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WOODSIDE

**SEND
INFORMATION
REPORT**

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Who do I talk to if I feel that my child may have SEND?

Primarily, it is the responsibility of the class teacher to ensure the progress and development of all the pupils in their class, so they should be the first person to raise concerns with.

The teachers are supported by our Special Education Needs Team:

- Charlotte Towne – Year 2-6 SENCo
- Sian Baines – EYFS & Year 1 SENCo
- Kerrie Hibbert – SEND Trustee

For more information, please contact the SENCo team; Charlotte Towne / Sian Baines at Woodside School, Gittin Street, Oswestry, Shropshire, SY11 1DT

Tel: 01691 652446,

sen@woodside.shropshire.sch.uk

or go to <https://www.shropshire.gov.uk/the-send-local-offer/>

Introduction / Overview



Woodside School promotes learning for life.

We are an inclusive, aspirational learning environment where children, families, staff, trustees and the wider community learn together in an atmosphere of co-operation and tolerance. As a community we promote self-discipline, understanding, empathy, co-operation, perseverance and independence.

All our children with SEND are fully included in all opportunities, both within and outside of the school day, alongside children who do not have SEND.

We encourage a culture of high standards, achievements and expectations. We aim to develop the full potential of every individual. Every child brings valuable experiences and strengths to our school. We build on these by offering a curriculum that is stimulating, accessible, challenging and differentiated to meet the needs of all children. We provide an open, stimulating environment in which every child feels safe, valued and happy.

We encourage parents and the wider community to take an active interest in the education of our children and to feel an ownership of their school. Our ethos forms the core of our planning and teaching.

A teacher with glasses is leaning over a desk, assisting a group of diverse students. One student is using a laptop. The scene is set in a bright classroom with large windows in the background.

Definition of SEND

“A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.” (SEND Code of Practice 2015)

- The SEND Code of Practice 2015 outlines four broad areas of need:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Emotional and Mental Health
 - Physical and Sensory

Communication and Interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others.

This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.





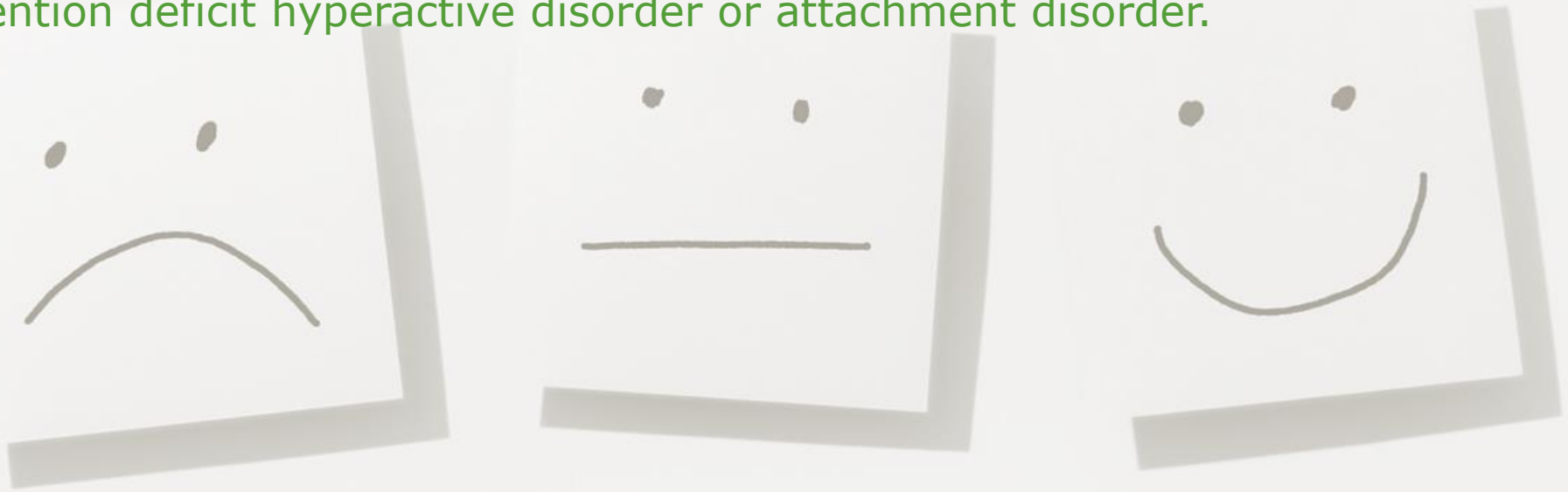
Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Children with specific learning difficulties (SpLD) which affect one or more specific aspects of learning may need additional support. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.



