

## Woodlands SEND Information Report 2022/23

The SEND Information Report is updated annually to reflect changes and plans within the school. The report states the current provision within Woodlands Primary School.

### *Admission Arrangements*

Woodlands Primary School follows the Local Authority admissions procedures. Pupils can transfer into the school at any point of the academic year, depending on the availability of spaces within the year groups requested. To support admissions, the Special Educational Needs Co-ordinator (SENCo), often with the Head Teacher, has met the pupil and parents/carers to discuss their child's needs, before starting within our setting. Phone calls are made to previous schools to share information, data on attainment and to request supporting paperwork. Information from local nurseries is also sought and shared to support the smooth transition of information and establishing provision for those pupils with SEND, who started our reception class in September 2022 and are due to start in September 2023. Again, in September 2022, we had Reception new starters from several other Early Years settings (local and out-of-area), as well as from our own nursery at Woodlands. For some new arrivals with SEND at Woodlands, this communication has been through telephone conversations due to distance and geography of previous schools attended. Home visits for new starters into nursery and Reception, were carried out by the Nursery teacher, EYFS Manager, EWO/Family Liaison Support and SENCo, if there are known additional needs.

### *What are the kinds of special educational needs for which provision is made at Woodlands?*

Over the last academic year at Woodlands, we have provided support for pupils with a range of needs (diagnosed or showing traits), which include the following:

- Autistic Spectrum Disorder (ASD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Attachment and Trauma
- Tourette's Syndrome
- Dyslexia
- Dyscalculia
- Dyspraxia
- Complex cognitive learning
- Speech, Language and Communication Needs (SLCN)
- Hyperpituitarism
- Epilepsy
- Cerebral Palsy
- Visual impairment (VI)
- Hearing impairment (HI)
- Maers Irlen Syndrome
- Occupational Therapy (OT) needs
- Social Emotional and Mental Health needs (SEMH)

- Newly arrived refugees, from Pakistan, Afghanistan, and the Ukraine

### *What are the school's policies for the identification and assessment of pupils attending the school?*

School staff use the Assess-Plan-Do-Review flow chart to support the identification and assessment of pupils and possible SEND needs at school.

Full details on identification and assessment of special educational needs can be found in the school SEND policy.

### *What is the provision for pupils at Woodlands and how is it evaluated?*

Provision for special educational needs is given in many forms:

- Quality First Teaching – classroom learning opportunities being adapted to overcome barriers to enable pupils to access a wide and varied curriculum, to facilitate inclusion. Throughout 2022-23, the SENCo has carried out personalised observations of pupils within lessons and carried out checks on adaptive teaching offer in classes. This is done within every class, across the school year, from nursery to Year 6. While in the class, the SENCo will observe, advise, and support the teaching and learning, with a focus on those pupils with SEND.
- Jigsaw 1 group – a cognitive learning provision group to support selected pupils to access an appropriately pitched curriculum, for those unable to access their cohort curriculum for Literacy and Maths. For the year 2022-2023, this morning provision group has delivered teaching and learning to KS 2 pupils for guided reading, Literacy (via RWI Year 3 Literacy and Language program) and Year 3 Maths. This provision has met the learning needs of 12 pupils, delivered in a small, quiet, calm, highly visual environment, planned and led by a qualified teacher and supported by 2 TAs. During Spring term, this increased to 18 pupils, with the additional 6 pupils being supported by a National Tutoring Program teacher. Regular review meetings are held between the SENCo and Jigsaw teacher; to consider which pupils need to remain in the provision group and which pupils can begin to reintegrate back into their cohort classes.
- Jigsaw 2 group – a nurture-based provision to support the social, emotional, and mental health difficulties of a select group of pupils. This provision has met the Personal Development learning needs of 10 pupils, planned and led by a qualified teacher and supported by 3 support staff, including a highly skilled and experienced HLTA and a Forest Schools trained TA. This provision has been delivered through an alternative curriculum offer, project learning based, mainly in the outdoor learning area of school. This is the second academic year that this provision has been offered and supports the unmet attachment and trauma issues for some of our most socially and emotionally vulnerable pupils. The provision has been supported by the Educational Psychologist. With a high focus on Personal Development and well-being, pupils have built relationships, teamwork, resilience, respect, and responsibility for our school environment. Regular review meetings are held between the SENCo and Jigsaw teacher; to consider which pupils need to remain in the provision group and which pupils can begin to reintegrate back into their cohort classes, through a gradual access to their chosen afternoons, e.g., PE lessons, science lessons, etc.

