



Woodrow First School
Special Educational Needs Information Report To Parents
2024 -25



Woodrow is a First and Nursery school and we admit pupils from 3 – 9 years old. Woodrow has a nurturing ethos throughout school.

How does the school know if my child has Special Educational Needs?

There are lots of ways we can identify if a child needs some extra help. These may include:

- Information from parents and children
- Information from external agencies including health professionals e.g. Speech and Language Therapist, Nurseries, Community Paediatricians
- Judgements against National Curriculum assessments
- Teacher assessments of progress
- Observations
- Standardised assessments e.g. language link, Boxall profile, dyslexia or dyspraxia pathways

What should I do if I think my child has Special Educational Needs?

If you are concerned with any area of your child's learning or development, firstly speak with their class teacher. They will be able to talk through your concerns and then seek the appropriate support if necessary.

If your child is starting Woodrow First School in Nursery or Reception you will have a home visit from school staff. This would be an ideal opportunity to share any concerns you may have.

You can also speak with Mrs Williams and Miss Davies; Special Educational Needs Co-ordinators, Mrs Taylor; Pastoral Support Worker and Mr R Kieran; Head teacher.

How will I know how my child is getting on at school?

We believe working in partnership is the best way to support children. It is very important that you are kept fully informed about your child's progress.

This may be done through:

- Parents Evenings
- Parent / teacher discussions, phone calls etc.
- Communication books / diaries
- Annual school report
- Termly target review meetings for children with SEN Support needs

How will school help me support my child's learning?

Your child's class teacher can offer practical ways that you can support your child at home. If your child is on SEN Support they will have an Individual Provision map with targets. If they are not identified on the SEN Register but they have additional needs, they may have a Pupil Passport which sets out strategies to be used in the classroom. These will be discussed with you on a termly basis with suggestions as to ways you can support them at home.

School offers a variety of other ways to help you support your child including:

- Informal discussions with school staff
- Sharing books are sent home
- Parent workshops / Family Learning Groups in Nursery and Reception
- Home activities

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

The school provides high quality teaching within the mainstream classroom for all the pupils as the most important part of its provision.

This would include:

- Differentiation and personalisation matched to the needs of the pupil e.g. resources, visual timetables, task management boards
- Appropriate 'next steps' identified for each child
- Teaching Assistants to support learning
- The children's voices influence the curriculum and their learning
- The curriculum takes into account the interests of the children
- There are a variety of learning opportunities outside the classroom

How are the school's resources allocated and matched to children's special education needs?

We aim to make sure that all children with Special Education Needs are provided for to the best of the school's ability with the available funds.

External professionals e.g. Speech and Language Therapist and Educational Psychologist are employed to come in to school on a weekly basis to support staff and to create individual programmes for children with a significant need.

We have a team of highly trained teaching assistants and part of their role is to deliver support programmes designed to meet the needs of groups or individuals.

How will the school decide about the type of support my child is given?

The class teacher and SENCO will discuss your child's needs with you. If external professionals are also involved their input will also be taken into account when deciding on the type and amount of support to be implemented.

Different children will require different levels and types of support in order for them to reach their full potential.

How does the school judge whether the support has had an impact?

The school evaluates and reviews its provision maps on a termly basis to ensure their effectiveness.

Parents will be invited to the review meeting and be fully involved in the reviewing and setting of new targets.

Children will be taken off SEN Support when they have made progress against their targets and the need for additional support is no longer needed.

The SENCo reports to the Governing Body on the provision and its impact. The SEN Governor also meets regularly with the SENCo.

How will my child be included in activities outside the classroom and school trips?

All children are encouraged to play a full and active part in school life at Woodrow. Arrangements are made wherever possible to allow active participation in after-school clubs and school visits. Additional staff may accompany pupils in order for an individual's specific needs to be met enabling them to access the activity. Risk assessments are carried out and procedures put in place to ensure the safety and well-being of all.

What support will there be for my child's overall well-being?

We have a caring and nurturing ethos and are an inclusive school. This is very clear in the way staff listen and talk to children. As a nurturing school our vulnerable children are known to staff.