- Social, emotional and mental health difficulties
- Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties.
- Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.





Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.



Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning

How we consult with parents and carers of children with SEND

At Woodside Primary School we aim to work with all parents to ensure that the best possible provision is put in place for all pupils. We have an open-door policy, and parents are welcome to come into school at a mutually convenient time to discuss any concerns they may have.

Parents are consulted at each stage of their child's education and their views and wishes are extremely important.

Any necessary referrals to outside agencies are made in partnership and consultation with the child's parents. After an assessment has been completed, school will share the report with parents and teachers. Recommendations and strategies will be implemented where appropriate.

Parents are invited to come into school termly to discuss their child's Pupil Centred Plan (PCP), the progress made and the setting of new targets in addition to receiving an annual written report.

Parents of children with an Education Health and Care Plan (EHCP) attend two termly meetings as well as an annual review meeting; their views are recorded as part of the meeting.

How we involve our pupils with Special Educational Needs in their learning

All pupils are encouraged to develop a good understanding of their learning.

Discussions about individual progress and targets form an important part of daily interventions.

The voice of the pupil is gathered through discussion with the child at regular intervals such as when reviewing PCPs, at Annual EHCP Reviews and also when referring a child to an outside agency.



Twice a year staff will support children to create their own Pupil Passport, this will aid transition as well as giving the child an opportunity to celebrate their strengths and interests as well as identifying areas to develop.

How we support our Looked After Children

Our approach to supporting the educational achievement of Looked After Children (LAC) is based on the following principles:

- Listening to children
- Promoting health and wellbeing
- Prioritising education
- Promoting attendance
- Targeting support
- Having high expectations
- Promoting inclusion through challenging and changing attitudes
- Achieving stability and continuity
- Early intervention and priority action
- Reducing exclusions and promoting stability
- Working in partnership with carers, social workers and other professionals

As for all our pupils, we are committed to helping every Looked After Child to achieve the highest standards they can, including supporting aspirations to achieve in further and higher education. This can be measured by improvement in their achievements and attendance. We work closely with the Virtual School to ensure that we are meeting their needs and regularly attend PEPs to monitor progress.



How we support our pupils at times of transition

When pupils move from one class to another, they are given the opportunity to familiarise themselves with their new environment. Staff members share successful interventions and strategies with the teachers of pupils who are transferring to ensure that these continue to be used effectively. We aim for children who find transitions difficult to have a photographic social story to support them.

At Woodside Primary School, we work closely with our local Secondary Schools. When a Year 6 Annual EHCP Review is held, the SENCO from the prospective Secondary School is invited to attend.

This facilitates additional transition visits and enables parents to express any concerns that they may have. For pupils without an EHCP, the Primary and Secondary School SENCOs work closely together along with the teachers and Head of Year, to ensure that support is put in place before they begin.

In addition, children who are deemed likely to find transition challenging are invited to join small discussion groups run by experienced staff and are often invited to attend extra transition days to the secondary school of their choice.

The Pupil Passport that children will be supported to create twice a year, will also support teachers and secondary schools to learn about children prior to them moving class / school.

How we adapt our curriculum and learning environment to include pupils with SEND

All the pupils in our school are encouraged to participate fully in all areas of the curriculum, and we have high expectations of all pupils.

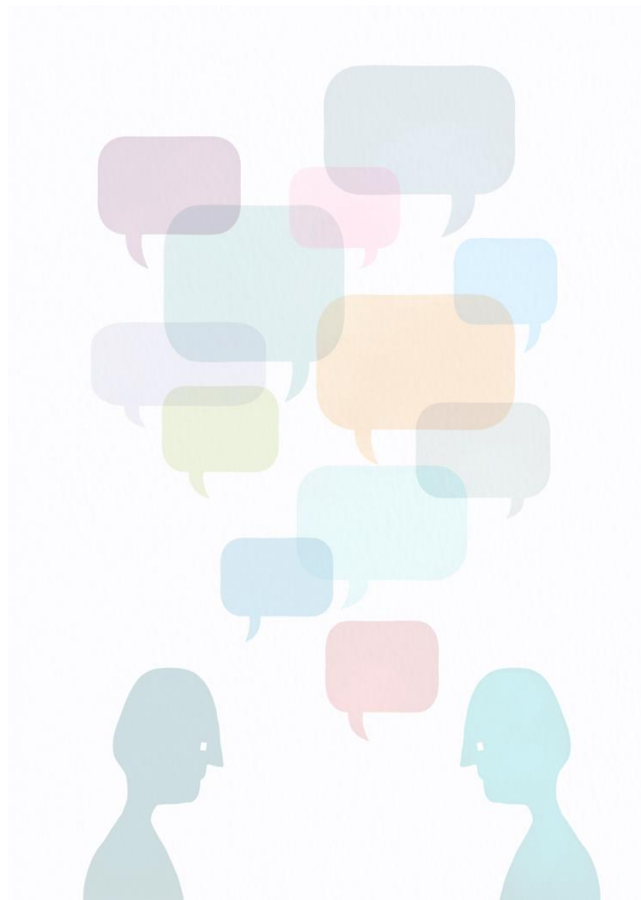
The curriculum is carefully differentiated for all pupils with Special Educational Needs, either by expected outcome, resources provided or the amount of adult support they receive.