- EYFS enhanced provision group – established just before Easter, to support the complex and significant SEND needs of some of our youngest and most vulnerable pupils from EYFS. This enabled 3 pupils to increase their attendance to full time by the end of their Reception year.
- 1:1 support for 9 pupils with more complex learning needs across school, all of whom receive additional funding. This number reduced to only 4 receiving 1:1, once the EYFS provision group was established. 3 additional TAs have been employed to support some classes with higher numbers of SEND pupils with additional funding, across all phases of our setting,
- A long-established and well-developed pastoral team to support the social and emotional needs of some pupils, with a team of pastoral/support assistants deployed to give in-class, 1:1 and group support to some of our more vulnerable learners. This includes two ELSAs, reducing to one ELSA since Easter, who continue to receive regular supervision and training from the Educational Psychology Service.
- Five pupils have received support from the Sensory Inclusion Service: one for Visual Impairments and four for Hearing Impairments. This support monitors accessibility to learning and gives support and guidance to school via weekly/half-termly/termly/annual visits and reports, for individual pupils' difficulties.
- Five pupils have received additional funding, for support, via the Early Years Inclusion Panel (EYIP), a further fourteen pupils have been supported via the Inclusive School Forum (ISF) funding, two pupils are currently going through the Education Health Care Needs Assessment (EHCNA) and six more pupils have been issued with an Education Health Care Plan (EHCP).
- One of our EYFS pupils will be moving on to a specialist setting: the newly established, resource-based provision class at another local primary school.
- Three of our Year 6 pupils left our setting for specialist secondary settings for September 2023 – two accepting places at Queensway North, and another pupil accepting a place at Linden Secondary School. These places were requested via the EHCP annual review process.
- Daily structured intervention programs are delivered. The effectiveness and impact of these interventions are evaluated via a range of methods: entry and exit assessments, pupil voice during SENCo monitoring tasks or on termly IEPs, book monitoring to see transferral of skills, during termly progress meetings held between SENCo and class teachers, etc.
- SENCo carries out joint book monitoring with the Literacy Lead and Maths Lead.
- Personalised record keeping such as Read Write Inc, Precision Teaching, Number Stacks and Nessy spelling program

The provision of special educational needs has been evaluated through a range of strategies:

- When class teachers and/or parents have raised initial concerns with the SENCo, observations have been carried out.
- The provision for pupils who are part of the Early Help Assessment EHA/EH Support Planning meetings is evaluated during meetings and action points set. Class teachers and the SENCo complete personalised Pen Portraits to contribute to these meetings.
- Annual reviews, for pupils with EHCPs, have been completed.
- ISF evaluation forms have been completed, to request continuations of funding.

- Regular review meetings have been held between the SENCo and staff of Jigsaw groups to ensure the most effective use of our key SEND provision.
- Outside agency support packages have also been used to assess, evaluate, and guide the provision offer:
 

LSAT package: 25 pupils have had LSAT assessments and reports, plus staff training for Dyslexia Teaching Strategies with the classroom.

EP package: 8 pupils have had individual support, as well as 14 members of staff, through observations, consultations, reviews, and supervision. EP also supported the SLT school development plan for Trauma-Informed Practice and delivered teacher training for Solution Circles.

Teacher of the Deaf: 4 hearing aid wearers have had 1:1 assessment, reviews, and reports, to support their inclusion within school, as pupils with a Hearing Impairment. One HI pupil received weekly 1:1 support from the specialist service. 9 members of staff have also benefitted from working alongside the T of D during some of these sessions.

SaLT: 10 members of staff have benefitted from SaLT training workshops. 14 pupils have received SaLT services support via reviews, assessments, and reports, over the academic year. Several pupils remain on the SaLT services waiting list, which is currently approximately 4-2 weeks.

