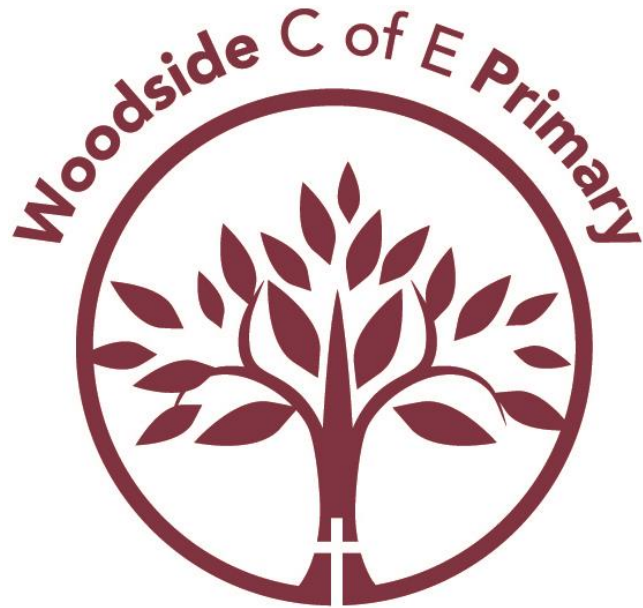
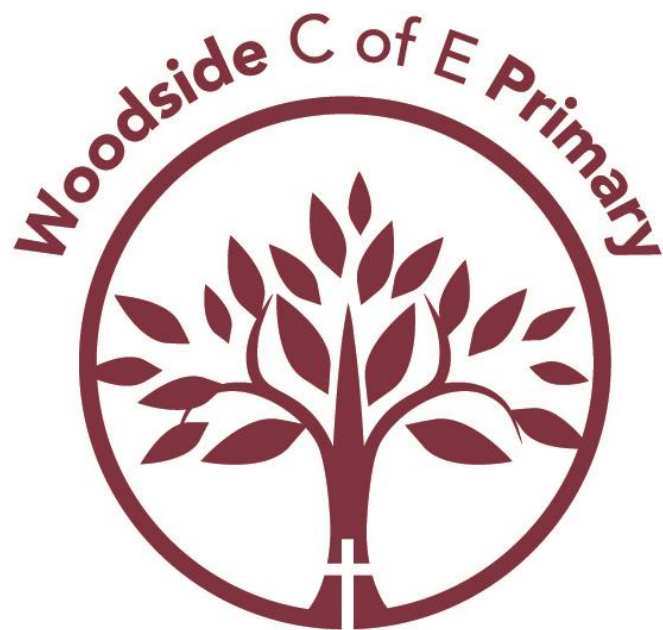


Woodside C of E Primary School



SEND School  
Local Offer  
Information  
Report  
2024-25

Together in God's love we inspire and grow  
through living life in all its fullness'



## ***Open and honest communication***

*You will find information on:*

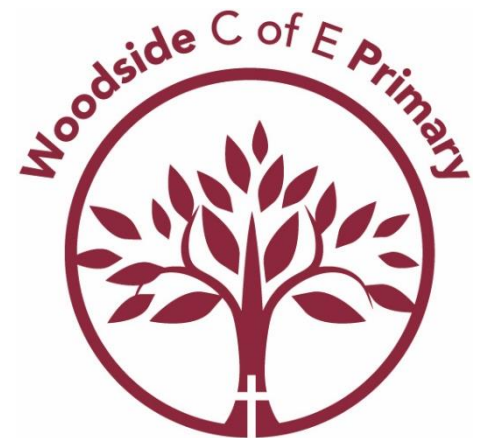
- *Who the Inclusion team are*
- *How we communicate with you about your child*
- *Which agencies might become involved with your child*
- *How we ensure the necessary people know about your child's needs*
- *What happens when your child moves school*



Hello my name is Mrs Johnson and I am the School SENCO and Headteacher at Woodside.

I work with children, teachers, parents and agencies to ensure that our pupils' needs are met.

