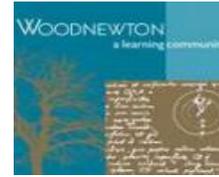




Inspiring Futures  
Through Learning



# Woodnewton SEN Information Report 2021-2022

*At IFTL Trust Schools, we believe that all children can succeed and reach their full potential, in line with their individual needs and abilities. We value the importance of a nurturing environment where the children feel supported whilst also gaining independence on their developmental journey. At IFTL schools we look beyond the external presentation of behaviour to fully understand the specific needs of pupil and continually reflect on best practice and provision that would facilitate their progress.*

## What kinds of Special Educational Needs and Disabilities are provided for?

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 SEN Code of Practice Jan 2015;

- **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.

**NG** this is the teaching all children will receive from his/her class teacher and may include some very minor adaptations to match learning needs and support some interventions aimed at narrowing the gap between your child and their peers. It also includes ensuring that all teachers are aware of how to match these learning needs, through good communication and training systems.

**SEN Support – Children at this level will be placed on the school’s SEN register.**

**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. 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.

**Level 3** - 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 having an Education, Health Care Plan (EHCP.)

#### How does our school identify children with Special Educational Needs and Disabilities?

- 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 Pupil Support Lead 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.

#### How does our school assess their needs?

Your child's Class teacher, or the Pupil Support Lead, will contact you to let you know if there are any changes to your child's learning needs. You will be kept informed about your child's progress and their support in the following ways:

- The class teacher will have overall responsibility for the planning and teaching of the curriculum for all children. The curriculum is monitored by the Senior Leadership Team.
- 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.

#### How will you support and communicate with me to help my child?

- 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 Pupil Support Lead / 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 Pupil Support Lead to arrange an introduction.

#### What will the review process look like?

- 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.

#### How will my child be prepared and supported during transition?

- We liaise closely with the school or nursery your child is transferring to/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, 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.

#### How will my child be taught within the school?

- All children are entitled to quality first teaching adapted to match their individual needs to enable them to access the curriculum. The approach to teaching and learning may be adapted to suit their individual needs.
- Class teachers and/or teaching assistants may be allocated to work with your child on a 1-1 basis or in a small group to target more specific needs.
- If appropriate, specialist equipment may be provided for your child e.g. writing slopes, coloured overlays, pen/pencil grips etc.

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

- At Woodnewton, 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.

#### What training has been provided for staff at our school?

- At Woodnewton, we believe that your child's learning needs will first be met through the QFT delivered by his/her class teacher.

- Regular professional development ensures that staff at Woodnewton are fully aware of how to cater for a range of SEN.
- The Pupil Support Lead is in regular communication with teaching staff to make sure that everyone is aware of what SEN there are within the school, and how to help support those needs in the classroom.
- The school is able to access training programmes and support from a range of external professionals,
- Individual training can also be arranged when necessary.

#### How can specialist expertise be accessed?

At times it may be necessary to consult with external agencies to receive their more specialised advice. These may include:-

- Specialist Teachers across the Inspiring Futures Through Learning Multi Academy Trust
- Educational Psychologists
- Speech and Language Therapy
- Specialist Support Services from Northamptonshire County council
- CAHMS (Child and Adolescent Mental Health Service)
- Social Services
- Occupational Therapy
- Physiotherapists
- School Nurse
- Health Visitor
- Community paediatricians

#### How do we evaluate our practices within our school?

We evaluate our provisions in place rigorously through provision mapping. Each child's individual progress is evaluated termly and provision is matched depending on their need.

Pupil progress reviews are held termly to evaluate effectiveness of provisions and discuss progress of groups and individual pupils.

Some children may need additional support and this is evaluated and assessed regularly.

- Additional support is allocated according to the information provided by the previous education setting and external agencies as appropriate, teachers, SEN team and Pupil Support Lead for pupils with Additional Educational Needs. Children with an Education Healthcare Plan will be allocated appropriate resources as specified. The class teacher will then carefully monitor progress of all SEN pupils in consultation with the Pupil Support Lead, SEN team and this will be discussed at the pupil progress review meetings and annual SEN teacher consultation.
- The level and type of support and provision will be regularly reviewed and the impact of this support considered.

During their school life, if further concerns are identified due to the pupil's lack of progress or well-being, the class teacher, together with the Pupil Support Lead and SEN team, will adjust the level of support accordingly.

#### How does the school ensure an inclusive environment for all?

Some children may require the curriculum to be adapted in order to remove any barriers that would prevent them from accessing lessons. We therefore find ways in which all pupils can take part in lessons and out-of-school activities.

As a school we regularly review the way in which resources are matched to the needs of all the children. It may be the use of specialist equipment, such as coloured overlay, pencil grip or fiddle bands. Advice from external agencies is welcomed in order to further develop and train staff in adaptations to lessons.

As a school, we adopt dyslexia and autistic friendly strategies within the learning environments across the school.

We have developed provisions in school to support children with their social and emotional needs and also for those with communication and interaction needs.

At Woodnewton – A Learning Community, we feel access to all areas of school life is important and have a policy and accessibility plan detailing how we ensure this happens. For activities outside of the classroom we ensure:

- Activities and school trips are available to all.
- Risk assessments are carried out and procedures put in place to enable all children to participate as far as possible.
- If a health and safety risk assessment suggests that an intensive level of 1-1 support is required, a parent or carer may also be asked to accompany their child during the activity in addition to the usual staff.

#### How does the school support my child's wellbeing?

- At Woodnewton, we believe that the happiness and well-being of **all** our pupils and staff 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, Pupil Support Lead and Senior Leadership Team 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.

#### What additional support is available for a child who is looked after by the Local Authority and Special Educational Needs and Disabilities?

Other professionals involved can be:

- A social care team – who support the family and engage with the school
- The virtual school – who provide schools with information, tools to raise attainment and training Additional financial support
- Pupil Premium Plus - additional funds to help school meet the needs of a child

In addition Woodnewton – A Learning Community has a child advocate who is the Designated Safeguarding Lead – Jezamin Lindsay.

Pupils can visit the pastoral hub to drop in and speak with a member of the pastoral team.

### Who do I contact if I need further support or information about the provision for my child?

At Woodnewton ALC 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 Pupil Support Lead
- The Assistant Principals
- Vice Principal
- The Principal

### Contact Details:

- 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 the Pupil Support Lead. You may wish to arrange a meeting with the Pupil Support Lead and can do this via the school office.
- If you continue to have concerns you can arrange to discuss these with the school Pupil Support Lead: [info@woodnewtonalc.com](mailto:info@woodnewtonalc.com)

The Pupil Support Lead, Jade Mathes, is currently on maternity leave.

Rachel Rigg is the Acting SENCO in her absence.

### Local Authority Local Offer

**Information on where the local authority's local offer is published.**

[localoffer@northamptonshire.gov.uk](mailto:localoffer@northamptonshire.gov.uk)