OT: 3 pupils have received phone advice for sensory needs (home and school), 1 pupil has received an assessment and diagnosis of DCD, and another has been referred for assessment of DCD.
- Termly strategic meetings have been held by the Inclusion Team (SENCo, Inclusion Manager and Head Teacher) to review, evaluate, and plan for provision for the next term and to discuss emerging concerns. During the summer term, strategic meetings have been held to discuss and select pupils for the Jigsaw provision groups for the next academic year. In addition to entry and exit academic data, termly assessments are completed (Boxall Profiles and Strengths and Difficulties Questionnaires)
- Inclusion Team review meetings have assessed which pupils need, and will receive, social and emotional support from our ELSA trained staff, our Mental Health Support Practitioner, and our Woodlands School Counsellor. Termly lists for provision delivery for the next academic year have been planned out, based on social and emotional difficulties reported, from assessing class lists and whole-school auditing of Adverse Childhood Experiences (ACEs).
- Hundreds of individual observations of pupils have been carried out by the SENCo, to monitor and quality assure additional support, provision, and interventions. This has ensured high expectations and appropriate provision is in place for all pupils with SEND and those being monitored for initial concerns.
- Termly, class teachers review all Individual Education Plan (IEP) targets, pupils review their pupil voice re their personalised learning styles and new IEPs written.
- The SENCo has carried out joint book monitoring with subject co-ordinators (Literacy and Maths)
- The SENCo is part of the Senior Leadership Team (SLT), attending weekly SLT meetings.
- The SENCo submits half-termly reports to the school governing body.
- The SENCo writes termly subject lead overviews, to share with all teaching staff and governors.
- Woodlands' School Improvement Partner carried out a SEND Deep Dive in November 2022, to robustly monitor and evaluate the SENCo and SEND provision across school, nursery to Year 6.
- Woodlands had an OfSTED inspection March 2023, which included an interview with the SENCo.

- Woodlands had a whole school SEND review, carried out by the Deputy Head of a Telford and Wrekin specialist setting. This was a whole day of learning walks, discussions with all stakeholders (pupils, TAs, Teachers, SLT, governor and parents), meeting with SENCo and evidence checking/gathering. A full report of the SEND review was shared with the Local Authority. This is a voluntary process, and the outcome was very positive about the range of provision in place, at Woodlands, as well as recognising the level and complexity of SEND need, and the skillset across the school team.

### *What training do staff have in relation to the needs of pupils at Woodlands?*

- Mrs Murray is the Woodlands Lead SENCo and has a PGCE in Vulnerable Learners and Inclusion (NASENCo award). The SENCo also has Autism Education Trust Level 1 – Autism Awareness, 2 – Good Practice and 3 – Autism Lead. SENCo is also a Deputy Designated Safeguarding Lead (DDSL). SENCo is also MAPA trained (Crisis management)
- Mrs Fisher is the Woodlands Inclusion Manager, a DDSL and a trained Learning Mentor.
- Mrs Housley is the Assistant SENCo and Jigsaw provision group teacher. Assistant SENCo is also MAPA trained.
- Two trained Emotional Literacy Support Assistant (ELSAs), Miss Smith and Mrs Murdoch, support the increasing numbers of pupils presenting with Social Emotional and Mental Health (SEMH) difficulties. Miss Smith is also a trained Learning Mentor. Both are also MAPA trained. Miss Smith left Woodlands at Easter, to take a up a promotion in Wolverhampton, as so there is now only one ELSA.
- Key staff members have attended refresher training for Management of Actual and Potential Aggression (MAPA) – a safe and effective physical intervention to manage the more challenging and aggressive behaviour in a safe and controlled manner.
- Refresher first aid training, with some attending paediatric first aid training and Epipen training.
- Specific specialist training and support for some Teaching Assistants, from outside agencies, such as Teacher for the Deaf, Visual Impairment Service, for those who also support medical needs (hearing aid wearers and pupils with visual impairment) and early language development workshops, delivered by SaLT services, have been attended by the SENCo, EYFS staff and ELKLAN trained staff.
- Nursery Teacher has had EYFS Talk Boost training.
- SENCo and Inclusion Team HLTA have received Stoke Speaks Out training, to enable the screening and support of early speech and language difficulties.
- Woodlands has 6 fully trained Designated Safeguarding Leads (SENCo, Inclusion Manager, Family Liaison and Attendance Officer, Head, Deputy, and Assistant Head)
- SENCo and Assistant SENCo have attended all SEND network meetings, delivered by the LA, for updates on local and national strategies and guidance.
- The Inclusion Manager, Learning Mentor and ELSAs are trained in a range of pastoral programs to support the social and emotional needs of Woodlands pupils: Massage in School Program, Relax Kids, Lego Build to Express, Draw and Talk, Circle of Friends, All About Me, etc.

