

Woodlands Primary and Nursery School – Special Educational Needs and Disabilities (SEND) Local Offer

Woodlands Primary and Nursery School provides a broad and balanced creative curriculum for all pupils that includes developing outdoor learning opportunities. Our prime aim is that all children will have the opportunities to achieve their potential.

At Woodlands, we have an Inclusion Team to identify, support and monitor the needs of all children across all phases of the school this team consists of the Head Teacher (Mrs Crilly), the SENCo (Mrs Murray) and the Inclusion Manager (Mrs Fisher). This team works closely together to offer a comprehensive package of support that encompasses both SEND needs and pastoral needs. Inclusion Team meetings are held regularly to review, assess and monitor the needs of all children and to consider who and how to support emerging needs.

Meeting the needs of pupils with SEND is a high priority at Woodlands, thus all members of the Inclusion Team are also part of the Senior Leadership Team, and, as such, are able to ensure that the needs of SEND pupils receive the attention they need at the highest levels of decision making in the school.

The Link Governors for Inclusion are Mr Dave Jackson and Mr Paul Watling.

Early Identification of SEND

There are several ways in which the identification of SEND may be triggered, including the following:

- Records and information received from a previous setting
- Parent/carer concerns
- Pupil concerns
- Support staff/Class teacher concerns for learning behaviour, difficulties or barriers to learning that pupils may be displaying
- Analysis of termly data demonstrating on-going low attainment and/or a little/lack of progress during Pupil Progress Meetings
- Referral reports or recommendations from an outside agency

Support for children with SEND

Each class, from Nursery through to Year 6, is supported by a teaching assistant. Across school, there are also additional teaching assistants and pastoral assistants who are used flexibly to meet the changing needs and demands of our school. For more complex needs, children may be allocated additional, individual support.

Our school team of support staff currently:

- EYFS Teaching assistants x 7 teaching assistants

- Key Stage 1 teaching assistants x8
- Key Stage 2 teaching assistants x9
- The teaching assistant team includes 10 HLTAs
- 1 Learning Mentor/ELSA
- 1 Emotional Literacy Support Assistant (ELSA)
- Jigsaw am (KS 2 cognitive provision group) – 1x teacher and 2 teaching assistants
- Jigsaw pm (KS 2 nurture-based provision group) – 1x teacher and 2 teaching assistants
- Year 3 maths intervention group taught by SENCo/Teacher and supported by a HLTA
- Inclusion Manager – Mrs Fisher
- Family Liaison and Attendance Officer – Mrs Craven

Staff Training

The SENCo has completed the National Award for Special Needs Co-ordination (NASENCO) and has a Post Graduate Certificate in Inclusion and vulnerable Learners. The SENCo attends regular Local Authority network meetings to stay informed with local and national updates and developments, in the area of SEND.

Mrs Housley, teacher of the Jigsaw provision groups, is Assistant SENCo, with responsibility for those children attending the groups.

Our wider team of support staff have a wealth of training and experience, which include:

ELKLAN – specialist speech and language training to support the delivery of speech and language care plans devised by the Speech and Language Therapy (SaLT) Service. To reflect our belief that early intervention is key, 7 TAs have received the training.

Makaton – most EYFS staff, plus 2 other TAs within school, have had Makaton training from our allocated Speech and Language Therapist (SaLT). Makaton is a language program that uses symbols, signs and speech to enable people to communicate.

Precision Teaching (PT) – the major of the support staff team have received training from our Educational Psychologist (EP) to assess, develop and implement individual intervention for reading, spelling and maths, using the PT method to support those children displaying possible dyslexia and/or dyscalculia needs.

Cool Kids – teaching and support staff members have attended training for this program, devised to support children with gross motor skills problems.

