



SEND Information Report 2022-2023

Our vision

At Woodborough Woods, we 'Grow Together' following Jesus' example to 'Love your neighbour as you love yourself' (Matthew 22:37-39) because through love for one another, we can build a strong learning community ensuring that everyone has the opportunity to flourish.

Our Aim

All Nottinghamshire maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

Who is the school's special educational needs coordinator (SENCo) and what are their contact details?

The SENCo is Ashley McIlwaine (Mr Mac) and his contact details are senco@woodsfoundation.notts.sch.uk or his number is [0115 965 2136](tel:01159652136).



What kinds of special educational needs does the school make provision for?

Woodborough Woods is committed to ensuring that all pupils, regardless of their specific needs, make the best possible progress during their time at the school. Teaching staff practice high quality teaching and differentiation as a first response to ensure all individual pupils' needs are met.

We have, or are able to put in place provision to support children with a range of different special educational needs - Cognition and Learning needs, Social, Emotional and Mental Health Difficulties (SEMH), Communication and Interaction needs and Sensory and Physical needs.

How does the school know if pupils need extra help?

Children are identified as having special educational needs through a variety of ways including the following:-

- Child performing below age expected levels
- Concerns raised by parent
- Concerns raised by teacher, for example behaviour or self-esteem affecting performance
- Consultations between class teachers and members of the leadership team where progress data is discussed
- Liaison with external agencies e.g. Educational Psychology Service
- Health diagnosis through a paediatrician
- Liaison with previous school or setting, if applicable.

What should I do if I think that my child may have special educational needs?

Talk to us – in the first instance contact your child’s class teacher. If you’re still concerned or not happy about your child’s support and/or progress you should speak to either the SENCO (Ashley McIlwaine) or Executive Headteacher (Duncan White). If you are still not happy you can arrange to speak to the S.E.N.D Governor – Lee Hollier. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

How does the school evaluate the effectiveness of its provision for pupils with special educational needs?

Children are assessed on a daily basis (informally) and formally on a termly basis. Their progress is considered at termly pupil progress meetings attended by the class teacher with a member of the Senior Leadership Team. Further discussions take place with the SENCO and the parent and pupil concerned. During these discussions, the effectiveness of the support and interventions in place are considered. Any interventions are monitored and tracked to ensure they are having a positive impact. Any intervention is assessed following the graduated response cycle to ensure that the correct intervention is used and that this has an impact on the child’s learning.

How will both the school and I know how my child/young person is doing and how will the school help me to support their learning?

We have an 'open door' policy that encourages parents to make an appointment with their class teacher to discuss any concerns they might have. We pride ourselves in clear communication between staff and parents. We hold termly parents' evenings as well as a written report at the end of the school year. At meetings, we can offer advice and practical ways that you can help your child at home. If your child has complex SEND, they may have an EHC Plan (Education Health Care Plan) which means that a formal Annual Review will take place to discuss your child's progress and a report will be written.

What is the school's approach to teaching children with Special Educational Needs?

All teachers provide systematic and tailored teaching for children with SEND. When planning and delivering lessons, teachers adapt their style and questioning to accommodate all children's needs. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents/carers for other flexible arrangements to be made.

How will the curriculum and learning be matched to my child/young person's needs?

Strategies to ensure all children can access the curriculum include:

- Clear communication between staff, pupils and parents with regards to children with SEND.
- Providing regular training and learning opportunities for staff.
- Making use of all class facilities and space.
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.

Quality First Teaching:

* That all teaching is built on what your child already knows, can do and can understand.

* That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like more practical learning.

* That specific strategies (which may be suggested by the SENCO) are in place to support your child to learn.

* Your child's teacher will have carefully checked your child's progress and will have gained an understanding as to what possible gap or gaps in their understanding/learning and needs to provide them with any extra support to help make the best progress possible.

Specific Group Learning:

Intervention which may be:

- * Run in the classroom or group room.
- * Run by a teacher or teaching assistant (TA)

Specialist groups run by outside agencies

This means a pupil has been identified by the SENCO team/class teaching team as needing some extra specialist support in school from a professional outside the school while following the school's graduated response.

This may be from:

- * Schools and Family Support Services (SFSS).
- * Outside Agencies such as the Educational Psychology Services (EPS).
- * Behaviour Support Services (G.A.P.S).

How are decisions made about the type and amount of support my child/young person will receive?

The class teacher, teaching assistant and the SENCO will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to help them make progress and achieve their potential. They may need more specific support for a short period of time (half term/6 weeks) or longer periods of support (full year or Key Stage).

How will my child/young person be included in activities outside the classroom, including school trips?

In order to ensure inclusion of all pupils with SEND in school activities, including educational visits and extra-curricular activities, prior to the event the following may happen:

- A visit to the centre/venue to make full risk assessments and talk to the centre/venue's staff about individual child's needs. This may include parents.
- A discussion with parents about their concerns and discuss solutions.
- A discussion with the child about his/her concerns.
- Additional staffing to support inclusion.

What specialist services and expertise are available or accessed by the setting/school?

Directly involved in helping all children in school we have 8 highly trained teaching assistants who work alongside our teachers to support the teaching and learning.

The SENCO will seek advice, as appropriate, around individual pupils, from external support services through the termly Springboard meetings. These include:

- *Early Help Unit
- *Multi-Agency Safeguarding Hub
- *School and Families Specialist Services
- Speech and Language Therapy Service
- *Community Paediatrician
- Sensory team for hearing and sight
- *Occupational Therapist
- *Physical Disability Support Service

How will the school prepare and support my child when joining the school or transferring to a new school?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

We will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child. We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All provision maps/targets will be shared with the new teacher, along with other relevant paperwork.

If your child would be helped by a book to support them understand moving on then it will be made with them.

In Year 6:

The SENCO will contact the Secondary School SENCO to advise them of your child's SEND. Where it is felt necessary, your child will do focused learning about aspects of transition to support their understanding of the changes ahead. Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

If your child is joining our school:

Phone the office and organise a meeting with either the Executive Head or Deputy Head (SENCo). The best way to get a feel for the school is through a walk round where you can see the grounds, see the classes in action and meet some of the staff and children. Discussions can then begin about any additional needs that they child may have and what needs to be put in place to ensure a successful transition.

What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?

- We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being. As a nurturing school, all our vulnerable pupils are known to staff. The school's playgrounds are staffed with adults who greet and welcome pupils and their families each morning. This ensures a smooth transition between home and school each day.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required the class teacher liaises with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Service.
- The school also has a qualified ELSA (Emotional Literacy Support Assistant) who staff can refer pupils to if they feel they require more individual support.
- Children with eating difficulties are encouraged in school to try different types of food. If necessary children are supported in the dining room. Children are not rushed to eat their food.

Where can I access more information?

- Woodborough Wood's SEN Policy is on our website with more information about SEN at our school.
- <https://www.woodsfoundation.notts.sch.uk/>
- Information from the Department of Education about SEN
- <https://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities>
- <https://askusnotts.org.uk/support/parents-and-carers>

