



**Our SENCo: Mrs Louisa Gurney**

Qualifications: BA (Hons) NPQH

### **Types of SEN at Woodley C of E Primary School:**

#### **Communication and Interaction:**

- SLCN (speech, language and communication needs),
- ASD (Autistic Spectrum Disorder)

**Cognition and learning** (children learn at a lower pace than their peers even with appropriate differentiation)

- MLD: moderate learning difficulty
- SLD: severe learning difficulty
- SpLD: specific learning difficulties eg dyslexia, dyspraxia, dyscalculia

#### **Social, emotional and mental health difficulties**

- ADD: attention deficit disorder
- ADHD: attention deficit and hyperactivity disorder
- Attachment disorder

Difficulties that may reflect underlying mental health conditions e.g. anxiety

#### **Sensory and/or physical needs**

- Vision impairment
- Hearing impairment
- Multi-sensory impairment
- Physical disability

### **How does the school identify children/young people with special educational needs and disabilities?**

Woodley C of E Primary School identifies students with SEND through a close collaboration with parents, teachers and students. Concerns can be raised by parents/carers, the class teacher, SENCo and/or the child.

We use our experience combined with staff observations and pupil assessments. When appropriate we work with outside agencies who observe, advise and report on a child's specific needs.

Progress and attainment of all pupils is reviewed termly by the senior leadership team. Termly assessments in reading, writing and Maths are completed across the school. This informs any necessary interventions. Students' progress is closely monitored through an assess, plan, do, review, process. Students follow different pathways according to their attainment band. These pathways direct which interventions and support they receive.

We use our teacher experience combined with teacher observations and assessments e.g.

- Phonic assessments e.g. RWI assessments
- Reading assessments e.g. NFER, star assessments, Accelerated Reader
- Maths assessments e.g. NFER, Non-negotiables tests

Further assessments may be undertaken to identify specific interventions e.g.

- Salford reading
- LASS Dyslexia Screener
- Other baseline tests related to specific interventions

When appropriate, we work with outside agencies, who observe, advise and report on a child's specific needs.

By talking with parents and/or liaising with a child's previous schools we can use this knowledge to support a child as needed.

### **Arrangements for discussing progress with parents and young people:**

Class teachers, phase leaders and the SENCo monitor SEND progress termly and liaise with parents regularly through parent meeting. Progress monitoring is ongoing through reviewing scores achieved in half termly assessments and through reviewing targets in the IEP.

Progress is also addressed in annual reviews for children with EHCPs. School seek opinions of all adults involved with the child and ask the child for their opinion too.

Parents have access to the class teacher and SENCo's email and are encouraged to contact staff with any questions or concerns at the time, rather than waiting for meetings. Similarly, staff will contact parents if they have concerns regarding progress or targets.

Any children who fall into the lowest attainment band will follow our Red pathway provision which involves termly meetings.

There are home school diaries to provide the opportunity for daily home/school contact; the class teacher and SENCo also arrange meetings with parents as required.

In cases where a child struggles to communicate, a home/school book may be set up for parents and staff to communicate through.

### **Supporting transition**

Woodley C of E offers home visits, photo booklets, transition meetings between staff at both schools where necessary. We can provide photo booklets, planned visits to the new area/classroom, transition talks between staff of both phases and a parent evening at the start of the new Autumn term to meet the new teacher.

A carefully planned phase transition programme includes: several visits to the new class/phase, transition discussions between staff to ensure passing on relevant information around the child's needs, IEPs, provision and support needed for smooth transition. Our PSHE curriculum covers changes and transitions at the end of the year in all year groups.

We liaise with other schools as appropriate and forward any information/reports that we have for each child. Information provided will include details of support and provision, recent IEPs and academic levels. Staff in Y6 and Y7 have liaison discussions in the Summer term to explain all the above. File transfers ensure that a child's history is passed over to the new school.

