



Woodthorpe Primary School

Special Educational Needs & Disability (SEND) Information Report

1	What kinds of special education needs are provided for?	<p>Currently we provide for children with a diagnosis of Autism Spectrum Disorder (ASD) Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD), Speech and Language and Communication difficulties, Cognition and Learning Difficulties, Social, Emotional and Mental Health Difficulties. We also provide support for children with Visual Impairment, Hearing impairment, Physical and Medical disabilities.</p> <p>We also have a number of children who are being assessed for additional needs but do not yet have a diagnosis.</p>
2	How does the school identify children with special educational needs?	<p>Every child has their progress closely monitored through regular pupil progress meetings and frequent consultation with parents. Through this we are able to identify additional needs that a child may have and can seek out specialist assessments using the outside agencies that support our school e.g. Speech and Language Therapy Service, Educational Psychology Service, Autism Team, Learning support etc. as appropriate to the child. Concerns from parents are discussed and recorded and the child monitored further by the Special Educational Needs Coordinator (SENCO) following the graduated response approach. All parental concerns are acted upon.</p> <p>Some children arrive at Woodthorpe School with their SEN needs already identified from their previous setting. The SENCO will liaise with the previous setting to ensure that the relevant information has been shared so that the best transition and support can be put in place for the child.</p> <p>The named SENCO at Woodthorpe School is Mrs Jay Oliver. She can be contacted on 0114 239 9167.</p>
3	How many children in the school have special educational needs?	<p>SEN Support – There are currently 90 children with SEN Support status.</p> <p>There are currently 7 children with an EHCP.</p>
4	What are the arrangements for consulting parents of children with SEN and involving them in their child's education?	<p>All children with SEN have 3 reviews per year where we discuss with parents the progress their child has made against previous targets set and together set new targets. We strive to include parents view points</p>

		<p>and preferences when setting these targets and will sometimes create a My Plan for individual children, where this is felt to be appropriate</p> <p>We use One Page Profiles for some children, which include parent's views on how they would like their child to be supported, as well as the things that are important to their child. All parents have additional parent's consultation times through the year and are welcome in school at any time to discuss their child. Further information about SEN is also shared on the Woodthorpe Primary School Website.</p>
5	What are the arrangements for consulting young people with SEN and involving them in their education?	We use the Sheffield Graduated Approach, and include children's views, in the one page profile, on how we can best support them in school.
6	What are the arrangements for assessing and reviewing children's progress towards outcomes?	We follow the graduated response (as detailed in the SEN policy 2020) where we assess, plan, do and review the programme for each individual child, increasing or decreasing the SEN support as determined by their progress. Sheffield Support Grid (SSG) is used to help identify a level of need & provision in which to support the need of child
7	How many children have met the exit criteria and no longer need this support?	SEN is a very transient state; some children may need support for their entire time at Woodthorpe Primary School. Some may make good progress so that their attainments are in line with their peers and no longer require SEN support. We liaise with parents to decide whether SEN is to be continued.
8	What are the arrangements for supporting children in moving between phases of education and preparing for adulthood?	<p>For children with SEND the SENCO will endeavour to attend transitional reviews to gather as much information about the child as possible and will pass this information to all relevant school staff to help prepare for the child's needs.</p> <p>If appropriate, school staff will meet with outside agencies that are involved with the learner. Learners are prepared to move onto Secondary School following a bespoke transition programme, which can be amended to suit individuals and their SEND.</p>
9	What is the approach to teaching children with SEN?	<p>We strive to be as inclusive as possible at Woodthorpe Primary School and treat each child as an individual, taking into account their specific needs. Class teachers ensure that they plan their lessons carefully with activities that children with SEN can access.</p> <p>Differentiation, where the learning is adapted to meet every learners needs, can be done in a variety of ways. This includes different learning activities, access to specific resources and on some occasions an increased level of adult support etc. Some children with SEN receive learning through interventions and this can be on-going or for a block of support.</p>

		Class teachers are involved in the SEN reviews and feed their professional advice into the targets set for each child.
10	What adaptations are made to the curriculum and learning environment of children with SEN?	<p>The SENCO and class teacher, together with parents, plan the education programme for a learner with SEND, following the advice and recommendations from any supporting outside agencies and with reference to the Sheffield Support Grid. These programmes are overseen by the Headteacher. The programmes are closely monitored and updated as necessary</p> <p>The school ensures that all lessons are appropriately differentiated so that the curriculum meets the needs of all learners with SEND.</p> <p>We endeavour to make all reasonable adjustments to the school's routine to support our learners with SEND. We can provide a range of activities to learners with SEND in addition to those available through the curriculum, e.g. fine motor skills group, gross motor skills group or booster interventions in literacy and numeracy</p>
11	How does school ensure that staff have the relevant training to support children with SEN?	<p>Woodthorpe Primary ensures that all staff has access to a variety of training over each school year.</p> <p>We invite specialists into schools to support and train staff on an on-going basis and utilise information from parents about how they would like their child to be supported.</p>
12	How does the setting evaluate the effectiveness of its provision for learners with SEN and how often does it do this?	<p>We refer closely to the Sheffield Support Grid that is now in place to ensure that we are doing everything expected for individual pupils.</p> <p>SEND governor will meet with SENCO on a termly basis to discuss effectiveness of SEN provision in school.</p> <p>Report will be sent to Full Governing Body on a termly basis.</p>
13	How do you ensure learners with SEND are included in non-classroom based activities?	<p>Activities that are fully accessible to learners with SEND are arranged in school so that every learner with SEND can be included.</p> <p>Close consultation with parents when planning trips and activities is sought and school can assist learners with SEND to access trips and activities in a variety of ways, e.g. providing additional adult support when necessary.</p> <p>Where necessary school will make physical adaptations to allow learners with SEN to be included.</p>
14	What support is available for improving social and emotional development?	<p>At Woodthorpe we use the Boxall Assessment to assess and plan for a child's social emotional and mental health needs. We will liaise with the necessary professionals and use this advice to support the child.</p> <p>This could be regular timetabled sensory breaks, sensory circuits and bespoke packages to suit the individual child.</p>

15	How does the school involve other agencies in meeting children's SEN and supporting their families?	Each child's needs are managed on an individual basis, with school involving other agencies as and when appropriate. School has excellent links with a wide range of professionals including the Multi Agency Support Team (MAST) who offer a wide range of support to families. We involve other agencies in agreement with parents and in line with the graduated response.
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