidencing starting and finishing points

∙ 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.

∙ Parents evenings x 2 per year.

∙ End of Year reports.

∙ Annual review meetings.

**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.

∙ For some children the 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.

∙ The interventions that the child has been involved in are discussed with 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

∙ Colourful Semantics Step by Step

∙ Box Clever (a language development programme)

∙ Tales Toolkit

∙ Sensory Stories

∙ Intensive Interaction

∙ Social Situation Stories

∙ Attention Autism

∙ Aided Language Boards

∙ Core Boards

∙ Identifying and supporting Speech, Language and Communication Needs (SLCN) in the

classroom

∙ Using Visuals to support children with SLCN

∙ Creating Communication Friendly Classrooms

∙ Running Language Enrichment Groups

∙ Epipen Training

∙ Asthma Training

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

∙ Developing Communication and Language skills (for pupils with Complex Learning Needs)

∙ SCERTS in Newham; Applying the Framework in Schools

∙ Signalong

∙ Positive Handling and Physical Intervention Training

∙ Epilepsy Training and Administering Emergency Medication.

**Some member(s) of staff are currently being trained on the following:**

∙ ELSA Training Program (Emotional Literacy Support Assistant qualification)

∙ Learning Mentor Level 3 Apprenticeship training course

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

∙ Full time school-based Speech and language therapist

∙ NHS Speech and Language Therapists (SaLT)

∙ Occupation Therapy Services (OT)

∙ Physiotherapy Services

∙ Language and Communication Interaction Service (LCIS)

∙ Complex Needs and Dyslexia Team (CNDS)

∙ Behaviour Support Service (BSS)

∙ Educational Psychology Service (EPS)

∙ Child Development Clinic (CDS)

∙ Developmental Advisory Clinic (DAC)

∙ Child and Family Consultation Service (CFCS) /CAMHS (Child and Adolescent Mental Health Service)

∙ NHS School Health Team; a team of qualified nurses with specialist training in public health for children

**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 after school 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. If required, an additional adult is provided to support their 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 both 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 de la Salle**, our Inclusion Leader:

[nicola.delasalle@woodgrange.newham.sch.uk](mailto:nicola.delasalle@woodgrange.newham.sch.uk)

Tel.0208 534 2120

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

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| 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 present in the home environment. |
| What is the SEN Register?  Will my child be on this list forever and will it be a stigma for them? | 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 qualified Speech and Language 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 being a fussy eater? | 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 you make sure my child isn't bullied? | We find that Woodgrange children are very supportive of each other but we also place heavy  emphasis with all the children on teaching empathy and social skills. |