

Woodham Burn Community Primary School



SEND Information Report

Welcome to our SEND information report which is part of Durham County Council's Local Offer for children and young people with Special Educational Needs and Disabilities. All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the SEND policy.

What is the local offer?

The Local offer will be published on the Durham Families Information website at www.countydurhamfamilies.info/localoffer

General information.

Admission

arrangements Policies:

SEND

Equality

Anti-bullying

Complaints

Accessibility plan

Copies of all policies can be found on the school website.

Who can you contact if you want to know more?

If you would like to know more about what we offer at Woodham Burn Community Primary School, please contact us on 01325 300230, or email us on woodhamburn@durhamlearning.net

Associate Head teacher – Mr Kieran Pavey

SENCO – Mrs Fiona Anderson

SEND Governor – Mrs Tracy Roberts

Pastoral Manager – Mrs Karen Robinson

What pastoral, medical and social support is available for my child with SEND?

At Woodham Burn Community Primary School we consult with a wide range of agencies and partnerships to ensure the pastoral, medical and social needs of SEND children are met.

In school a variety of strategies are used to support SEND children including, skilled teaching assistants to support in class and out of class learning, Pastoral Manager, Story links, Therapeutic story writing, PHSCE Curriculum, School Council, Breakfast Club, and Counselling.

Our Out of school club provides excellent wrap around care from a child's 3rd birthday until their 13th birthday. Out of school staff, liaise with school if needed and will ensure that your child feels safe and their individual needs are catered for.

www.woodhamburnoutofschoolclub.co.uk

Statement of intent for promoting equality.

At Woodham Burn Community Primary school we aim to offer a wide and varied range of learning experiences to all our children, whatever their ability or needs. We want all our children to feel that they are a valued part of our community and we have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation by:

- providing a secure and accessible environment in which all our children can achieve their full potential and in which all contributions are considered and valued;
- providing an appropriate curricular provision, that respects the fact that children:
 - have different educational and behavioural needs and aspirations;
 - require different strategies for learning;
 - acquire, assimilate and communicate information at different rates;
 - need a range of different teaching approaches and experiences;
- including and valuing the contribution of all families to our understanding of equality and diversity;
- improving our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; and
- making inclusion an integral part of the whole school day that runs through all of our activities

SEND provision and areas of need

To support us to identify areas of SEND, at Woodham Burn Community Primary School we follow the guidance in the governments Special Educational Needs and Disability Code of Practice: 0- 25 years, that came into force in September 2014.

A child or a young person has a SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her that 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 he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age or
- Has a disability that prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

4 areas of need:

There are 4 areas that cover the range of needs that should be planned for. The purpose of identification is to work out what action school needs to take to support individual needs.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and or physical needs.

At Woodham Burn Community Primary School, we support 1 child whom has an Education, Health and Care Plan. We also support fifty to sixty other children on the SEND register. All staff at the school have a wide range of experience at managing a wide range of individual difficulties. We work as team and between us we are able to provide the support that all pupils require to feel secure and make progress.

How do we support your child?

At Woodham Burn Community Primary School, we are committed to creating a supportive team to help your child. As their parent/carer we value you as an important member of the team.

We will share your child's progress through:

- Termly SEND meetings to review Support plans and to set outcomes for new support plans.
- 6-8 weekly Team Around the Family Meetings for children who need intensive support.
- Annual Reviews for children with EHC Plans.
- Annual Reports.

If you have any information to share or you need advice, you are welcome to make an appointment to see the SENCO and to discuss your concerns.

Arrangements for consulting young people with SEND and involving them in their education.

How will my child be involved in their own support and development?

It is vital that all children are fully involved in planning and evaluating their own progress.

- Children are involved in target setting, marking and feedback as part of quality first teaching.
- Children review their targets and are involved in the setting of new targets.

Finance

Children with SEND are supported using the school's delegated budget.

Children who have an EHCP may have additional funding allocated to them to assist the school in delivering appropriate provision to meet their needs. When this is the case the SENCO prepares a detailed costing plan to ensure that funds are spent in the best possible way. This is shared with parents at any time as well as being discussed at annual review meetings.