- Woodlands have a Mental Health Support Team practitioner. Support has been given from this specially trained team, to deliver 1:1, group, and family packages.
- The allocated Learning Support Advisory Teacher has delivered 2 training sessions to teachers: Dyslexia Awareness and Dyslexia strategies in the classroom.
- There are 6 Mental Health First Aiders within the school staff team.
- Teacher staff have received 'Solution Circles' training from the EP and Dyslexic Strategies in the Classroom, from the LSAT.

### *How will equipment and facilities be provided to support pupils at Woodlands?*

- General resources to support SEND programs are kept in the curriculum store and are universal, available for teachers and TAs, to source as required.
- Personalised resources allocated to individual pupils include privacy screens, writing slopes, pencil grips, OT-friendly scissors, emotion fans, fidgets, ear defenders, personalised visual timetables, ICT support, specifically recommended resources have been purchased to meet individual needs as required or when recommended in an outside agency report, etc.
- Places in our Jigsaw provision are offered after consultation and agreement by the Inclusion Team. This is then discussed with parents/carers who are welcome to visit the learning environment – parental consent is sought before pupils begin to attend.
- All classes have established Regulation Stations. These are a quiet space/table within each classroom, where pupils can retreat to and use the strategies and resources available, to self-soothe and self-regulate feelings and emotions. These spaces create a quick response to reframe pupils ready for purposeful learning.
- Reflection Room and Rainbow Room have supported the management of pupils who find it particularly difficult to manage their emotions. The Reflection Room offers some time out of the classroom for pupils to reflect on choices or to complete work in a quiet environment. This space is staffed by the Learning Mentor and Pastoral Assistant – both ELSA trained. The Rainbow Room is a safe space for pupils who have become verbally or physically aggressive with peers, staff, or themselves. Once the physical outburst has receded, the pupil will then go into the Reflection Room to allow some reframing work before returning to class. The Rainbow Room is the school safe space.

### *What are the arrangements for consulting Parents/carers of pupils at Woodlands and involving them in the education of their child?*

- Inclusion Team members are available during daily early morning and end of day 'meet and greet' duty.
- Parent voice is sought on termly IEPs, outside agency referrals, additional funding requests, EHCNA requests, EHCP annual reviews.
- Parent voice sought for feedback when a pupil has attended one of our provisions or pastoral programs.
- Parent/carer comments on termly

- Parents/carers' consultation evenings – SENCo and Jigsaw teacher are both available for appointments and to join appointment discussions.
- Discussions with class teachers and parental consent for outside agency referrals and assessments, including LSAT, SaLT service, OT service, Ed Psych, etc.
- Meetings can be made with the SENCo and/or members of the Inclusion Team, either requested by parents/carers, or by school staff.
- Joint meetings held between parents/carers, SENCo and Family Liaison and Attendance Officer
- Joint meetings held between parents/carers, SENCo and Inclusion Manager
- Educational Psychologist (EP) consultations with parents/carers when working with a pupil.
- Parents/carers receive copies of reports from outside agencies, and these can be discussed with the class teacher and/or SENCo.
- Parents/carers are asked for verbal permission to carry out Lucid Rapid screening for pupils not currently on the SEND register. Copies of Lucid Rapid assessment are sent to parents/carers, with notes on next steps of support.
- Meetings with parents/carers to discuss initial concerns with regards to a pupil's lower progress and/or attainment, sometimes with the SENCo present.
- Parents/carers invited to complete EHAs and attend EHA planning meetings. SENCo also attends or contributes to those meetings which involve a pupil on the SEND register.
- SENCo has attended joint 'Moving Forward Meetings' with the parent/carer and LA SEND Officers, to co-produce EHCPs.
- Parent/carer views gathered for SEND review, Ofsted inspection, etc.

