



LOCAL OFFER

Date of last review: April 2017

Introduction

Woodsetton's Local Offer provides valuable information for children and young people with special educational needs or disabilities and their families. It provides useful information about the support and facilities Woodsetton has, and how it tries to help their young people.

This "local offer" is specific to Woodsetton School, The local offer for Dudley Local Authority can be found on <http://www.dudley.gov.uk/resident/localoffer/>

Woodsetton School is a special school which offers a range of specialist provision to support children with complex learning needs, including autism, speech, language and communication, and some SEBD. We are a small school (105 pupils) for 4-11 year olds with class sizes which range between 10-18 pupils.

How does Woodsetton know/identify that children have special educational needs (SEN)?

Children are placed at Woodsetton following a request for a specialist placement from the child's parent or carer and an agreement with Dudley LA and the Headteacher. All children have a statement of Special Educational Needs or an Education Health and Care Plan (EHCP) which describes their individual areas of special needs and forms their individual education plan. A formal review is held once a year to discuss a child's progress, their current areas of special needs and to agree key targets on which to focus.

As a team we identify children's areas of needs and how we, as a school, can meet their needs to ensure children make 'outstanding' progress. During this process we will be identifying suitable targets and interventions which will benefit the teaching and learning of individuals. Children's progress will be monitored and tracked throughout each academic year highlighting both strengths and areas for development, allowing us to input interventions and support to ensure children meet or exceed their personal targets.

How will Woodsetton School staff support my child?

The pupils at Woodsetton are supported by all the staff, irrespective of where they normally teach or work. The class teacher and teaching assistants will have the primary day-to-day responsibility, with support from the Leadership Team.

The class teachers plan for all the children in their class and are responsible for overall assessment of their progress. Children are taught as a whole class, in small groups or individually both by the class teacher and teaching assistants.

Where specialist subject teachers are not on the staff at Woodsetton, they are bought in from appropriate specialist agencies (e.g. music, French), and specialist support is bought in to give help with social and emotional needs.

External support is also provided by:

- Education Psychologist
- CAMHS
- Occupational Therapy

- Speech and Language Therapy
- Counsellor
- Special Schools Consultative group

How will I know how my child is doing?

You will have the opportunity to meet with staff three times a year in a formal setting, i.e. two parents' evenings and an annual review meeting for the statement or EHCP. The annual review report will give detailed information on progress too. If the school has any concerns inbetween these times you will be contacted, or you can contact the school if you have concerns.

Progress data for all pupils is held centrally by the Senior Leadership Team who support teachers in analysing pupils' progress.

Home-school links/books are used widely in the school on a weekly or daily basis, as appropriate.

In Reception and Year 1 there are Stay and Play sessions for parents, and there are opportunities for parents to attend events, training and coffee mornings.

Engagement with parents/carers also includes:

- Newsletters
- Website
- Parents' evenings
- Parent Governors
- Home/School Diaries
- Coffee mornings/afternoons
- Class assemblies and school productions
- Parental workshops
- Annual Review process and Transition Meetings
- Transition Plans for moving to Secondary School

How will the curriculum be matched to my child's needs?

All pupils will follow a modified National Curriculum that is relevant to their needs. The pupils have individual targets for English and Maths, and these are updated every half term in most cases. Other subject areas have differentiated targets for groups within the school

How is teaching delivered at Woodsetton School?

Every class has a named class teacher and at least three Teaching Assistants. Lessons take place following a weekly timetable, and the pupils mostly work in groups or as individuals.

This gives very high teacher-pupil ratios and the flexibility for some highly personalised programmes of study.

This is enhanced by the work that the school does with the Speech and Language Therapy Team, ensuring that all staff are trained to the highest possible level, and to

ensure that language and communication stays at the centre of the provision Woodsetton offers.

Woodsetton uses the Picture Exchange Communication System (PECS), TEACCH strategies and interventions, Makaton and a wide range of symbols.

Further details about the curriculum can be found on our school website.

How does Woodsetton manage, support, and modify behaviour in school?

The school operates a very positive approach to this, with a strong emphasis on clinical behaviour management coupled with major parental involvement and the use of effective domain support (e.g. counselling) and other professionals (e.g. CAHMS).

Examples of this kind of work may include Golden Rules devised by pupils themselves, access to a counsellor, use of Social Stories, positive intervention plans, the use of calm areas (e.g. by the fish tank), and reward and recognition systems.

Social Skills programmes may include:

- Speech Therapy social skills groups
- Use of Social Stories
- Individual Education Plans
- Strategies to enhance self-esteem / promote emotional wellbeing

Support/supervision is also very high during “unstructured” times of the day e.g. during playtimes and lunchtimes. In addition to the high staff supervision ratio, there are various clubs, organised lunchtime activities and external professionals to lead specific sports activities.