Teaching, learning and the

curriculum Foundation Stage

Curriculum

When children first come into school in the reception class they follow a skill and play based curriculum especially designed for the youngest children in school. Children work with their class

teacher and other adults in the classroom and outside areas, also independently, on a series of play-based activities which are designed to stimulate their curiosity and to promote their skills in early literacy and numeracy. The curriculum is divided into seven areas of learning, these being

Prime areas of learning:

- communication and language
- physical development
- personal, social and emotional development

and Specific areas of learning:

- literacy
- mathematics
- science
- understanding the world
- expressive arts and design

The teaching of phonics is a vital part of the foundation stage curriculum. Using a published scheme called 'Read, Write Inc' reception class children are rapidly introduced to the phonic building blocks of the English language in order to promote their swift acquisition of reading, writing and spelling skills. Children are often briefly placed into ability groups for phonic teaching to allow those who need a slower pace to access this whilst allowing those who are moving on quickly to continue to make good progress. At the end of the academic year when a child turns 5, the teacher records each child's development by watching the child playing and in the classroom. The completed assessment is known as the 'early years foundation stage profile'. This is used to help the year 1 teacher plan lessons for the children.

**Curriculum KS1 and 2
Literacy including
phonics**

In Y1 and 2 the curriculum is based on a published scheme, 'Read, Write Inc.' This is heavily phonics based and aims to get all children reading fluently by the end of Y1. Children work through a series of ditties before moving on to read modern and appealing books at their own national curriculum level. As they move through the reading scheme, they are taught the phonetic elements of the English language in a highly structured and rapid manner so that they are able to apply phonic knowledge to both reading and writing from a very early stage. Reading is very important within Key Stage 1 and staff work tirelessly to ensure that children are given many opportunities to read and that reading books are carefully matched to phonic ability. In addition to this, children in year 2 access a reading programme called 'Accelerated Reader'.

With this programme, children read books and then access an online platform to 'quiz' their understanding of the text they have read. The programme provides staff with useful data that can be used to identify areas of strength in reading as well as where children may require further support with their reading and comprehension.

Children in Key Stage 1 are also given regular opportunities to write at length during designated extended writing sessions which take place every week.

By Y2, many children are ready to leave the 'Read Write Inc' programme and to move on to a broader literacy curriculum which is based on a published scheme called Focus English, which incorporates a range of quality texts and opportunities for children to write at length.

In KS2 again literacy teaching is based on Focus English. Grammar and spelling are taught as separate elements of the literacy curriculum.

Children who need extra support in literacy may access additional sessions called interventions where any areas of difficulty are addressed in a one to one or small group situation.

Reading and writing are formally assessed at two points within the school year and the outcomes recorded in children's personal records.

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Mathematics

From Y1 onwards children are taught the requirements of the maths national curriculum using a tailored Maths curriculum that has been devised by our school maths coordinator in consultation with staff. The resources allow for children to develop their understanding of mathematical concepts before further developing understanding through 'mastery' tasks, in which their understanding is embedded.

Where children need further consolidation that cannot be achieved in a classroom setting children may access additional mathematical interventions. These are also offered to more able and talented children to allow them to achieve their maximum potential.

Mathematics is formally assessed at two points within the school year and the outcomes recorded in children's personal records.

Other Curriculum Areas

In addition to literacy and mathematics children at Woodham Burn study all subjects prescribed in the National Curriculum including PE, history, geography, science art and design, computing, design and technology, French and music.

Approaches to teaching children with an identified Special Educational Need and or Disability

High quality inclusive teaching that allows for focussed differentiation to meet the needs of all learners is key. Staff ensure that lessons are fun and engaging and allow for all children to achieve and continue to develop their skills. Where needed, resources are differentiated to meet the varied needs of SEND pupils, including the physical resources for those children with a disability. If specialist resources or equipment are needed to support pupils, the SENCO liaises with appropriate outside agencies to gain advice on the best resources / equipment available and where to source them. Resources and equipment are paid for through the SEND budget.

The SENCO is available to offer advice, coaching and support for any member of staff who is looking to further develop their teaching to meet a range of Special Educational Needs and to ensure that teaching allows pupils with a Special Educational Need and or Disability to engage in activities with peers who do not have an identified Special Educational Need and or Disability. Teaching Assistants are effectively deployed to allow focussed teaching and targeted interventions to take place, so that children may close the gap between themselves and their peers.

How is the effectiveness of provision for pupils with Special Educational Needs and or Disabilities evaluated?

