



# **SEND**

# **Information Report**

Date of last review: September 2021

Date of next review September 2022

## **Introduction**

Woodsetton School is a special school that caters for primary aged children with moderate learning difficulties and additional complex needs such as speech, communication and language difficulties, children on the autistic spectrum and children with social emotional and mental health difficulties. Children who attend Woodsetton all have an Education, Health and Care Plan (EHCP). Referrals to Woodsetton are looked at on an individual basis and children are placed at Woodsetton following agreement by Dudley LA, parents and the school.

## **Policies for SEND**

All pupils at Woodsetton School have SEND. The curriculum is modified and differentiated to meet their individual needs. Woodsetton has ten classes which range between 7 and 16 pupils. All classes have at least three adults (one class teacher and two TAs). Woodsetton is committed to providing a broad and balanced curriculum that is enhanced by a range of interventions to support academic development and extra-curricular opportunities in PE and music. Further information can be found on our website and SEND policy.

## **Involving parents in their child's education**

At Woodsetton, we value the impact parents have on a child's education. As well as the annual review of their EHCP we hold termly parent consultation meetings to discuss their child's welfare, progress and attainment. On top of these formal events we use home school diaries and regular phone calls home as / when required to ensure ongoing communication regarding their child's education.

## **Arrangements for consulting pupils with regards to their SEN**

Pupils' views are regularly sought through the school council and pupil discussions. They are also sought if it is deemed appropriate during annual EHCP reviews. As part of teaching and learning, pupils are made aware of their personal targets and learning goals. Teachers ensure they give oral feedback when marking, ensuring pupils have the opportunity to comment on their performance and discuss the next steps in their learning.

## **Assessing and reviewing pupil performance and progress**

Pupils are encouraged to self-review their own work whether this be done verbally or in writing. Marking and feedback are shared with them so children are clear about their next steps. Pupils focus on their personal targets and are sometimes able to give their opinion on what they would like to work towards. Parents are also involved in setting targets and outcomes for their children through parent conversations, EHCP meetings and annual reviews. These targets are reviewed regularly with pupils and parents to ensure they are on track to meet the desired outcome.

## **Arrangements to support movement between phases of education**

As pupils progress through the key stages, we arrange transition sessions so that pupils meet their new class teacher and other staff to help prepare them for the next academic year.

Children joining our school are invited to join us for transition days and we work closely with the Sutton School and other secondary schools to ensure our Year 6

pupils transfer to secondary swiftly and effectively. Liaison and transition commences in Year 5 for both parents and pupils and a focused programme takes place during the summer term of Year 6.

### **The approach to teaching children with SEN**

As a special school all of our children have SEN. As much as possible we try and group children according to their age and ability. Children are taught in small class groups (currently between 7 and 16 children). All classes have at least three adults. Class groups follow the National Curriculum / statutory curriculum guidance / engagement model which we differentiate to meet pupils' individual needs.

As a school we promote practical learning experiences supported by visual and auditory learning. Woodsetton has an extensive intervention programme catering for pupils' academic and holistic needs. Pupils are assessed regularly and given specific targets and interventions to support their learning.

### **Additional resources and support specifically related to the areas of SEN**

<p><b>Communication and Interaction (ASD and SLCN)</b></p>	<p><b>Cognition and learning (MLD, SLD, SpLD)</b></p>
<ul style="list-style-type: none"> <li>• Effective classroom teaching with use of visual cues and support</li> <li>• Small group targeted interventions to develop skills in language and social interaction.</li> <li>• Access to advice and support from Speech and Language therapists.</li> <li>• Access to advice and support from Autistic Spectrum Disorder specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Effective classroom teaching with use of visual cues and support</li> <li>• Systematic and effective teaching of phonics across the school</li> <li>• Interventions in speaking and listening, reading, writing and/or maths.</li> <li>• Clear visual supports and displays.</li> <li>• Access to specialist support from Occupational Therapists and Educational Psychologists.</li> </ul>
<p><b>Social, Mental and Emotional Health</b></p>	<p><b>Sensory and Physical Needs</b></p>
<ul style="list-style-type: none"> <li>• Access to specialist support from Educational Psychologists.</li> <li>• Small group targeted interventions to develop skills in language and social interaction.</li> <li>• Access to specialist support from Behaviour Support Services</li> </ul>	<ul style="list-style-type: none"> <li>• Access to resources from Chadsgrove School outreach team.</li> <li>• Access to specialist teachers and TAs e.g. Hearing Impaired and Visual Team.</li> <li>• Access to specialist equipment and resources.</li> <li>• Trained members of staff to support and increase independence.</li> <li>• Fully accessible school building.</li> <li>• Access to advice and support from NHS practitioners (e.g. Occupational Therapy).</li> <li>• Trained staff to support medical needs.</li> </ul>

In addition to this, Speech and language therapists and assistants have their own base at the school, and additional support is bought in by the school itself when available from the NHS SALT team. A counsellor is available to school when required and an educational psychologist is bought in as and when needed. In addition to this, support from specialist behaviour leads are also sought when required.

### **How the curriculum and environment is adapted for pupils**

Small class groups provide a supportive classroom environment for all pupils where there is a high teacher-pupil ratio and work is clearly differentiated for different groups and individuals. This caters for every child's individual needs and supports all children to make good progress.

All pupils have Individual Learning Plans that identify individual needs and help achieve specific targets linked to outcomes within the key areas of their EHCPs.