Our environment includes 'safe spaces' for children, varied workspaces including standing desks, quiet areas, personal workstations and we endeavor to make the classroom environment as calming as possible.

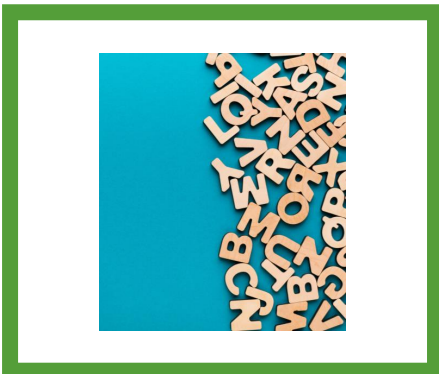


Possible Interventions - Communication and Interaction

Intervention type is specific to each child and may include:



- Contrastive Pairs
- Word Aware activities
- Communicate in Print
- Makaton signs and symbols
- Language for thinking
- Talk boost
- Social stories/comic strip conversations.
- Visual timetables.
- Quiet / special places offered for reflection.
- Intervention groups to help individuals to manage their emotions
- Specialist resources are available to help manage sensory needs
- Zones of Regulation activities



Possible Interventions - Cognition and Learning

Intervention type is specific to each child and may include:

- Individualised spellings
- Daily reading and comprehension activities.
- Rapid Reading /Phonics scheme.
- Paired reading
- Precision teaching
- SNIP spelling intervention
- Small group learning opportunities
- Differentiated Bug Club phonics groups
- Dyslexia Screener (assessment)
- Dyscalculia Screener (assessment)
- Coloured overlays
- Cool Kids
- Write from the Start
- Sloped desk.
- Specialist pencils/pens
- IDL
- Using different coloured paper to print worksheets and tasks on to.
- Using coloured overlays/reading rulers

Possible Interventions - Social, Emotional and Mental Health

Intervention type is specific to each child and may include:

- “No Worries” group
- Anger Management group
- Transition support groups
- Zones of Regulation
- ‘Talkabout’ intervention groups
- Sessions with our Mental Health Practitioner
- Nurture groups; using cooking and art to support wellbeing



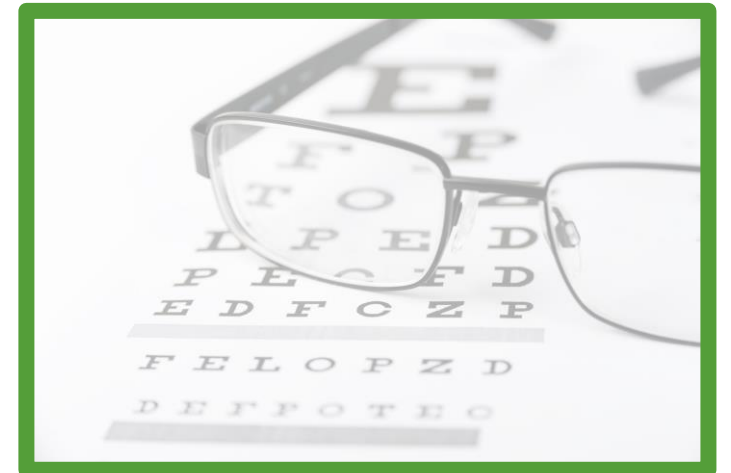
Possible Interventions - Physical and Sensory

Intervention type is specific to each child and may include:

Children with Physical or sensory needs will have personalised intervention in line with their specific needs.

These interventions will be done in conjunction with professionals with expertise in the particular need of each child e.g. Sensory Inclusion Service, Occupational Therapy or Speech and Language Team.