**You can contact me on 01827 715 507.**

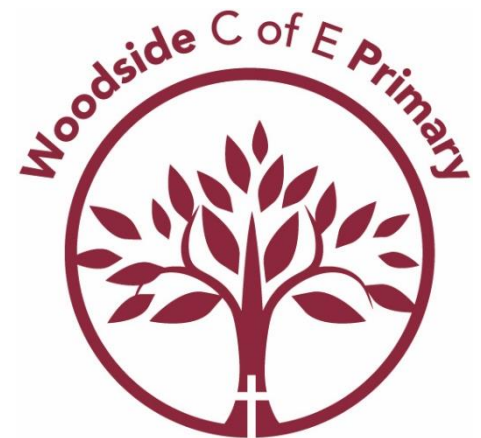




Hello my name is Miss Orgill and I am the aspiring SENCO at Woodside

I work with children, teachers, parents and agencies to ensure that our pupils' needs are met.

**You can contact me on 01827 715 507.**

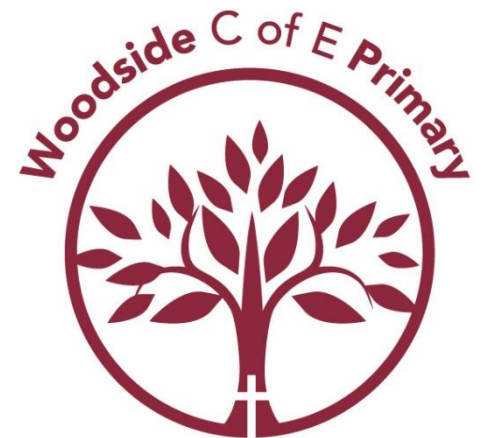




Hello my name is Mrs Day and I am  
the School SENCO Assistant at  
Woodside

I work with children, teachers,  
parents and agencies to ensure that  
our pupils' needs are met.

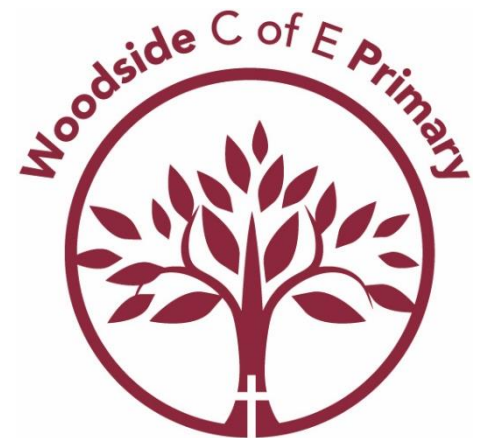
**You can contact me on 01827 715 507.**





Hello my name is Miss Smallwood and I am Assistant Headteacher at Woodside and oversee Inclusion. I work with children, teachers, parents and agencies to ensure that our pupils' needs are met.

**You can contact me on 01827 715 507.**



# *Open and honest communication*

If you have a concern about your child, Mrs Day and Miss Orgill are available to speak to you. We always encourage you to speak to your child's class teacher first.

## What happens if there is a concern about progress?

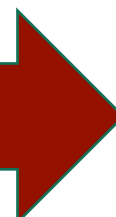
### **Assess**

Concerns from teachers/parents about progress are made and recorded



### **Plan**

Teachers and parents will meet with the SEN Team to discuss the child and produce a support plan.



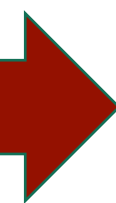
### **Do**

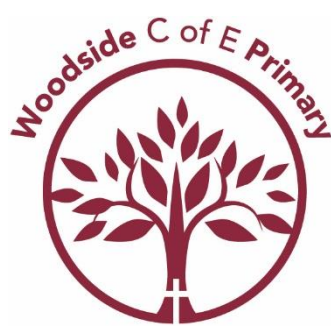
Provision is given to the child. Input from the teacher, pupil and SEN Team



### **Review**

If there are still concerns then SENCO will arrange for external support and agencies to become involved.