Other training amongst staff includes:

- Child Protection and Safeguarding (all staff)
- E-Safety training (all staff)
- MAPA (Management of Actual and Potential Aggression training)
- Learning Mentor training
- Draw and Talk
- Massage in School Program (MISP)
- Lego 'Build to Express'
- Read Write Inc (RWI)
- Autism Education Trust Level 1 (all staff)
- Autism Education Trust Level 2 (SENCo)
- Autism Lead Practitioner Level 3 (SENCo and Head teacher)
- Epipen
- First Aid
- Attachment and Trauma (all staff)
- Emotion Coaching (all staff)
- Risk and Resilience (all staff)
- MAPA de-escalation training
- Early language development training from SaLT services, including Objects of Reference, Visuals Workshop, Contrastive Pairs Workshop, Vocabulary Development Workshop, Verbal Reasoning Workshop, Information Carrying Words Workshop, Colourful Semantics
- Early Bird program (10 week training program) to support children with ASD
- 3 HLTAs have attended Talk Boost training, enabling them to deliver the highly regarded and structured speech and language intervention programs for EYFS, KS1 and KS2
- Teaching staff have received 2 staff training sessions to raise awareness of Dyslexia and practical strategies to support in the classroom
- Support staff have been trained, by the Sensory Inclusion Service, how to carry out daily checks and maintenance of hearing equipment, as used by 4 pupils

Transition

During the summer term, Year 6 receive a program of support to aid the smooth transition to their designated secondary school. Some children may receive a more personally adapted approach, which can include additional visits to their next school, supported by a TA or ELSA. We work closely with the receiving secondary schools: the SENCo holds meetings with the receiving SENCos to share information to ensure individual needs are known.

During the summer term, children with individual needs are supported with regular visits to the new phase of school and create social stories and/or transition books to

support the move. Photos and regular contact with the new teachers are used to support children to deal with the changes ahead.

Interventions and Resources

Autistic Spectrum Disorder (ASD)

- Lego Therapy
- Social stories
- Individual visual timetables
- First/Next/Then charts
- Feelings fans
- Personal workstations
- Ear defenders

Speech and Language

- Listen with Lucy (EYFS)
- Makaton (EYFS)
- EYFS Talk Boost
- KS1 Talk Boost
- KS2 Talk Boost
- iPods to record sentences
- Individual SaLT care plans – supported by specific workshop training from SaLT services

Occupational Therapy (OT)

- Cool Kids
- Write From the Start
- Writing Slopes
- Wedge and wobble cushions
- Weighted jackets
- Selection of pencil grips, specialist pens/pencils, scissors, etc

Literacy

- RWI 1-1 tuition
- RWI Speedy Reading
- RWI Understanding Comprehension
- Nessy ICT spelling program
- Lucid Rapid (Dyslexia screening)
- Stile Tiles

- Daily 'speedy reading'/'speedy comprehension'
- Precision Teaching for reading and spellings
- Clicker 7
- Adult scribe for extended pieces of writing
- Word dictation facility

Numeracy

- Precision Teaching
- Numicon resources
- Numicon 'Breaking Barriers' program
- Number Stacks program
- Jigsaw cognition group
- Year 3 maths intervention group

Social Skills

- Circle Time (Jenny Moseley)
- MISP
- Relax Kids visualisations
- Structured break/lunch time – adult supported indoor play to enable positive social times
- Jigsaw nurture-based provision – offering outdoor learning curriculum
- ELSA 1:1, small group and whole class support
- Mental Health Support Team Practitioner allocated to school (part of the Telford and Wrekin 'trailblazer' project)
- Woodlands School Counsellor
- Reflection Room – quiet space in school, also the ELSA/Learning Mentor room
- Rainbow Room – safe space for pupils who are emotionally and physically dysregulated

There is a wide range of programs and resources available, within the Jigsaw room, Learning Mentor room and curriculum cupboard, to support other areas of need.