- Providing pupils with documents which are enlarged
- Modification of reading books
- Use of exercise books with bold lines
- Pupils are encouraged to wear hearing aids if appropriate and an amplification loop box can be worn by the adults if this is suggested by the Sensory Inclusion Team.
- Cool Kids
- Write from the start
- Pre-writing skills such as using tweezers, using mazes etc.
- Pencil grips / tri-grip pencils
- Laptops to record work
- Writing slope





How we assess and evaluate the effectiveness of our SEN provision and how we involve parents, carers and pupils in this process

The effectiveness of the interventions and the strategies that have been put into place are evaluated through PCP reviews, which are discussed at the termly PCP meeting with parents.

Interventions have entry and exit assessments to ensure progress is made.

We do learning walks, where we observe children in class to assess effectiveness of strategies being implemented and offer any advice, if necessary. Learning recorded in children's books is also looked at, to ensure progress is being made. We also use a number of audit tools to gain insight into particular areas which then inform us of next steps in order to improve our provision.

Pupils' thoughts are captured through their pupil passports; they have input into their PCPs and informal discussions take place regularly so that children are able to voice what helps them.

The school is monitored by Ofsted and the pupils with SEND are reviewed and monitored by the Local Authority.

EDUCATION ACT 2011 (UK)



Special educational needs and disability code of practice: 0 to 25 years

Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities



Equality Act 2010

2010 CHAPTER 15

ision to require Ministers of the Crown and others who
ions about the exercise of their functions to ha
reducing socio-economic inequalities to ha
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How we ensure access to facilities for all of our pupils

We adhere to the Equalities Act 2010; The Education Act 2011; The Special Educational Needs and Disability Regulations 2014 and Special Educational Needs and Disability (SEND) Code of Practice 2015.

Pupils with special educational needs have access to a range of extra-curricular physical activities which are available either side of the school day.

Pupils also have access to individual music tuition for a range of instruments such as piano, clarinet etc.

What training have our teachers and other staff had to enable them to support the pupils with Special Educational Needs effectively?

All teaching staff are responsible for pupils with Special Educational Needs. They liaise with teaching assistants on a regular basis to ensure that they have a good understanding of the interventions used to support pupils. This also contributes to the teaching assistant's professional development as they increase their understanding of different support strategies. Staff in our school participate in professional development training to enable them to support their pupils effectively. As part of an ongoing programme, our staff receive training in aspects of Special Educational Needs and disabilities. We have expertise in several areas of need and provide individual and group teaching to meet needs in order to facilitate learning and progress.

We have staff who are experienced in working with children with autism, ADHD, Down's Syndrome, visual impairment, hearing impairment and cerebral palsy.

Staff have received training in many aspects of SEND including:

Speech and Language interventions, Talkboost, Makaton, ELKLAN, visual impairment, autism (including anxiety, anger and sensory issues), attachment, dyslexia, dyscalculia, paired reading, precision teaching, Cool Kids, MindEd, Mental Health First aid, mindfulness and disability awareness. Should specialist advice need to be secured, we have links to various agencies who can provide this.

All our staff are eager to continue their professional development and alongside training identified by school, everyone has access to the National College where staff can learn more about areas that they are working in or would like to know more about.



How we obtain the services, provision and equipment required by our pupils with Special Educational Needs

We have close links with outside agencies, including Ability Blossoms Inclusion Services, Local Authority Educational Psychologists, Independent Educational Psychologists, the Occupational Therapy Team, the Sensory Inclusion, the Speech and Language Team and Disabled Children's Team who provide advice, assessments and specialist equipment.

Referrals to these agencies are made in partnership with parents, who receive copies of reports and also opportunity to speak to the relevant specialists regarding their children.

We access Health and Social Care bodies and local authority support service through Early Help and Strengthening Families.

We can also request advice and support from voluntary organisations such as NSPCC, KIDs, All-in Project and Young Carers support.



How we support the social and emotional development of our pupils with Special Educational Needs

All children participate in PHSE lessons which cover social and emotional topics. If children have a specific need in this area, we have a range of resources that can be used to support children including interventions, board games and story books.

We actively seek to support and nurture the emotional and social wellbeing of all pupils. We monitor all pupils carefully and encourage pupils to talk to the adults in our school if they are anxious or worried about anything.

If we are aware that there are pupils who are emotionally or socially at risk, we have a number of experienced staff who will either work 1:1 or with a group, using suitable recommended resources. If we as a school are unable to support the pupils in our care, then we will complete the Early Help process or make a referral to our Mental Health Practitioner from the Young People and Families Mental Health Services, if this is appropriate.