### *What are the arrangements for consulting pupils at Woodlands about, their education?*

- Pupil voice on termly IEPs.
- Pupils have reviewed their Pupil Passports with their Teacher/TA.
- Pupil views have contributed their pupil voice to additional funding requests.
- Pupil voice is gathered by outside agencies, to contribute towards reports, such as for the Ed Psych, the LSAT.
- Pupil views have contributed to annual reviews and pupils attend when appropriate.
- Whole-school pupil voice gathered around Emotional Health and Well-Being and Safeguarding
- Pupil voice to contribute to Personal Education Plan (PEP) for Children in Care (CiC).
- School Council representatives and Woodlands Safeguarding Team representatives in each class, elected by peers.
- Across school, self-assessment and engagement with 'Marking for Success'.

*What are the arrangements made by the governing body for dealing with complaints from Parents/carers /carers of pupils in relation to the provision made at Woodlands?*

All school policies, including our complaints policy, are available on request and are accessible on our school website.

*How does the governing body involve others – including health, social services, local authority services and voluntary organisations in meeting the needs of pupils at Woodlands and in supporting their families?*

The link governors for Inclusion are Dave Jackson and Paul Watling. Dave Jackson has many years of experience as a teacher and working with the LA Behavioural Support Team. He actively supports pupils at Woodlands, including those with SEND, by accompanying some residential trips and afternoons spent with our nurture-based provision group. Paul Watling has community links within Telford and Wrekin services for Children and Young People. Outside agencies involved with supporting health, social services, and local authority services used to support pupils' needs this academic year include:

- Speech and Language Therapy Service (SALT)
- Occupational Therapy Service (OT)
- Behavioural Support Advisory Team (BSAT)
- Learning Support Advisory Teacher (LSAT), including Early Years LSAT
- Educational Psychology Service (EP)
- Sensory Inclusion Service – Teacher of the Deaf, SIS technician and SIS Inclusion Mentor, Teacher of the Visually Impaired
- Fair Access Panel (FAP)
- Early Years Inclusion Panel (EYIP)
- Inclusive School Forum Panel (ISF)
- 0 – 25 Emotional Health and Well-Being Service (BEE U)
- Mental Health Support Team
- Childhood and Adolescent Mental Health Service (CAMHS)
- BEAM and Kooth
- School Nurse team, Health Visitor and Community Nursery Nurse team
- Woodlands School-based Counsellor (previously Relateen)
- Children's Centre Services – Strengthening Families
- Multicultural Service
- Virtual School for Children in Care (CiC)
- Social Worker team
- Independent Advice and Support Service (IASS)

### *What are the school's arrangements for supporting pupils in transferring between phases of education or in preparing for adulthood?*

- This year, 16 pupils are transferring to 7 different secondary school settings, including 3 specialist settings. A range of methods have been used, such as transition meetings with individuals and groups of pupils with staff at the receiving secondary school. This year, most secondary schools have offered the same dates for the 2 transition days across the Local Authority. However, Thomas Telford and 2 receiving specialist secondary settings, had their own plans for transition days.
- SENCo and EYFS manager has liaised with the SENCo/staff of current local nurseries moving on to Woodlands from September 2023. There have been joint setting and home visits carried out, to meet and observe pupils before starting at Woodlands in September 2023.
- SENCo has held face-to-face and Teams meetings with local secondary schools receiving pupils on the Woodlands SEND register, to ensure key information is shared to support a smoother transition into the secondary school phase.
- Two half days of transition, for pupils to meet their next class teachers/TAs, took place. Pupils were taught by their next teacher; in the classrooms they will attend in September 2023.
- New IEPs have been written in July 2023, by the class teacher who has had them for the current school year. This means that pupils on the SEND register will start the autumn term, with personalised targets already in place.
- SENCo and Inclusion Manager have liaised with other schools, when needed, for pupils transferring in and out of our setting, within the academic year.
- Transition meetings between class teachers, to share information on new classes of pupils, have been held.
- Personal SEND documents have been electronically archived and all original paperwork passed on to receiving schools, following the Telford and Wrekin Retention of Information Policy.

### *Where is the information on the Telford and Wrekin's local offer published?*

There is further detail on the Telford and Wrekin Local Offer on the Family Connect pages on Telford and Wrekin's website – <http://www.telfordsend.org.uk/>

If you have any queries or requests for information relating to this report, please contact the SENCo on 01952 386070