In addition:

- Woodrow employs a Pastoral Support Worker / Educational Welfare Officer to support parents and pupils
- School offers a free breakfast club from 8.00am daily which is currently full and has a waiting list
- Learning in the outdoor environment is an integral part of the school curriculum
- An all-weather track has been built on the school field which children access on a daily basis to encourage physical activity and to provide movement breaks
- All classes have PSHE (Personal, Social and Health education) delivered as part of the curriculum
- Playtime and lunchtime support through planned activities and groups
- Playground Leaders from Year 4 working with Key Stage 1 children at lunchtimes

What training have the staff supporting SEND had or what are they having?

- A Speech and Language therapist is employed by school to work alongside teachers, TAs and children 1 day a week
- An Education Psychologist is employed by school to work alongside teachers, TAs and children 1 day a week
- Advice is available from additional external agencies if required e.g. community paediatrician, CAMHS, school nurse
- Staff delivering SEN support programmes have received relevant training for their area of delivery
- SEN training is planned into the school calendar of staff meeting and training days
- All permanent teaching staff have received Positive Physical Intervention training to safely support children who are demonstrating unsafe behaviours (these incidents are always recorded and very rare).

How accessible is our school, both indoors and outdoors?

All of the school is on one level with wide doors for access making it easily accessible and easy to move around. We have a large bathroom area with a shower, toilet and electric hoist. There is also an electric hoist at the school's swimming pool. If a child enters the school with a specific health need then the school will endeavour to ensure that these needs are met. Relevant staff in school have had training in meeting the needs of children who are hearing impaired making learning accessible to them. The new building in the grounds has been designed to be fully accessible to all children and adults.

How are parents involved in our school? How can I get involved?

Parents are encouraged to play an active role in school life and there are a number of ways this can be achieved:

- Volunteering in school after a successful DBS check has been completed
- Parent governors
- Parental questionnaires
- Parent workshops e.g. phonics, Family Learning
- Parent's evenings
- Informal discussions – school has an Open Door policy
- Meetings with external agencies when requested e.g. Speech and Language
- Attendance at celebratory events e.g. assemblies

How will my child be able to contribute their views?

We understand and fully support the voice of the child in their education. Children receiving SEN Support will evaluate their learning as much as possible and review their progress. They will be encouraged to contribute to the next steps of their learning with the support of a member of staff.

What specialist services are available or can be accessed by the school?

School has access to and purchased support from a variety of external agencies.

These include:

Learning Support Team
Education Psychology Service
Speech and Language Therapy
Children and Adolescent Mental Health Service
Behaviour Support Team
Visual/Hearing Impairment Support Team
Pastoral Support
Targeted Family Support
Early Intervention Family School
Parenting Groups
School Nurse

How will the school prepare and support my child when joining the school and transition?

We understand that transition can be very difficult for parents and children and therefore we do our utmost to put into place as much support as possible for a successful transition. This could be from class to class or to a new school.

This may include:

- Home visits for children starting Nursery or Reception
- Use of Early Years Transition Toolkit to support transition from Nursery to Reception
- 2 Transition sessions to meet the teacher and TAs for the following year (where this is possible)
- Pictorial transition books
- Year 4 transfer - Middle school Transition days and extra day where necessary with TAs from Woodrow
- 6 week transition programme for children who need additional preparation
- Our SENCO meets with Middle School SENCOs

Who can I contact for further information or complain about SEN issues?

The first point of contact should be with your child's class teacher.

We are always happy to arrange a meeting with the SENCos – Mrs Williams, Miss Davies or the Head teacher Mr Kieran.

Complaints about the management of SEN

In the first instance any concerns regarding the provision of SEN should be made to the Head Teacher. If the complainant feels that their concerns have not been addressed, in keeping with school policy, a complaint about the organisation, management and provision for SEN must be made in writing to the Chair of Governors Mr. Reg Moore. A copy of the complaints procedure is available at the school office.

Further Information for parents: Local Authorities are required to publish a 'Local Offer' which sets out in one place information about the provision that is available for children and young people who have special educational needs in the authority.

Parents can find the Local Authorities Local Offer at:

<https://www.worcestershire.gov.uk/sendlocaloffer>

Useful contacts:

Worcestershire SENDIASS 01905 768153

<https://www.hwsendiass.co.uk/>

This report was reviewed by the SEND governor.