If you have any questions or concerns about our provision for children with Special Educational Needs

We have an open-door policy at our school and parents are encouraged to discuss concerns or questions that they may have as they arise with either the class teacher or SENCO.

If parents feel that the school has not supported their child adequately, they have the right to bring this to the attention of the Headteacher. The school will then try to resolve this internally, for example discussing other ways that the child could be supported.

For more information, please contact Charlotte Towne or Sian Baines at Woodside School, Gittin Street, Oswestry, Shropshire, SY11 1DT Tel: 01691 652446 E-Mail: sen@woodside.shropshire.sch.uk

Glossary of useful terms

ADHD – Attention Deficit Hyperactivity Disorder

All-in Project - All In Programme is part of our early help service for children who have a disability that prevents them accessing universal services without additional support.

www.shropshire.gov.uk/the-send-local-offer/social-care/childrens-social-care/short-breaks-for-disabled-children/the-all-in-programme

BeeU – Emotional Health and Well-Being Service www.mpft.nhs.uk/services/camhs/beeU

Bug Club – School phonics programme www.activelearnprimary.co.uk

Contrastive Pairs - a phonological therapy approach for speech sound disorders that uses pairs of words differing by only one sound (e.g., *key* vs. *tea*) to highlight how different sounds change meaning

Comic Strip Conversations - simple drawings, stick figures, and specific symbols, these "strips" break down complex social situations into a concrete format that illustrates not just what was said, but also what people were thinking and feeling.

Communication in Print – A scheme of standardised visual supports

Cool Kids – A structured program, recommended by Occupational Therapy, which supports gross motor skill development and sensory processing needs.

Dyscalculia – A specific learning disorder that is characterised by a lack of number sense, difficulties in learning basic arithmetic facts and performing accurate and fluent calculations.

Dyslexia – A general term for disorders that involve difficulty in learning to read or interpret words, letters, and other symbols, irrespective of overall intelligence.

Early Help – This is the pathway to enable agencies, such as parenting practitioners to work with children and their families

www.shropshiresafeguardingcommunitypartnership.co.uk/partnership-priority-areas/child-safeguarding-practice/early-help-support/

EHCP – Education Health and Care Plan

ELKLAN – Speech and Language Training

GSP – Graduated Support Plan

HI – Hearing Impairment

IDL - A speaking-computer based multi-sensory system which supports learners with dyslexia and other learning difficulties to increase their reading and spelling ages.

KIDs – A charity that offers support to children and young people with special educational needs and disabilities, and their families.

LAC – Looked After Children

Language For Thinking – A structured, evidence-based intervention designed to develop verbal reasoning and thinking skills in children, particularly those with speech, language, and communication needs

MSI – Multi Sensory Impairment

Makaton - A language program using speech, signs, and symbols to aid communication of those with speech difficulties

NFER – NFER tests provide standardised and age-related scores which have been nationally benchmarked

No Worries - group programme for reducing anxiety, based on cognitive behaviour therapy (CBT) principles.

Paired Reading - an evidence-based, 10-week intervention designed to improve a child's reading fluency, accuracy, and confidence

PCP – Person Centred Plan

PEP - Personal Education Plan

Phonics Screening – The phonics screening check is a short, simple assessment to make sure that all pupils have learned phonic decoding to an appropriate standard by the age of 6

Precision teaching – a highly structured, evidence-based instructional approach focusing on accelerating learning by improving the accuracy and fluency of specific skills, this is a short, daily intervention.

SATs – Standard Assessment Tests (National tests undertaken in Yrs 2 & 6)

SENCO – Special Educational Needs Co-ordinator

SEND – Special Educational Needs and Disabilities

Social stories - short, personalized, and illustrated narratives to help individuals, especially those with autism or neurodiverse conditions, understand social situations, routines, and expectations.

SNIP - Spelling intervention developed by dyslexia specialist teachers that uses a multisensory approach

SpLD – Specific Learning Difficulty (Dyslexia, Dyscalculia, Dyspraxia)

Talkabout - programme for developing self-esteem, social and friendship skills.

Rapid Phonics & Readers - programme includes snappy lessons, lively age-appropriate books, and fantastic interactive activities to build confidence and fluency

VI – Visual Impairment

Word Aware - a structured approach to promote the vocabulary development

Write from the Start – The Teodorescu Perceptuo-Motor Programme is a resource book that develops perceptual and fine motor control. It is often recommended by the Occupational Health Team.

Zones of Regulation - framework specifically designed to foster well-being by helping children understand and manage their emotions, behaviours, and sensory needs.