






## SEND Information Report 2023-2024

At Woodford Primary School, we have high aspirations for every child regardless of their need. We strive to provide an environment where all children have access to a high-quality curriculum where they can develop knowledge and character so that they can be the very best version of themselves. We aim to give all children the best teachers, the right provision and the right curriculum to enable to reach their full potential. We pride ourselves on building strong relationships with all children and will use our best endeavours to meet the needs of all children through adaptive teaching.

This report answers some of the most commonly asked questions linked to the provision of special education

### Who are the key adults involved with SEND provision at Woodford?

All teachers are responsible for the children in their class who have SEND needs and should be the first port of call should you have a question.

SENCO - Special Educational Needs Co-ordinator Miss Danielle Ritchie <a href="mailto:danielle.ritchie@wps.plymouth.sch.uk">danielle.ritchie@wps.plymouth.sch.uk</a> Release time: Thursday and Friday	
Headteacher Mrs Katie Patrick <a href="mailto:katie.patrick@wps.plymouth.sch.uk">katie.patrick@wps.plymouth.sch.uk</a>	
Parent Support Advisor Mrs Anita Milbourn <a href="mailto:anita.milbourn@wps.plymouth.sch.uk">anita.milbourn@wps.plymouth.sch.uk</a>	

### Roles and Responsibilities of the SENCO

The SENCO has day-to-day responsibility for the operation of SEN policy (<https://www.woodfordprimary.co.uk/page/?title=Policies&pid=16>) and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans. The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching. (SEND Code of Practice, 2015).

### What is SEND?

'A child or young person has SEND (Special Educational Needs and Disabilities) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post16 institutions.'

(SEND Code of Practice 2014)

There are four broad areas of need outlined in the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

How does Woodford Primary School identify if your child has special educational needs?

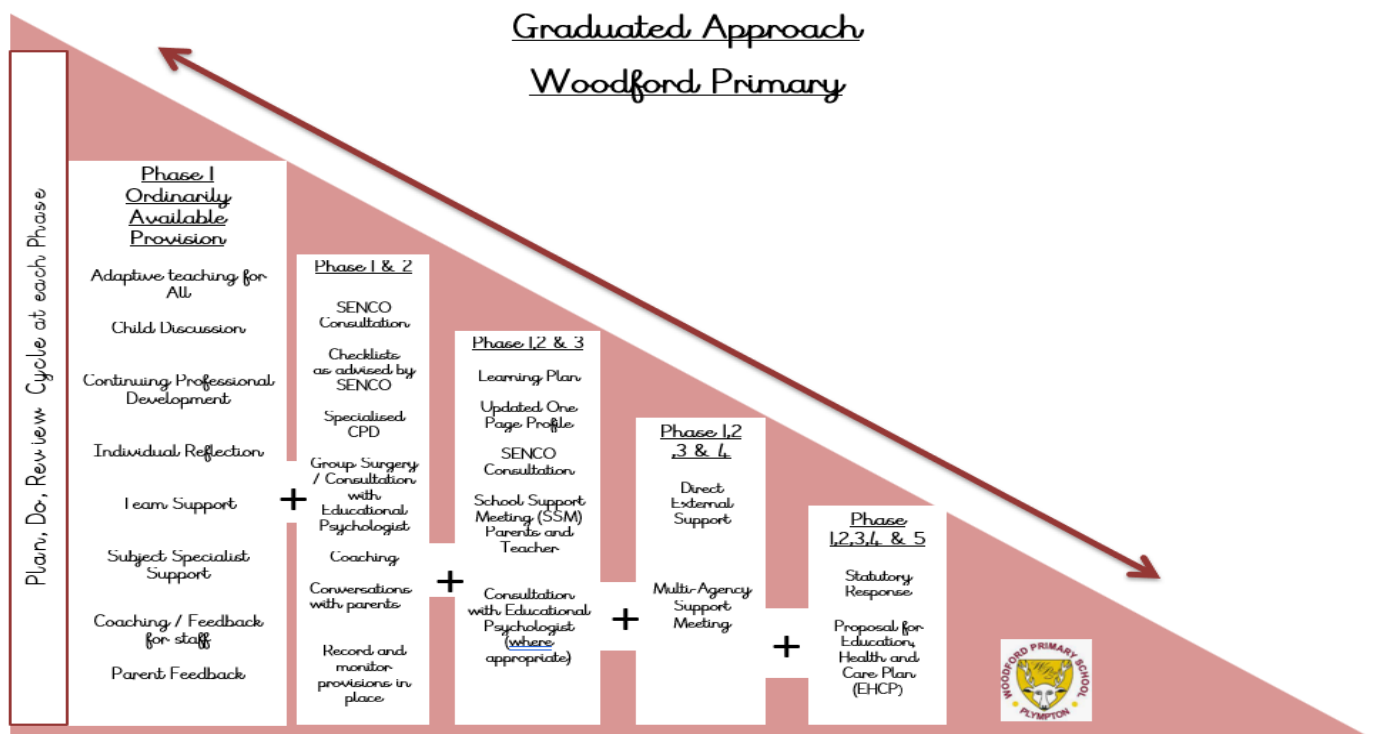
- Knowing your child and understanding them as a person.
- Your child's attainment and progress is tracked throughout the year.
- Teachers can complete a 'raising concerns' form if they do not feel that a child is making the expected progress or if they have concerns around any of the 4 areas of need.
- Learning and Progress Reviews are held across the year between the class teacher, headteacher and SENCO. These are used to ensure that children are on track to make their expected progress.
- Concerns can be raised by the teacher, parent or child.



