

Woodnewton Academy Trust Offer for Special Education Needs and Disabilities

Parents' and Carers' questions and answers

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1. Who are the best people to talk to at Woodnewton a learning community about my child's difficulties with learning, special educational needs or disability?

- Talk to your child's class teacher about your concerns. If the concern is with a particular subject, you should speak to your child's subject teacher where this differs from their class teacher.
- It is likely that the class teacher will have discussed your concerns with Tracey Bond, the school Special Education Needs Disability Co coordinator (SENDCo). You may wish to arrange a meeting with the SENDCo and can do this via the school office.
- If you continue to have concerns you can arrange to discuss these with Ellen Wallace, CEO or Helen Bushell, **Trust Inclusion Manager**.

SENDCo - Tracey Bond – 01536 265173
traceybond@woodnewtonalc.com

2. How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?

- Your child's class teacher may initially speak to you at the beginning or the end of a normal school day and arrange a further time to discuss their concerns. Alternatively, your child's class teacher may speak to you over the phone about your child's learning.
- A discussion may also take place at a parents' progress meeting if the concern is regarding a particular subject which your child's class teacher does not teach them.
- The SENDCo may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.

3. How will the school consider my views and those of my child with regard to his/her difficulties with learning, special educational needs or disabilities?

- We encourage parental involvement in any support we provide. We believe that it is essential for us to understand your views, as well as the views of your child, in any difficulties they may experience with their learning.
- You will be able to share your views by arranging a meeting with the SENDCo.
- We will always endeavour to respond to your views, and where possible to act upon them.
- If your child has a *Statement* of special educational needs or an *Education, Health and Care plan* (EHCP) you and your child (where old enough) will be able to share your views at the Annual Review.

4. How does Woodnewton a learning community ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?

- At Woodnewton a learning community we believe that your child's learning needs will first be met through the Quality First Teaching delivered by his/her class teacher.
- Regular professional development ensures that staff at Woodnewton a learning community are fully aware of how to cater for a range of Special Educational Needs.
- The SENDCo is in regular communication with teaching staff to make sure that everyone is aware of what Special Educational Needs there are within the school, and how to help support those needs in the classroom.
- The school is able to access training programmes from different organisations, and has an Inclusion Team consisting of a Speech and Language Therapist, Learning Mentor, Behaviour Specialist, Autism Specialist, Teacher for Vulnerable Children, and a Teacher for Dyslexia.
- Individual training can also be arranged when necessary.

5. How will the curriculum and the school environment be matched to my child's needs?

- At Woodnewton a learning community we believe that your child's learning needs will first be met through the Quality First Teaching (QFT) delivered by his/her class teacher.
- We carefully plan our knowledge-rich curriculum to match the age, ability and needs of all children.
- Differentiation is built into all teachers' lesson planning and delivery. The class teacher will adapt lesson planning and teaching to match your child's special educational needs and/or disability.
- Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.
- Assessment points spread throughout the year help teachers to fully understand your child's progress, and to adjust their planning, teaching and feedback accordingly.

6. What types of support may be suitable and available for my child?

This will depend upon the nature of your child's needs and difficulties with learning. Our education provisions match the four broad areas of need as defined in the SEND Code of Practice 2014;

- **Communication and interaction**
- **Cognition and Learning**
- **Social, emotional and mental health**
- **Sensory and/or physical needs**

- At Woodnewton a learning community we have a 3 tiered approach to supporting a child's learning.

QFT– this is the teaching your child will receive from his/her class teacher and may include some very minor adaptations to match learning needs. It also includes ensuring that all teachers are aware of how to match these learning needs, through good communication and training systems.

Level 2–it may be appropriate to consider making additional short-term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four part approach of;

- a) **Assessing** your child's needs
- b) **Planning** the most effective and appropriate intervention
- c) **Providing** this intervention and
- d) **Reviewing** the impact on your child's progress towards individual learning outcomes.