Outside Agencies

Woodlands Primary works with a range of outside agencies to support the learning and needs of our pupils. These include Learning Support Advisory Team (LSAT), Speech and Language Therapy Services (SaLT), Child and Adolescent Mental Health Services (CAMHS), Behaviour Support Team (BST), Educational Psychology Services (EP), Early Years Intervention Qualified Team, Mental Health Support Team (MHST), Stepping Stones, Fair Access Panel (FAP), Information and Advice Support Service (IASS), Children and Family Services and local special schools.

Facilities

Our school accommodation offers a range of modern facilities such as:

- Class 'pods' – learning spaces for groups and individuals within year groups 2-5
- Jigsaw room – a central learning room for our Jigsaw provision groups
- The Reflection Room – breakout/withdrawal room for academic group work or pastoral work with Learning Mentors/ELSA
- The Rainbow Room – safe space for pupils who are in a heightened emotional state
- Eco lodge – classroom within the outdoor learning space
- Pond, garden, forest school area, sensory garden for outdoor learning
- Early Years outdoor learning space
- Adventure park
- Automotive lighting sensors to adjust light levels in classes
- Automatic windows to control the heat and carbon dioxide levels
- Drinking water available in all learning areas and corridors
- Hygiene room
- 4 disabled toilets
- Ramps
- Easily accessible doors and ramps for wheelchair users

Pastoral Programs

At Woodlands Primary School, we are fortunate to have a developed and dedicated pastoral team. This team is led by the Inclusion Manager, Mrs Fisher, who works alongside the SENCO to ensure that social, emotional and behaviour needs are supported as well as SEND. A range of programmes are available to the children at Woodlands:

- Relax For Kids (daily visualisations for all children across school, from Nursery age)
- MISP
- Tapping for Joy (cognitive behaviour therapy – CBT)
- Positive Touch
- Draw and Talk
- Lego 'Build to Express'
- Lego Therapy
- Woodlands School Counsellor (previously known as Relateen)
- Circle of Friends
- Learning Mentor drop-in sessions
- ELSA support (EP trained staff)

Pupil Voice

Each class across school nominates pupils to represent them at regular meetings. These class representatives include:

- 2 school councillors

- 1 eco agent
- 1 Woodlands Safeguarding Team member
- Circle Time with the class teacher

These meetings are led by Mrs Craven, our Family Liaison and Attendance Officer, and promote children of all abilities taking on roles and responsibilities within our school community.

Parent Voice

Woodlands Primary facilitates communication with parents in a range of ways. These include:

- SENCo, Inclusion Manager, class teachers and other SLT are all available on the class dojo communication system
- Home visits and Induction meetings for new Nursery and Reception children starting
- 'Stay and Play', regular organised sessions when parents are welcomed into school to participant in their child's learning journey in our EYFS setting, with staff available to speak with and answer any questions
- Nursery and Reception parents bring their children in and settle their child with an early morning activity at the start of their day/session
- 'Play and Learn', a group for parents and pre-school children, held on Thursdays in our school hall or outdoors in better weather
- Every class teacher has a 'meet and greet' at class doors, making themselves or the class TA available at the start and end of each day
- SLT members carry out a 'meet and greet' duty every morning, to welcome children to their school day and be available for contact with parents
- All class teachers, pastoral staff and SLT are available for individual appointments by arrangement at the office
- Parent governors elected and representing parents on the governing board
- Parent/family support available with our pastoral team via our Inclusion Manager, Mrs Fisher
- Meetings with Information and Advice Support Service (IASS)
- Parents invited to meetings to gather parent view/voice on some referrals/requests (such as funding requests, EHCNAs, supporting the completion of forms, etc)
- Parents attend Early Help Support Planning (EHSP) meetings and annual reviews for those with an Education Health Care Plan (EHCP)
- Parents/carers are invited to write comments on Individual Education Plans (IEPs), on a termly basis
- SENCo available to discuss pupils at Parent Consultation evenings

This school local offer was updated by SENCo (Mrs Murray) on 13th September 2022