

Woodlands SEND Information Report 2023/24

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

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 2023 and are due to start in September 2024. Again, in September 2023, 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, communication has been via 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
- Chromosome deletion
- Speech, Language and Communication Needs (SLCN)
- Epilepsy
- Cerebral Palsy
- Visual impairment (VI)
- Hearing impairment (HI)
- Maers Irlen Syndrome
- Occupational Therapy (OT) needs

- Social Emotional and Mental Health needs (SEMH)
- Significant medical needs – cancer treatment
- Newly arrived refugees, from a range of countries.

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 2023-24, the SENCo, and the wider Inclusion Team, carried out personalised observations of pupils within lessons, for all pupils on the SEND register, and those who continue to be monitored for initial concerns raised. SENCo and other subject leads have carried out checks on the 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/or Maths. During the autumn term of 2023-2024, this morning provision group delivered teaching and learning to KS 2 pupils for Guided Reading, Literacy and Year 4 Maths. This provision 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 1 TA. 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. After staffing changes within school, and an increase in emerging significant needs for a specific group of pupils, SENCo and SLT re-evaluated the provision needs after the termly review in December. During Spring term, this provision moved to different accommodation, and was delivered by a HLTA (who also holds QTS) and supported by a TA on a short-term redeployment from Year 4. Alongside the Literacy provision group, Year 5 pupils attending also accessed the newly established Telford and Wrekin Literacy Pathways intervention, to target phonics gaps and increase reading fluency. This is currently the only locally recognised route to gathering evidence for a possible dyslexia diagnosis. After the Spring Term review, most Year 5 pupils had made good progress within the LP criteria, meaning they were reintegrated back into their cohort classes, to access the Year 5 summer curriculum offer, in preparation for moving onto Year 6. The cognitive provision group

continued throughout the summer term, with reduced numbers and continued to be delivered by the HLTA, without a supporting adult. From September 2024, there will be no cognitive learning provision group offer – all pupils previously attending this group will access their year group cohorts within the classroom.

- 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, initially. This provision, after termly reviews, had some pupils reintegrate back into cohort classes for afternoons, others introduced, and additional staff adjustments across the year, in recognition of the increase in numbers and level of complexity of need. This provision has been delivered through an alternative curriculum offer, project learning based, mainly in the outdoor learning area of school. This is the third 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 of 2023, this provision group started the 2023–2024 academic year in a more appropriate learning environment, within our Inclusion Team corridor. Woodlands used a successful Fair Share Funding request for building works required, and to purchase additional furniture and resources, to match the curriculum provision of our outstanding EYFS unit. The focus of this EYFS provision group is to support the complex and significant SEND needs of some of our youngest and most vulnerable pupils from EYFS. All pupils accessing this provision are in receipt of additional funding and have specific provision needs which are best met within this purpose-built provision. This has been very successful; with positive feedback from all outside agencies who visit. Telford and Wrekin EYFS SEND team requested that the provision group be used, via photos and staff voice, as a showcase of best practice at the NASEN EYFS SEND conference in Birmingham. Woodlands' SENCo and Provision Group Lead were also invited to present at the Telford and Wrekin summer EYFS SENCo Network meeting, to illustrate the provision offer to other EYFS settings. This led to several settings visiting and observing. During the year, the group had to expand due to further increases in need. It went from an initial 2 adults to support 6 pupils, to 3 adults to support 10 pupils, across a school day. Mid-way through the year, further accommodation changes were needed to expand the accommodation space. Due to the known complex and significant needs of pupils due to start at Woodlands in September 2024, this level of provision will remain in place. From September, this provision group will support 7 pupils with EHCPs, 2 pupils going through the EHCNA process, 1 pupil in receipt of Early Years Inclusion Funding (EYIF) and 1 pupil in receipt of Inclusive School Forum Funding (ISF). The provision lead and TA have received several programmes of training to be able to meet the specialised needs of this most vulnerable group of pupils at Woodlands.
- 1:1 support, and a 12-week placement at Linden (short-stay) primary assessment place

- 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. After the departure of a Learning Mentor in the summer of 2023, Woodlands strengthened the pastoral team by a highly experienced TA completing the ELSA training, to ensure the Woodlands Inclusion Team can continue to endeavour to meet the continually escalating social and emotional provision needs of the pupils at Woodlands. To support the well-being of staff, our ELSAs receive regular supervision and training from the Educational Psychology Service.
- Four pupils have received support from the Sensory Inclusion Service: all 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.
- Across the 2023-2024 academic year, four pupils have received additional funding, for support, via the Early Years Inclusion Panel (EYIP), sixteen pupils have been supported via the Inclusive School Forum (ISF) funding, three pupils are currently going through the Education Health Care Needs Assessment (EHCNA) and seven more pupils (ten in total) have been issued with an Education Health Care Plan (EHCP).
- One of our Key Stage 2 pupils will be moving on to a specialist setting, for September 2024.
- Four of our Year 6 pupils left our setting for secondary schools, with EHCPs in place.
- 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 is in place for interventions such as Read Write Inc, Precision Teaching, Number Stacks, Literacy Pathway and Talk Boost (speech and language programmes).