This intervention will be specifically targeted for your child and will either occur as a 1:1 session or with a small group of children. You will be kept informed of your child's progress towards learning outcomes. We may gather evidence from a variety of screening assessments and seek support from outside agencies.

Level 3– it may be necessary to seek specialist advice and regular long-term support from a specialist professional. Woodnewton has an Inclusion Team listed above. Sometimes the school will enlist the services of external professionals, such as Occupational Therapists, Physiotherapist, an Educational Psychologist, or services provided by the Local Authority. The school may need to prioritise referrals to these services. For very small number of pupils access to these specialists may lead to an application for Higher Needs Funding and / or a Request for Statutory Assessment. This in turn may lead to a child leaving an EHC Plan.

The current interventions provided at Woodnewton a learning community are contained in this Local Offer

7. How will you support my child to reach his/her learning outcomes?

- The class teacher and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach these goals. Their progress will be closely tracked, and fed back to parents throughout the year.
- External agencies and specialists may also review your child's progress and adapt their planning accordingly.

8. What is an EHC Plan and who can request one for my child?

The purpose of an EHC Plan is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/she gets older and prepares for adulthood. An EHC Plan will:

- detail the views and aspirations of you and your child,
- give a full description of his/her special educational needs and any health and social care needs,
- establish outcomes for your child's progress,
- specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of agreed outcomes

You, your child (where appropriate and aged 16 and over) and/or the school can request that the local authority conduct an assessment of your child's needs. If the school is making a referral, this will be done by the SENDCo. This may lead to an EHC Plan. Anyone currently with a Statement will have it transferred to an EHC Plan.

9. How will you help me to support my child's learning?

- There may be suggested strategies or activities for you to do at home to support your child's learning. You can discuss these with your child's teacher.
- In addition, we may be able to offer you individual training in specific support strategies relevant to your child.
- The SENDCo / Class teacher may also support you with strategies, resources and ideas for supporting your child's learning at home
- You may have an opportunity to meet with other professionals involved in supporting your child. Please contact the SENDCo to arrange an introduction.

10. How is support allocated to children and how do they move between the different levels of support in school?

- Woodnewton a learning community receives funding which includes funds to support the learning of children with SEND and /or disabilities.
- The CEO and Inclusion Team, in consultation with the Directors, decides the budget for SEND provision on the basis of the needs of the children in school.
- The CEO, Inclusion Team and the SENDCo discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs.
- This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn.

11. How will the school know that the support has made a difference to my child's learning and how can my child and I be included in this review process?

- Your child's progress will be assessed both in terms of his/her regular learning within the class and with regard to specific intervention programmes.
- The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child.
- You and your child will be kept informed and encouraged to be actively involved at all stages of this support.

12. What support will there be for my child's happiness and well-being at Woodnewton a learning community?

- Woodnewton a learning community we believe that the happiness and well-being of all our pupils is paramount. All members of staff take this aspect of school life very seriously.
- You can be confident that your child's Class Teacher, the Teaching Assistants, SENDCo and Learning Mentor are available to provide support to match your child's needs.
- You should also feel free to contact your child's Class Teacher if you have any concerns.

13. How is my child included in all the same activities as his/her peers at school?

- Woodnewton a learning community is an inclusive school and committed to providing equal opportunities for all children.
- School clubs, educational visits and residential trips are available to all children.
- When necessary the school will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities.
- You should also feel free to contact your child's Class Teacher if you have any concerns.

14. How will Woodnewton a learning community support my child in transition stages?

- We liaise closely with the school or nursery your child is transferring from, to ensure we know as much as possible about the support needs of our new pupils. We are able to discuss any individual needs with the relevant teachers and share how best to support your child in school.
- At Woodnewton a learning community we take care to ensure that during transition points (between classes, at the end of each year and at the end of Key Stages) all staff are aware of individual pupils' needs, learning progress and the best strategies to support their learning. This happens through effective use of data, an opportunity for teachers to meet and "hand-over" information about their pupils and strong systems of reporting progress.
- If your child has an EHC Plan, we will participate in and/or facilitate his/her annual review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and be asked to attend the reviews.