### **Approaches to teaching and accessibility of the learning environment**

We believe in making children independent learners by setting targets around working independently/independent skills on their IEPs. We enable this through classroom resources e.g. visual timetables, resources appropriate to the provision required: individual work trays, "handy hints" lists, checklists, work frames, word banks etc. We also provide specific resources and interventions linked to their diagnosis/traits e.g. coloured overlays for dyslexia, sensory circuits etc. We think carefully regarding the placement of children in the classroom with regard to proximity to the teacher, other children and individual workstations.

### **Accessibility of the curriculum**

We acknowledge that for all children their learning should be planned for according to their individual needs, but also offering aspiration regardless of any obstacle or disability. For some children there is the need to work at a different stage of learning, hence 'stage' not 'age' expectations. Children that have significantly greater difficulty in learning still work towards the milestones that are appropriate for them at their stage of learning.

We ensure that all our pupils, but particularly those with SEN are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities. At Woodley C of E, we provide educational experiences based on the child's stage of development, rather than their age. In English and maths, the children access work from the year group which they have been currently assessed as working at. Our wider curriculum is spiral based, and teachers plan for work on Threshold Concepts which can be pitched at the correct developmental stage for the child. Learning environments are adapted as and when needed.

### **Staff training**

Our staff has access to training through the Wokingham Schools Hub and can access training provided in groups or bespoke training from Wokingham's Educational Psychology (EP) Service. We meet with our EP to plan our training needs on a termly basis. Through our school cluster group, we can identify training needs and plan training in a cost-effective way as well as using our cluster meetings as a professional forum to share expertise across schools.

Our staff have a variety of experience in working with children with SEND; they are updated with training and SEND issues as needed. Training for teachers and teaching assistants is provided dependent upon current needs and the school's focus.

### **Evaluating the effectiveness of our provision**

Most children and young people who have SEND respond to quality first teaching. Where individual or different interventions are used, these will be evidence based and our progress tracking allows us to verify that the interventions are effective. Sometimes individual pupils respond to different interventions and approaches. Where we try a different approach or intervention, we will review its efficacy by measuring the outcomes achieved by the pupil and consider the cost of the intervention.

### **Inclusive practice**

We ensure that all our pupils, and those with SEND, are fully included in the activities available. We accept that sometimes this will mean additional arrangements may need to be made to allow them to take part e.g. an allocation of additional adult support available to support the child in an after-school club, school funded places for children who also fall under the Pupil Premium category.

### **Nurture, emotional and social development**

The school has a variety of support in place: Nurture Assistants, scaling, Peer Mediators, Playground Pals, Big Sisters/Brothers, Meet and Greet, Social Groups and 1:1 or small group work.

We use strategies as advised by our Educational Psychologist and Foundry College. These include:

- Safe spaces
- Communication cards
- My choice, your choice
- Reward time
- 20/20/20 lunchtimes
- An identified adult to talk to /intervene
- Movement breaks
- ABC tracking

## **External agencies**

We work closely with SEND support services and have an excellent working relationship. Some of the services accessed includes:

- Parenting support services
- Educational Psychologist
- Foundry College
- Learning Support
- Speech and Language
- Occupational Therapist
- Addington Outreach
- School Nurse
- Assist ASD support
- Educational Welfare Services
- SEND network
- Family Support practitioners
- SENDIASS
- Wokingham EAL support

## **Arrangements for handling complaints/queries**

The staff at reception are able to answer initial queries and concerns about the general running of the school, trips etc. Any concerns about a child's day at school, progress, special needs etc should be discussed with the class teacher or to the SENCo directly.

School has an annual parent questionnaire for general views and feedback. Parents are encouraged to contact the school administration staff to raise concerns or pass on compliments. Formal complaints can be made directly to the chair of governors.

## **Supporting SEN children who are looked after**

The school has access to children's social care services as required. The school has a safe guarding policy and staff are trained to manage Child Protection (CP) incidents. The school has designated CP Officers. Designated safeguarding leads liaise with the SENCo when setting targets and using funding from the PEP for children who have SEN and are looked after.