

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

Woodlands Primary School and Nursery provides a broad and balanced 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 a staff team who are all skilled at identifying, supporting and monitoring the needs of all children across all phases of the school. The inclusion Team consists of: the Inclusion Manager, Lead Learning Mentor, learning mentor (who are both ELSA trained) and the Early Help Lead. The SEND team consists of: SENDco and alternative provision leaders and support staff. These teams work closely, together with the wider SLT team, to offer a comprehensive package of support that encompasses both SEND needs and pastoral needs. Supervision and SLT 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 remains a high priority at Woodlands, the needs of our SEND pupils are evaluated and reviewed regularly, during SLT meetings and strategic decisions are made to ensure they make progress and achieve the best possible outcomes.

The Link Governors for SEND are Mr Dave Jackson and Mrs Rebecca Carey.

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 termly 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 Higher Level Teaching Assistant (HLTA) or a Teaching Assistant (TA). Across school, there are also additional TAs and Learning Mentors who are used flexibly to meet the changing needs and demands of our school. For more complex needs, children may be allocated additional support, within one of our alternative provision groups.

Our school team of support staff currently:

- EYFS – 6 TAs, 1 Ancillary Assistant
- Key Stage 1 - 5 TAs
- Key Stage 2 – 8 TAs
- The TA team includes 12 HLTAs
- 2 ELSAs
- Jigsaw am SEMH provision group – 1x teacher and 2 TA
- Jigsaw pm (Nurture-based provision group) – 1x teacher and 2 TAs
- EYFS enhanced provision group taught by SEND TA and 2 TAs
- Inclusion Manager – Mrs Fisher
- Early Help Lead – 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, from the University of Bath. The SENCO is also a Deputy Designated Safeguarding Lead (DDSL), Mental Health First Aider and has Autism Education Trust training Level 1 (Autism Awareness), Level 2 (Good Practice) and Level 3 (Autism Lead).

To stay informed with local and national updates and developments, in SEND, the SENCO attends termly Telford and Wrekin Local Authority SENCO network meetings, for both primary and EYFS phases.

Both provision group leads are completing SEND training courses during the 2024 – 2025 academic year.

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 – several EYFS staff, plus 2 further TAs within school, have had Makaton training. Makaton is a language program that uses symbols, signs and speech to enable communication.

Talk Boost – several staff trained for the KS1 and EYFS version of this research-based speech and language program, recommended by Speech and Language Services.

It's Time to Talk/Listen – a number of staff members have attended the training for this pre-Talk Boost speech and language program.

Precision Teaching (PT) – the majority 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 Occupational Therapy program, devised to support children with gross motor skills problems.

Other training amongst staff includes:

- Child Protection and Safeguarding
- E-Safety training
- 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
- Autism Education Trust Level 2
- Autism Lead Practitioner Level 3
- Epi pen
- First Aid and Pediatric First Aid
- Attachment and Trauma
- Emotion Coaching
- Risk and Resilience
- Literacy Pathway-early dyslexia identification and reading intervention
- MAPA de-escalation training (whole school)
- 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
- Rising to the Challenge (8 sessions) to support children with ASD
- Talk Boost training, enabling delivery of 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
- Teaching staff – Dyslexia Awareness and Dyslexia Strategies 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 3 pupils

Transition

During the summer term, Year 6 receive a program of support to aid the smooth transition to secondary school. Some children may receive a more personal package, which can include additional visits to their next school, supported by a TA or ELSA. Networking between Woodlands and receiving Secondary schools includes the SENCo holding meetings with the receiving SENCos to share information, ensuring individual needs are known and effective strategies can be adopted.

During the summer term, children with complex needs are supported with regular visits to the new phase of school. Social stories, transition books, photos and regular contact with the new teachers are used to support the move to a new class and help 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
- Widgit-supported visual prompts
- Widgit-supported communication boards

Speech and Language

- Attention Bucket (EYFS)
- Early Communication Screening – Stoke Speaks Out (EYFS)
- It's Time to Talk/Listen (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
- Whole-school Widgit license, to support symbol and text communication

Occupational Therapy (OT)

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

Literacy

- RWI 1-1 tuition
- RWI Speedy Reading
- Lucid Rapid (Dyslexia screening)
- Stile Tiles
- Daily RWI 'Speedy Reading'/'Speedy Comprehension'
- Precision Teaching for reading and spellings
- Clicker 7
- Adult scribe for extended pieces of writing
- Word dictation facility
- Literacy Pathways

Numeracy

- Precision Teaching
- Numicon resources
- Number Stacks
- Number Sense
- Guided Maths focus group work

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
- Workstations within SLT offices
- Inclusion Room – ELSA/Learning Mentor/Inclusion Manager room
- Rainbow Room – safe, calm space for pupils who are emotionally and physically dysregulated

There is a wide range of programs and resources available, within the alternative provision classrooms, 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), Parents Opening Doors (PODs) Children and Family Services and local special schools.

Facilities

Our school accommodation offers:

- Class 'pods' – learning spaces for groups and individuals within year groups 2-5
- Alternative provision classrooms – for provision groups (Jigsaw 1, Jigsaw 2 and Nurture)
- The Den – breakout/withdrawal room for academic group work or pastoral work with Learning Mentor/ELSA/Inclusion Manager
- The Rainbow Room – safe, calm space for pupils who need to de-escalate
- 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
- Hygiene room and disabled toilets
- Changing facilities for personal care
- Easily accessible doors and ramps for wheelchair users
- Single level across the whole site
- Disability parking spaces

Pastoral Programs

A range of programmes and adaptive teaching strategies are used to support the children at Woodlands, these include:

- Relax For Kids (daily visualisations for all children across school, from Nursery age)
- MISP
- Regulation Stations in every classroom
- Personal regulation/calm boxes for some children
- Tapping for Joy (cognitive behaviour therapy – CBT)
- Positive Touch
- Draw and Talk

- Lego 'Build to Express'
- Lego Therapy
- Circle of Friends
- Learning Mentor drop-in sessions
- ELSA support (EP trained staff)
- Personalised and specialised packages such as Grief/Bereavement support
- Referrals to the Mental Health Support Team

Pupil Voice

These class representatives include:

- School councillors
- Woodlands Safeguarding Team
- Wellbeing Team

Regular meetings are held and promote children of all abilities taking on roles and responsibilities within our school community. Pupil voice is also gained by subject leaders, CIC leads, Governors and class teachers, as an integral part of our pedagogical offer.

Parent Voice

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

- Class Dojo
- Weekly Newsletter
- Home visits and Induction meetings for new Nursery and Reception children
- 'Stay and Play', regularly organised sessions when parents are welcomed into school to participate in their child's learning journey in our EYFS setting, with staff available to speak with and answer any questions
- Nursery, Reception, and Year 1 parents bring their children in and settle their child with an early morning activity at the start of their day/session
- 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 and are available for contact with parents
- Individual appointments, by arrangement
- Parent governors elected and representing parents on the governing board
- Early Help offer
- Meetings with Information and Advice Support Service (IASS)
- Parents invited to meetings to gather parent view/voice on referrals/requests (such as funding requests, EHCNAs, supporting the completion of forms, etc)
- Parents attend Early Help Support Planning Meetings (EHSPMs) 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 18th September 2023