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.
- EHCPs are viewed via the Annual Reviews – involving school, parents and pupil (where appropriate)
- ISF funding and EYIF reviews are completed if there is a continual need to sustain the level of support that meets the criteria.
- 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: 50 pupils have had LSAT assessments and reports,
 - EP package: 10 pupils have had individual support, as well as 12 members of staff, through observations, consultations, reviews, and supervision.

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 twice weekly 1:1 support from the specialist service. In addition, 7 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. 21 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 38 weeks.

OT: several referrals have been declined, despite school and home concerns. 3 pupils have received an assessment, resulting in one diagnosis of Dyspraxia, one of DCD (Proception difficulties), and another has been referred for assessment of Dyspraxia.

- Termly strategic meetings have been held by SLT, which includes 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.
- 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). The Woodlands School Counsellor retired in July 2024 and this provision offer will no longer be available, from September 2024.
- 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. SENCo/Inclusion observations are also submitted as part of evidence packages, to outside agencies and for requesting additional funding.
- 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.

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), a Mental Health First Aider, and 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. Mrs Housley left Woodlands Primary in July 2024.

- Two trained Emotional Literacy Support Assistant (ELSAs), Mrs Murdoch and Mrs Fairclough, support the increasing numbers of pupils presenting with Social Emotional and Mental Health (SEMH) difficulties. Both are also MAPA trained.
- 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, for those who also support medical needs (hearing aid wearers, receiving cancer treatment) 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 HLTAs have received Stoke Speaks Out training, to enable the screening and support of early speech and language difficulties. This training has been disseminated within school, to also include the EYFS provision lead.
- Woodlands has 6 fully trained Designated Safeguarding Leads (SENCo, Inclusion Manager, Family Liaison and Attendance Officer, Head, Deputy, and Assistant Head). All DSLs attend DSL network meetings, and complete DSL training, when required, to keep practice updated.
- SENCo and Assistant SENCo have attended all SEND network meetings, delivered by the LA, for updates on local and national strategies and guidance.
- SENCo and EYFS provision lead have attended EYFS SEND network meetings.
- The Inclusion Manager 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.
- There are 6 Mental Health First Aiders within the school staff team – refresher training is attended every two years, to keep practice updated.

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

- General resources to support SEND programs are kept in a shared access point 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 SL 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 an opportunity and a space to calm, reframe and regulate pupils ready for purposeful learning.
- The Rainbow Room has supported the management of pupils who find it particularly difficult to manage their emotions. The Rainbow Room is a safe space for pupils who have become verbally or physically aggressive to peers, staff, or themselves. Once the physical outburst has receded, the pupil will spend time with a member of the wider Inclusion Team, to allow some reframing and rebuilding of rapport before returning to class. The Rainbow Room is recognised by pupils, staff and parents as one of the school safe spaces and is never used to deprive children of their individual liberties.

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.
- 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.
- 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 may also attend or contribute to those meetings which involve a pupil on the SEND register.
- SENCo attends joint 'Moving Forward Meetings' with the parent/carer and LA SEND Officers, to co-produce EHCPs.

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

- Pupil voice on termly IEPs.
- Pupils have reviewed their IEPs with their Teacher/TA, where appropriate.
- 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 (resigned July 2024). 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
- School Nurse team, Health Visitor and Community Nursery Nurse team
- Woodlands School-based Counsellor
- 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, Y6 pupils are transferring to 8 different secondary school 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 had their own plans for transition days.
- SENCo has liaised with the SENCo/staff of current local nurseries moving on to Woodlands from September 2024. There have been visits to settings, and home visits carried out, to meet and observe pupils before starting at Woodlands in September 2024.
- There have been meetings with parents of new Reception pupils for September 2024, to gather information about individual difficulties and provision needs, to support a smoother start to these pupils' school lives.
- 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 2024.
- New IEPs have been written in July 2024, 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.
- Transition meetings between class teachers, to share information on new classes of pupils, have been held.
- SENCo and Inclusion Manager have liaised with other schools, when needed, for pupils transferring in and out of our setting, within the academic year.

- 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