We assess the children in a range of ways throughout the year including: formal assessments, observations and marking of books.

How are children with Special Educational Needs supported at Woodford?

Figure 1 – Woodford Primary School's Graduated Approach

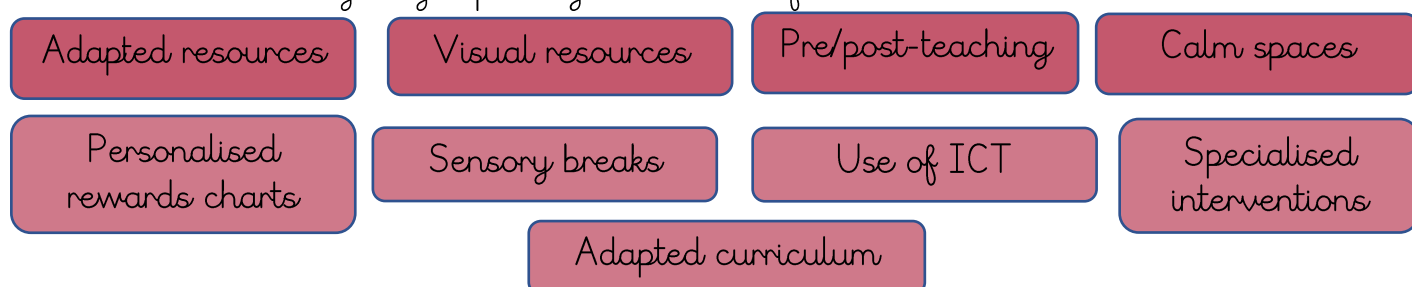


- High quality teaching and learning for all children.
- Adaptive teaching.
- Pre-teaching.
- Specialist teaching interventions.
- Emotional support through ELSA, Learning Mentor or Wellbeing Team.
- Parent Support Advisor to support families.
- Visual resources in the form of visual timetables, now and next boards or adapted resources for lessons.

- The learning environment is adapted for children with physical needs and advice for this is sought from the outreach specialists. More information can be found on our accessibility policy <https://www.woodfordprimary.co.uk/page/?title=Policies&pid=16>
- Children who are at Phase 3 of our Graduated Approach will have a learning plan in place to support with specific targets and provisions.
- Rainbow Room lunchtime provision to support with social and emotional needs.
- Working partnerships with parents and carers.
- Educational Psychologist through the Multi Agency Support Team works closely with staff and leaders.
- Investment in other support through the Multi Agency Support Team such as learning mentors, family support workers, art therapists and counsellors.
- Close working relationships with external agencies.
- If a child has significant learning needs, then an Education and Health Care Plan (EHCP) might be applied for.

### What provision can be put in place in the classroom to support children with SEN?

Here are some strategies that might be used to support children in the classroom. It is important to note that these may vary depending on the need of the child.



### What external support can be accessed at Woodford Primary School?

We work with a wide range of external agencies to meet the needs of all children, these can include:

- ✓ Local Authority - Plymouth City Council
- ✓ School Nursing Team
- ✓ Communication and Interaction Team
- ✓ Advisory Teachers
- ✓ Multi Agency Support Team
- ✓ CAMHS
- ✓ Local Secondary Schools
- ✓ Local Pre-Schools and Nurseries
- ✓ Child Development Centre

If your child has external agencies working to support them, then the school would host a Multi-Agency Support Meeting (Phase 4 of Graduated Approach) meeting to discuss the needs, provisions and next steps for your child. This can also be known as a Team Around Me (TAM).

### How are parents of and pupils with SEND supported and encouraged to share their views at Woodford Primary School?

- Children complete an updated 'One-page profile' at each review of their learning plan.
- Parents will be contacted by their child's class teacher to review their learning plan and discuss the next targets.
- Learning plans will be shared through Provision Map (Edukey) and parents will be welcomed to make comments on their child's Learning Plan.



- Coffee mornings/afternoons will be held for parents of children with SEN.
- Where appropriate children will be invited to meetings that are for them so that their voice can be heard.