To ensure all children are able to access the curriculum at an appropriate level and fulfil their potential we:

- make adaptations to ensure that all pupils have access to the school curriculum and school activities.
- support pupils to achieve their full potential despite any difficulty or disability they may have.
- ensure that staff teach in a way that is appropriate to every individual.
- provide opportunities for pupils to develop confidence, self-esteem and resilience.
- work in partnership with parents/carers, pupils and external agencies to cater for children's special educational needs and disabilities.
- make provision for children with SEND to fully develop their abilities, interests and talents.
- ensure all children are fully included in all aspects of school life.
- regularly review policy and practice in order to achieve the best outcomes for all our pupils
- ensure all pupils have access to IT and a wide range of technology including multi-touch screen boards within each classroom.

As of the Disability Discrimination Act 1995, Woodsetton must make 'reasonable adjustments' so as to avoid as far as possible the disadvantage a disabled pupil experiences due to his or her impairment.

Reasonable adjustments at Woodsetton may include:

- changes to practices or procedures
- changes to physical features
- changes to how pupils are assessed
- providing extra support and aids (such as specialist teachers or equipment)

More details on how we adapt information, our environment and curriculum can be found in the Accessibility Plan which you can find in the School Policies section of our website.

### **How equipment and facilities to support pupils will be secured.**

Woodsetton has a range of facilities and specialists to support and promote pupils learning. The type of equipment and facilities needed to support children is led by the individual pupil's needs.

We have a number of therapy rooms including a specific small sensory based room and speech and language therapy room.

Physiotherapists, Speech and Language Therapists and Occupational Therapists regularly come into school to provide advice / guidance to ensure all of our pupils' needs are met.

Pupils may also receive support linked to their needs as indicated on their Individual Learning Plan.

### **The expertise and training of staff to support pupils' needs**

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. Safeguarding is of paramount importance to us at Woodsetton and our children are taught how to keep themselves safe whilst online.

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.

As a school we also use a coaching style approach where staff are encouraged to develop their skills through learning from each other as an alternative to attending external courses. This has been proven to be an effective approach where staff can access very relevant development through experienced and skilled staff. We also actively encourage cross school professional dialogue / training sessions with other Dudley Special Schools especially in relation to Dudley Attainment and Progress Assessment (DAPA).

### **Evaluating our provision**

We evaluate our provision regularly to ensure it is meeting the needs of our school population. Evaluating the systems we have in place happens at different levels through whole school staff feedback, Senior Leaders and School Governors. The evaluations of the school performance and practices are used to inform our School Evaluation Form which then supports the writing of our School Improvement Plan.

As a school we meet regularly to discuss the impact initiatives are having on pupil performance and progress. This informs us about what we do well and identifies areas which we may need to address and further develop.

Interventions are reviewed every half term to ensure that the intervention is having a positive impact on a child's progress. This means we can adapt a different approach if an intervention is not having the desired effect on a child's attainment or wellbeing.

Woodsetton is committed to finding the best intervention for each child and appreciate that what works for one may not be the best for another. This means we run a flexible and adaptable system to meet the needs of the individual and/or group of children throughout the school year.

### **Engagement of SEND students with their peers**

Pupils' needs, abilities and ages are taken into account when grouping children both on a short and long-term basis. This means that students are able to develop their social and emotional abilities within their group while allowing for group and independent learning to take place during lessons.

Pupils are grouped to reflect their ability and need. Teaching staff will always differentiate and challenge to ensure each pupil learns and develops effectively and swiftly.

### **Support for improving social and emotional development**

As a school we understand the importance of enabling pupils to develop their emotional resilience and social skills. This starts with creating an open, honest and secure relationship within the class or group.

Children are taught our core values throughout the year and are given praise and recognition when adhering to these values, such as showing cooperation, honesty, respect, tolerance and empathy through our Random Acts of Kindness initiative. Pupils know they can share any concerns they have with any member of staff who will do their utmost to support the pupils and/or refer to the appropriate person within school.

At Woodsetton, our pupils are encouraged to become fully involved with their social and emotional development. Our Anti-Bullying Ambassadors programme supports pupils to feel safe, valued and respectful of behaviour towards others. There are a range of leadership opportunities available to our pupils, such as membership of the School Council in order to develop their personal responsibility and social skills.

### **How we involve other professional bodies**

Woodsetton welcomes input from other professionals such as occupational therapists, speech and language therapists and other organisations who may work with the child or family. They may come into to observe, support and give strategies for us to employ in our teaching and learning.

In addition, our Senior Leaders provide support and work with our families and other professional agencies to help enhance the outcomes for all our children.

As a school we have good links with our Local Authority and local schools. We actively seek opportunities to support children within our local community through integration opportunities at local schools and transition programmes to Sutton (MLD secondary school).

**What are the arrangements made by the governing board for dealing with complaints from parents/carers of pupils in relation to provision at Woodsetton?**

The complaints procedure is available on the school website or can be obtained directly from the school office. Complaints can be directed to the Headteacher in the first instance, or to the Governing Board if your concern needs to be escalated.

**Contact details of support services for parents**

Dudley Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)

This is a service that provides a range of information, legally based advice and support to help parents/carers, children and young people on all matters relating to Special Educational Needs and Disabilities (SEND).

SENDIASS Helpline: 01384 817373

Email: [dudley.sendiass@dudley.gov.uk](mailto:dudley.sendiass@dudley.gov.uk)

**Local Offer**

Please follow the link below to get to Dudley's Local Offer:

[Dudley's Local Offer](#)