15. Who can I contact if I have a complaint about the SEND provision made for my child?

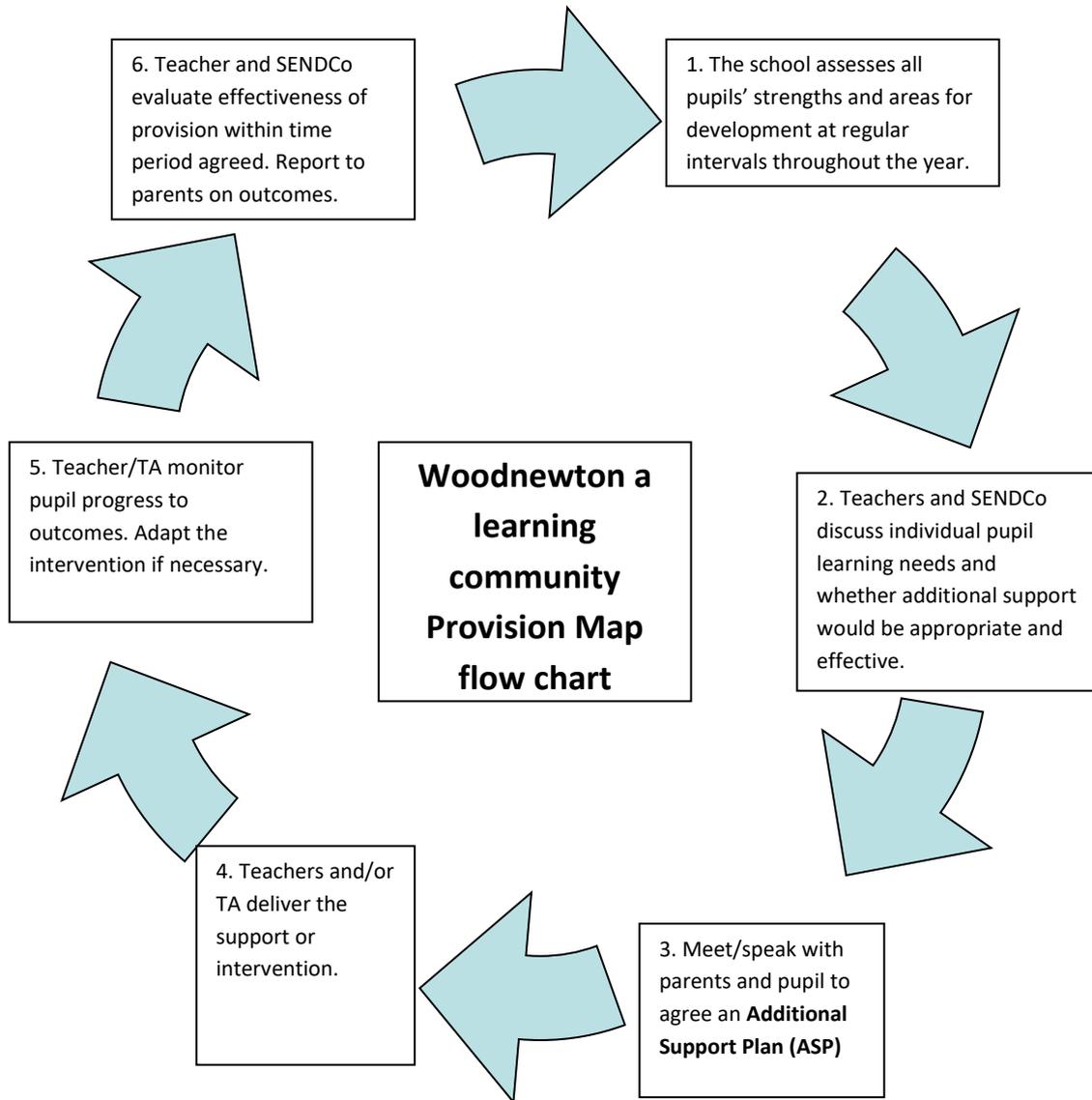
- Initially speak with your child's teacher and/or the SENDCo, Tracey Bond. Hopefully they will be able to address your concerns.
- You can then contact the Key Stage, Vice Principals:
- Julia Kitson, Early Years / Community
- Kate West, Key Stage 1
- Richard Smyton, Key Stage 2
- CEO, Ellen Wallace