## How will the School let me know if they have any concerns?

*If School thinks your child needs extra support, we will always talk to you about this*

In the first instance your child's class teacher will liaise with you by arranging a meeting in school to discuss progress.

There are scheduled progress meetings in the Autumn, Spring and Summer term which provide an opportunity to discuss any concerns with their learning.

The School's graduated approach to meeting learning difficulties has been designed so that parent/carers will be informed if their child has been identified as requiring additional support.

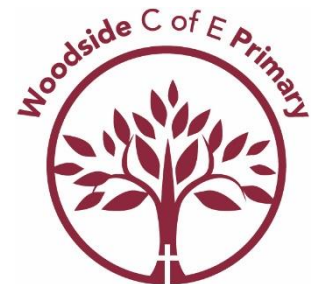


## ***How will the school let me know if they have any concerns?***

Termly SEN review meetings for children with special educational needs and /or disabilities will highlight any concerns with the progress your child is making towards their targets.

The 'Open Door' policy at Woodside means that we encourage parents/carers to make contact with the school whenever you have a concern yourselves about your child's learning.

The school provides a central point of contact for you through the SEN Team who coordinates the support your child receives.



# ***Woodside Support from external agencies***

*Woodside works with lots of external agencies to help identify specific needs. These are:*

*Educational Psychologist Service- Warwickshire and Private*

*Educational Welfare Officer- Jo Sierzerga*

*School SALT- Emily Nicholls*

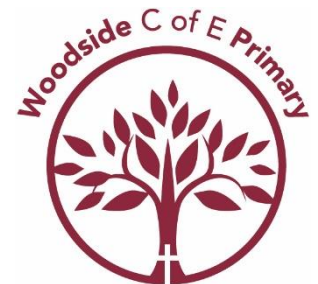
*Occupational Therapist- Alison Hart*

*Social Services*

*School Nurse*

*RISE- Child and Adolescent Mental Health Services ( CAMHS)*

*SEND Family Partnership Service*



# Parental involvement in their child's learning

*Our school has an open door policy, ensuring we are always approachable so you, as parents and carers feel involved in the education of your child. This is done in a variety of ways including:*

The school holds a Learning Review evening once a term for your child to share their work with you.

In addition, SEN review evenings are also held once a term

There can be more regular meetings with your child's class teacher, support staff and SEN Team whenever needed.

Individual targets will be often set for your child, so you can see what their next steps are.

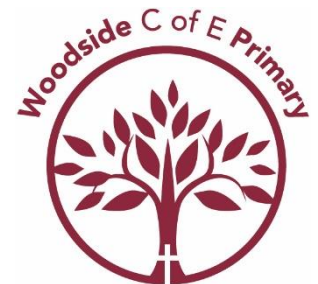
Curriculum overviews are published on our school website and sent out to parents/carers at the start of the academic year.

Reading record books will be used for written communication between home and school.

Information on the school website

SEN Parent/Carer workshops

Open mornings/afternoons



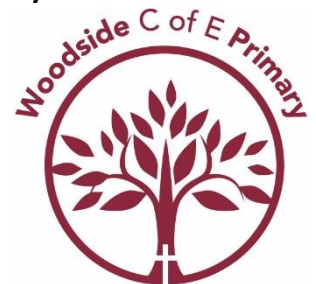
# *Open and honest communication*

The SEN Team will make sure that all necessary school staff are aware of your child's needs and worries.

If your child has been identified with extra educational needs, an **Individual Learning Plan** will be written with the teacher and shared with you and your child.

If your child has medical needs, a care plan will be written and shared with you.

All staff have access to these plans. The plans identify how your child should be helped to succeed and make progress. These plans will be reviewed regularly.

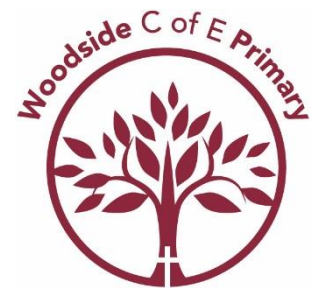


# *Provision at Woodside*

*In our school we make provision for pupils with all types of Special Educational Needs and Disabilities.*

All children in school have support within lessons through quality first teaching, differentiation and precision teaching strategies. This means that learning activities are planned according to the level the child is working at , so that they make continuous progress from their individual starting points.