Figure 2- SEND Review Cycle 2023-2024

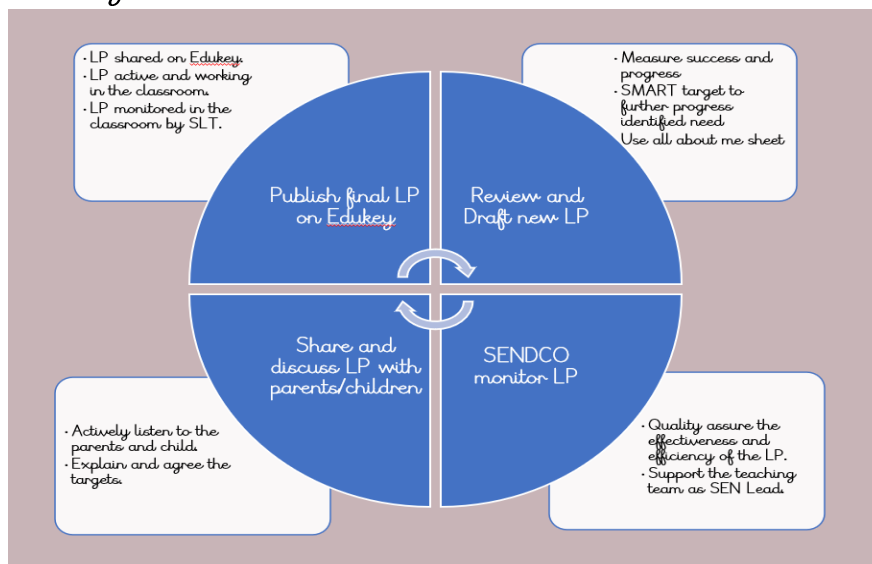
#### Timeline 2023-2024

AUT LP Cycle  
18.09.23-06.10.23

SPR LP Cycle  
04.12.23-05.01.24

Sum LP Cycle  
11.03.24-19.04.24

End of Year 08.07.24



#### How are children with SEND supported as they join and leave Woodford Primary School?



- Pre-schools and nurseries make contact with the SENCO and Early Years team in Summer term if they believe that a child would benefit from an enhanced transition.
- Meetings with parents, SENCO and teacher might take place if appropriate.
- The SENCO and/or teacher may visit a child in an early years setting if appropriate.
- Multi-agencies may attend transition meetings if appropriate.



- The SENCO will indicate to receiving secondary schools if they believe that a child will require an enhanced transition.
- Secondary schools offer packages of enhanced transitions which they discuss with SENCO to discuss which children require this.
- In some cases, the secondary school SENCO may be invited to multi agency support meetings for children in Year 6 to support with transition.
- Year 6 teachers will spend time helping all children with the transition from primary to secondary.

#### What training in SEND do the staff at Woodford Primary School have?

Danielle Ritchie - SENDCO	National Award of Special Educational Needs Co-ordination Senior Mental Health Lead - Trauma Informed Schools UK
Katie Patrick - Headteacher	Senior Mental Health Lead - Trauma Informed Schools UK STORM assessment Mental Health and Wellbeing Bronze Award
Simon Rose - Deputy Head	Trauma Informed Schools UK Diploma
Anita Milbourn	St Luke's Bereavement Emotional Literacy Support (ELSA)
Teachers and Teaching Assistants	Trauma Informed School UK Precision Teaching Understanding PACE (Playfulness, Acceptance, Curiosity, Empathy) Maximising Use of TAs EEF research

### Where can I find more information?

To find more information on how Woodford Primary School support children with SEND, please visit our website <https://www.woodfordprimary.co.uk/> to view our SEND Policy.

To find more information on Plymouth's Local Offer and the support they provide please visit <https://www.plymouthonlinedirectory.com/article/182/SEND-Local-Offer>

For advice and support for parents, please visit the PIAS website:  
<https://www.plymouthias.org.uk/>

A guide for parents and carers: <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

### What should I do if I would like to feedback about the provision for SEND?

We really hope that we can work together to create the best possible learning environment for your child. However, if for any reason you are unhappy about the provision in place for your child, please follow these steps

- 1) Speak to your child's class teacher
- 2) Speak to the SENCO or Headteacher
- 3) If you do not feel that your feedback is being listened to, then please visit our website for our complaints policy

<https://www.woodfordprimary.co.uk/attachments/download.asp?file=362&type=pdf>

### Appendix I

ADHD	Attention Deficit and Hyperactivity Disorder	LP	Learning Plan
ASC	Autistic Spectrum Condition	MASM	Multi-Agency Support Meeting
CAMHS	Child and Adolescent Mental Health Service	MAST	Multi-Agency Support Team
COP	Code of Practice	SALT	Speech and Language Therapy
EAL	English as an Additional Language	SEND	Special Educational Needs and Disabilities
EHAT	Early Help Assessment Team	SENDSCO	Special Educational Needs and Disabilities Co-ordinator
EHCP	Education, Health and Care Plan	SSM	School Support Meeting
EP	Educational Psychologist	SpLD	Specific Learning Difficulty
LA	Local Authority	VI	Visual Impairment