What support will there be for my child’s overall wellbeing?

All pupils are well supported and staff know that the children’s welfare is the absolute priority within the school. This covers the physical/health issues as well as the safeguarding aspects of the school day. There is a high level of first-aid trained staff within school, as well as staff who have been specifically trained for individual care issues for specific children.

The school building and grounds are very secure, and maintained to a very high standard.

All staff are trained and kept up-to-date in safeguarding issues and monitor the children’s welfare very closely.

The Chair of Governors ensures that there is always a very committed governor to monitor the safeguarding aspects of the school, and all safeguarding issues are reviewed (anonymously) on a termly basis.

Woodsetton works hard to promote PSHE programmes to ensure that healthy living, keeping safe, and positive personal relationships are high on the school’s agenda.

What specialist services and expertise are available at, or accessed by, Woodsetton School?

Support from the NHS comes from the Physiotherapy team, Speech and Language Therapy team, Occupational Therapy team, and a Consultant Paediatrician. Speech and language therapists and assistants have their own base at the school, and additional support is bought in by the school itself. A counsellor is available to school when required and an educational psychologist is bought in as and when needed.

The SEN Team within Dudley works closely with the school in planning for new pupils and their needs, and SENDIASS also works with us to help parents through the sometimes difficult transition periods.

In addition to these services, Woodsetton has two members of staff who support with Early Help.

What training have the staff received to support children with SEND?

All staff have ongoing training in a range of strategies and interventions for special educational needs and disabilities. Staff also attend individualised training for specific children's needs in their class.

Naturally, staff have regular safeguarding training, including E-safety training.

All staff are trained in 'Makaton' signing to a basic level, 'Language for Learning' (delivered by the Speech and Language Therapy Service), the Derbyshire Language Scheme, and 'Letters and Sounds'.

Additional specific training is also delivered to staff who work with pupils with physical and medical needs.

How will you help me to support my child's learning?

We always welcome parents who want to support their child's learning.

We offer workshops for parents to come and see what we do and how we do it. We frequently focus on language development and developing learning skills, and develop workshops according to parent needs.

The curriculum structure is available to view on the school's website and if parents want, they can have copies of each half-term's targets for their child by asking the class teacher.

How will I be involved in discussions about planning for my child's education?

You will be invited to annual reviews each academic year where these plans will be discussed and decisions made. This is a balanced three-way discussion between you the parents, school and the Local Authority (if necessary). Specialist support is available for parents. A copy of the decisions and plans agreed at the annual review will always be sent to you. You will also be invited to parents' evenings where progress will be shared and new targets discussed.

How will my child be included in activities outside the classroom, including trips?

Staff work hard to ensure that all activities are as accessible as possible to all pupils. There are regular trips and visits for classes, although not all are curriculum based. Woodsetton believes learning in social situations is vitally important for the pupils, and consequently have lots of activities that take place in our Forest School.

Children are not excluded from school trips if they cannot pay, but parents recognise that if there are insufficient funds for trips and visits they cannot take place.

How accessible is the school environment?

Woodsetton School was built in 1959 and has since been improved several times. There is complete wheelchair access to all areas of the school, including the field and forest school. Lift access is available in the school to reach the hall.

There are disabled toileting facilities and hygiene rooms and all doors have hinge protectors on them. All rooms where children work have sight panels in the doors. Whenever needed, specialist equipment is purchased for pupils as swiftly as possible.

How will the school prepare and support my child to join and transfer to the next stage of their education?

Staff work closely with the Sutton School to ensure a swift and positive transition from primary to secondary. Colleagues from Sutton attend our Y6 parents' evenings and final Annual review meetings, visits are arranged for Sutton staff to visit Woodsetton and for Woodsetton pupils to visit Sutton, and a comprehensive induction programme is carried out covering a range of sessions over the course of Year 6's summer term.

If parents decide they do not want Sutton School, then the same process will be organised by Woodsetton for whichever school the pupil is going to attend.

Where a pupil is integrating into mainstream provision this will already have been discussed with the parents, and the process will be managed by both parties at a rate that is agreed to be the best for the pupil.

How will the school decide how the pupil premium is spent?

The pupil premium is a sum of money allocated to improving the achievement and closing the attainment gap between those pupils who have free school meals and those who do not. A full report can be found describing how the school allocates these funds on the school website.

Has this answered all your questions?

If not, please contact the school on 01384 818265 and we will be pleased to talk to you about any of your queries.