Woodside is a fully accessible school. As a school, we would always make adjustments to ensure that all children are fully included.

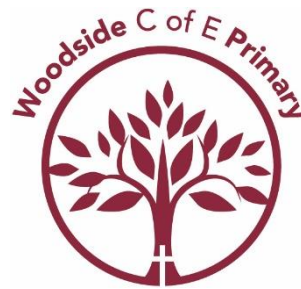


# *Provision at Woodside*

Specialist outside  
agency  
involvement and  
1:1 teaching and  
support from a TA

Targeted interventions to enable  
children to close the gaps

Universal Needs-Inclusive Quality First Teaching for all  
pupils at Woodside



# Four Areas of Need

## Communication & Interaction

- Autistic Spectrum Condition (ASC)
- Speech, Language and Communication Needs (SLCN)

## Cognition & Learning

- Moderate Learning Difficulty (MLD)
- Profound and Multiple Learning Difficulty (PMLD)
- Severe Learning Difficulty (SLD)
- Specific Learning Difficulty (SpLD)
- Dyscalculia, Dysgraphia, Dyslexia & Dyspraxia.

## Social, Emotional & Mental Health Difficulties

- Adjustment Disorders
- Attention deficit hyperactivity disorder (ADHD)
- Anxiety Disorders
- Obsessive-Compulsive Disorder ('OCD')
- Attachment and Trauma

## Sensory and/or Physical

- Hearing Impairment (HI)
- Visual Impairment (VI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)
- Sensory Processing

# Quality First Teaching to meet all needs

## Communication & Interaction

- Word mats/Key vocabulary
- VCOP
- Displays, visual reminders
- Modelling examples
- Talk Time
- Show and Share time in class
- Links are made to previous learning
- Verbal instructions clear, one at a time, opportunity for pupils to repeat
- Key words highlighted
- Partner Talk
- Good listening prompts
- School Speech and Language Therapist weekly

## Cognition & Learning

- Writing frames
- Differentiated success criteria
- Coloured overlays
- Different pens
- Alphabet arc
- Multi sensory Phonics games
- Maths- number squares, lines, vocab, equipment
- Commonly needed information displayed- days of the week, months of the year
- Task management prompts
- Spelling aids- word mats, dictionaries, spell checkers
- Little Wandle Catch Up

## Social, Emotional & Mental Health Difficulties

- Achievable targets
- Being consistent
- Differentiated success criteria
- Time to talk to the teacher
- Team points, certificates, HT stickers
- Quiet area in the class
- Independent workstations
- Visual timetables
- Now/Next prompts
- Check in/Check out books
- Nurture in the class room
- Home/School link book
- School Play Therapist
- Access to Nurture Provision
- Beacon Behaviour Support - SLA

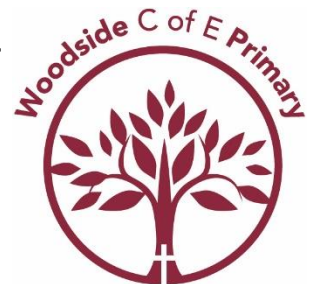
## Sensory and/or Physical

- Sloping boards
- Different pens/pencils with grips
- Spring loaded scissors
- Sitting arrangements in the class- good posture, footrests, seat wedges etc.
- Quiet area in the classroom
- Dough Disco/Gym interventions
- Health Care Plans
- Risk assessments for physical needs
- Fine and Gross motor resource boxes in every classroom
- Snack boxes
- Regular breast breaks
- Equipment changes and support
- School Occupational Therapist termly



# ***Support available for children with SEND at Woodside***

- Our teachers adapt what they are teaching or the way they are teaching to help children learn and progress in the best way possible. Staff have received training Quality First Teaching and they use this as part of their practice within the classroom.
- Extra support can be given in a small group by the teacher or a learning support assistant. This kind of support is provided in the classroom.
- Extra support can also be given to children by an adult for short times during the day, or over a week to support them to learn specific skills.
- Children with special educational needs and /or disabilities will often have individual learning plan targets that show what they need help with.
- The school will seek advice from a specialist support teacher or other professionals if required.