The SENCO monitors provision in the following ways:

- Monitoring Support Plans and the provision they offer

- Monitoring lessons to ensure Support Plans are being followed and the effectiveness of teaching for pupils with SEND
- Book monitoring to see the learning that is taking place
- Termly reviews with the SEND governor to monitor and track outcomes of pupils with SEND

How do we identify and assess children with Special Educational Needs?

Stage 1:

At Woodham Burn Community Primary school, all teachers are teachers of SEND children. All staff differentiate classroom work to meet the needs and abilities of individual children within their class.

Through half termly monitoring of pupil progress by each year group with support from the senior leadership team; any child not making adequate progress is identified for additional specifically targeted quality first teaching, intervention and further support. This will be monitored carefully to assess the impact of the intervention.

Stage 2:

Where progress continues to be less than expected, following specifically planned intervention, the class teacher will consult with the SENCO to assess the child. A meeting with school staff and parents will take place to further discuss the difficulties being experienced, interventions used and what the next steps need to be.

If required, the SENCO, with permission from parents may request an assessment from an outside agency to gather further advice.

The class teacher will then follow the Assess-Plan-Do-Review process to carefully monitor the child's progress, following any advice given from the SENCO or outside agencies. Termly mentoring meetings will allow the opportunity for parents to discuss strategies used and the impact they are having on learning.

Stage 3:

If progress is still limited and difficulties continue a formal meeting will be held with the class teacher, SENCO and parents. With the parents' permission, the child would be placed on the SEND register and will have a SEND Support plan with small, measurable and achievable outcomes to meet individual needs. This register is held by the SENCO and data is used to complete the School Census and administration system.

SEND measures to prevent bullying

Our Anti-Bullying policy is available on the school website and from the school office. It applies to all our children in school, including those with an identified SEND. When individual arrangements need to be made because of a specific need, then this can be done in consultation with the SENCO and / or Head teacher and Pastoral Manager.

Our Pastoral Manager also works alongside staff to advise on and deliver social interventions to support children with managing their emotions and developing their social skills in a range of situations.

Staffing and special qualifications / expertise

At Woodham Burn Community Primary School, we are constantly striving to develop staff expertise through staff CPD (continuing professional development).

We have staff who have undertaken training in the following areas:

- Working with children with Speech, language and communication needs
- Working with children with Autistic Spectrum Disorder
- Working with children with Specific Learning Difficulties (dyslexia)
- Meeting emotional literacy needs through 'Therapeutic story writing'
- Meeting emotional literacy needs through 'Story links programme'
- Meeting emotional needs of our pupils and parents through counselling skills.
- Meeting the needs of children with attachment disorder.

External agencies and partnerships

We have a close working relationship with a wide range of outside agencies to enable us to draw on additional expert advice and support when required. For example:

- Educational psychology service – in school 1 day every 2 weeks.
- Specific learning difficulties advisory teachers
- ASC team
- Paediatric physiotherapy service
- Occupational therapy
- Speech and language
- CAMHS
- School nurse

In addition to accessing professional advice for pupils, we also access advice for parents through:

- Information, advice and support service (formally Parent partnership)
- Pastoral Manager – Mrs Karen Robinson

Compliments and complaints

We are always glad to receive feedback from parents, carers and children about any aspect of our work.

If you have any questions or comments to make, please contact the Head teacher or the SENCO via the school office, write to us using the usual school address or email to:

woodhamburn@durhamlearning.net

f.anderson100@durhamlearning.net - SENCO email contact (Mrs F Anderson)

Formal complaints should be made in accordance with the School Complaints Procedure, a copy of which is available from the school office.

Transition arrangements

Within school, staff ensure that when a child transfers from one key stage to another, that staff discuss the individual needs of that child so that the transition can be as smooth as possible to avoid stress upon the child but to also ensure that staff meet the individual needs of the child.

When children move to a comprehensive at the end of year 6, we also have transition arrangements in place. We have a strong liaison with both Woodham Academy and Greenfield community college. During the Summer term, pupils meet a highly skilled member of staff, who ensures that any transition questions and needs are met.

Useful links www.woodhamburnprimary.durham.sch

www.woodhamburnoutofschoolclub.co.uk

Additional Help

If you require any further information, please do not hesitate to contact

school: 01325 300230