16. If I have any other questions about my child's learning while they are at Woodnewton a learning community, who can I ask?

At Woodnewton a learning community we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following in this order;

- The Class Teacher
- The SENDCo
- The Vice Principals
- The CEO

Woodnewton a learning community Provision Map



Roles and Responsibilities at Woodnewton a learning community

- **Class Teacher** - the person responsible for teaching your child for most subjects.
- **Specialist Teacher** - a member of staff who specialises in one particular subject.
- **Teaching Assistant** - a member of staff who supports the teacher to get the best learning outcomes for students in class, they may give focused 1:1 support or small group work to students to support them in their school life, including in-class support.
- **SENDCo** - Special Educational Needs & Disability Coordinator (Tracey Bond), responsible for the overall provision of support for students with SEND. Contact via: Traceybond@woodnewtonalc.com Telephone: 01536 265173

Woodnewton a learning community SEND Provision Map

Area of need	QFT	Level 2	Level 3
Cognition and learning	<p>Differentiated curriculum planning. In-class targeted teacher support. Visual timetables and visual aids. Use of writing frames / pencil grips. Coloured acetate rulers / whiteboards. Use of differentiated resources. Access to ICT. Team teaching/modelling. Access to whole-school homework clubs.</p>	<p>Literacy catch- up interventions. Dyslexia screening and assessment. Catch-up reading interventions. Numeracy catch-up interventions. Fresh Start, Write from the Beginning, Read Write Inc. Booster lessons. Revision booster classes. Targeted in-class support from TA.</p>	<p>Small group or 1:1 literacy and/or numeracy support. Reduced/increasingly individualised timetable. Advice from an Educational Psychologist. Advice sought from another type of Advisory Teacher (HI, VI, ASD).</p>
Communication and interaction	<p>As above (cognition and learning). Use of modified language. Use of symbols. Structured school and class routines. Provision of a communication friendly environment.</p>	<p>Targeted in-class support with focus on speech and language. Use of additional ICT. Access to the Trust Speech and Language Therapist.</p>	<p>Small group or 1:1 support for language. Social skills group. Use of Makaton / Early Sign to aid communication. 1:1 or group sessions from a Speech and Language therapist. Advice from Educational Psychologist. Specialist teacher for Autism.</p>
Social, mental and emotional health	<p>Whole academy behaviour policy, rules, reward and sanction systems. Circle time. Guided play at break times. PSHE-focused work. Social and Emotional Aspects of Learning (SEAL). Access to a Learning Mentor.</p>	<p>Group circle time. Work related learning. In-class support for supporting behaviour targets/access/safety. Nurture groups. Use of social stories. Access to support programs: Play buddies, Social Detective, Superflex.</p>	<p>Small group or 1:1 support for social skills. Individual reward system. Social skills training or anger management. Nurture Group Advice from Educational Psychologist, Specialist teacher for social, emotional and Mental Health Theraplay</p>
Sensory and physical	<p>Flexible teaching arrangements. Writing slopes, Acetate Coloured rulers, Coloured whiteboards and pencil grips. Air cushions / Lazylegs Improved accessibility of building. Fidget mats</p>	<p>Additional keyboard skills training. Additional fine motor skills practice. In-class support for supporting access/safety. Sensory Breaks</p>	<p>Individual support for appropriate subjects (e.g. PE,) in class or during lunchtime. Access to ICT hardware and software to support. Advice from Occupational Therapist, Physiotherapist.</p>