# *Staff Training for SEND pupils*

*In line with the Code of Practice, all staff at Woodside are involved in supporting pupils with special educational needs, disabilities and medical needs, so we make sure that staff have training to help them do this.*

*Our SEN Team and Educational Psychologist provides the school with specialist support, training and advice.*

*Recent training in school has included:*

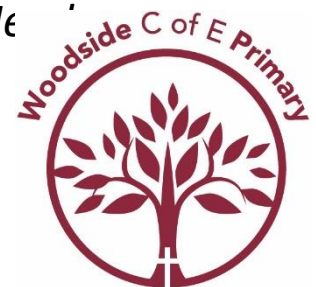
- Speech and Language WELCOMM training*
- Beacon Behaviour 360 CPD*
- SCERTS training*

*Mrs Johnson – Headteacher also delivers training to staff on SEN support , strategies and advice.*

*Mrs Johnson has a Post Graduate qualification in Special Education Needs accredited by the University of Birmingham –December 2016.*

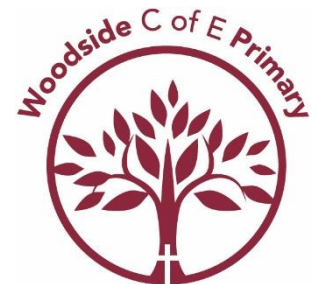
*Mrs Day is studying a Level 4 qualification in supporting SEND pupils-  
July 2023*

*Miss Orgill is studying NPQSESCO – September 2024*



# *How will teaching be adapted for my child with SEN?*

- Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained staff will provide support through one to one or small group work.
- Specific resources and strategies will be used to support your child to enable them to make continuous provision from their individual starting point.
- Planning and teaching will be adapted on a daily basis, if needed , to meet your child's learning needs.



# *How we involve children in decisions?*

We aim for all children in our school to have a voice about what happens in their school. For children with Special Educational Needs we use a variety of strategies to support this including:

Involving the children in setting, agreeing and reviewing their own targets

Using Self and Peer assessment at the beginning and end of learning

Allowing choice based star differentiated activities to ensure children are challenged

Ensuring the children have opportunities to work with a range of children

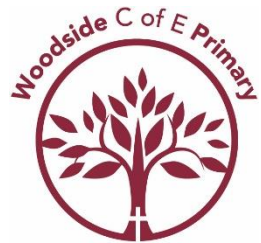
Ensuring the children have a designated adult- key worker to go to if they need help educationally, socially or emotionally

Providing opportunities to become involved in the School Council and other Pupil Leadership groups

Using personalised behaviour charts where appropriate

Providing visual timetables in all classrooms

Providing prompt cards to enable the children to experience greater independence



# ***What support do we offer parents of children with SEN?***

As part of our open door policy the class teacher is regularly available to discuss your child's progress or any concerns.

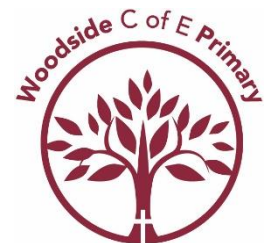
The SEN Team or Headteacher are available to meet with you to discuss your child's progress or any concerns/worries you may have.

As far as possible, whenever an outside professional has worked with your child in school we will invite you in so that you can discuss the outcomes.

Your child's provision will be reviewed with your involvement each term.

Homework will be adjusted to meet your child's individual needs.

We can support liaison with the SEND parent partnership service and we always advertise any meetings in the local area that are held by outside agencies for parents/carers of children with special education needs and/or disabilities.



# Transition

***We aim to make times of transition as easy as possible for the children in our school.***

***If appropriate, when starting at our school we:***

Meet with the child and their parents/carers to talk about their needs and answer any questions about our school.

Carry out home visits and visits to Nursery/Pre School settings.

Read reports from people who have worked with the child.

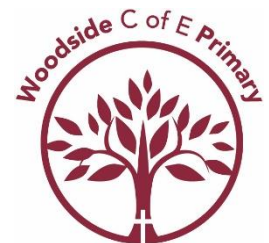
Arrange visits to our school so the child gets to experience it before they start properly.

***Based on needs, when moving to a new year group we:***

Introduce the child to their new teacher and learning support assistant during transition day and transition weeks at the end of the summer term. Children with additional needs have the opportunity for further visits to see new teachers and classrooms as and when needed.

Hold a Transition Afternoon/Evening at the end of the Summer Term so that we can talk to the child and their family and answer any questions they may have about the new year group.

Hold transition meetings between teachers to pass on key information and targets that will ensure a smooth transition can take place.



# A partnership approach

*The school will try to involve your child in decisions about their learning.*

*Here are the things we do at Woodside to make sure your child is listened to and involved in decision making:*

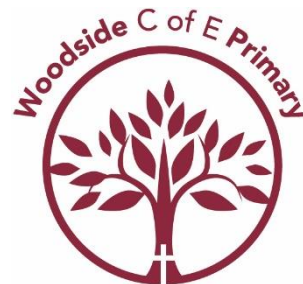
'Open door  
policy'  
children can  
speak to any  
member of staff

Being involved in  
learning  
conversations  
and target  
setting



**Our Voice**

**Pupil Leadership**







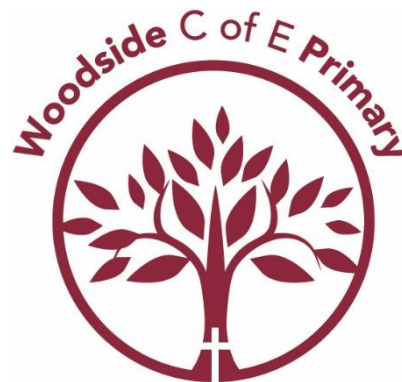
# A partnership approach

*Here are some comments made by our children about the support they have received.*

'Mrs Wheller helps me with my reading and I now feel more confident.'

'I love attending with nurture with Mrs Day, it helps me to manage my emotions better.'

'Lunch club supports me at lunch times when I find playing with others and the noise of the dining hall tricky.'



# Governing Body – LAB Involvement

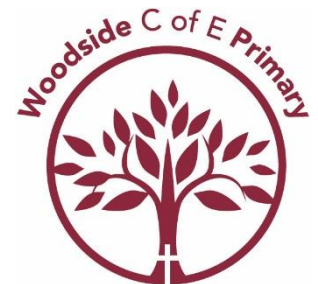
Our school SEN Local Academy Board Member is:

**Shaun Eaton**

## **The Local Academy Board work together to :**

Challenge the Headteacher and Inclusion Team regarding the provision for and the progress of children with any additional needs.

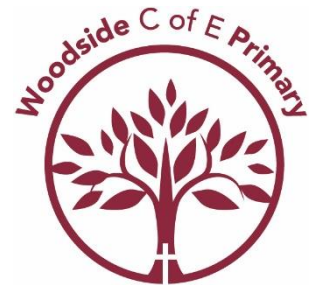
Complete pupil voice and book scrutiny monitoring for children with additional needs, to ensure the provision is enabling them to make the progress they are capable of.



# What can parents/carers do if they are not happy?

If you have a complaint about the school's provision for your child which cannot be resolved with the class teacher or the Inclusion Team, please contact the Headteacher and we will do everything we can to address the issue.

*Mrs N Johnson, Headteacher*



# Warwickshire Local Offer

By law, Warwickshire Local Authority has to provide information on a website detailing all services available in Warwickshire for children with Special Educational Needs and Disabilities. This information is called The Local Offer and can be found at:

***[www.warwickshire.gov.uk/send](http://www.warwickshire.gov.uk/send)***

