



Inspiring Futures
Through Learning



Woodnewton SEND Information Report 2023-2024

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 SEND Code of Practice Jan 2015;

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

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

Tier 1:

This is the high-quality teaching that all children will receive from his/her class teacher and may include some adaptations to match learning needs or 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.

Tier 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 to support 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.

SEND Support

Children at this level will be placed on the school's SEND register. This could be because they would benefit from some longer-term support or because they have received a diagnosis of a condition that affects their learning or school life.

Tier 3:

The school may need to prioritise referrals to these services. For a small number of children access to these specialists may lead to 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 to 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 SEND team may contact you and arrange a meeting with your child's class teacher 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 SENDCO, 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 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.

What will the review process look like?

- Your child's progress will be assessed both in terms of his/her 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 children. 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 children's 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 children, with strong systems of reporting progress in place.
- 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 high quality 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, IT, 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 high quality teaching delivered by his/her class teacher.
- We carefully plan our knowledge-rich curriculum to match the age, ability and needs of all children.
- Differentiation and adaptive teaching is built into all teachers' lesson planning and delivery. The classteacher will adapt lesson planning and teaching to match your child's special educational needs and/or disability.
- For children with disabilities, learning resources and the learning environment are adapted, where possible, to allow them to access the full extent of a broad and balanced curriculum. Disabled facilities, including a purpose built wet room changing facility are available on site for children.
- Additional specialist advice is sought where appropriate and, when necessary, accessibility aids and technology will 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/high quality teaching 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 children with SEND.
- The SENDCO is in regular communication with teaching staff to make sure that everyone is aware of what SEND there is 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 wherever 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. (IFtL)
- Educational Psychologists
- Speech and Language Therapists
- Specialist Support Services from North Northamptonshire County council
- CAHMS (Child and Adolescent Mental Health Service)
- Social Services
- Occupational Therapy
- Physiotherapists
- School Nurse
- Health Visitor
- Community Pediatricians

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 children.

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, SEND team and SENDCO 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 children with SEND in consultation with the SENDCO and SEND team and this will be discussed at the pupil progress review meetings and annual SEND 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 child's lack of progress or well-being, the class teacher, together with the SENDCO and SEND 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 children 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 spectrum disorder 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, 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/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 children 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, SENDCO 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 or any member of the Senior Leadership Team 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 has a child advocate who is the Designated Safeguarding Lead – Jezamin Lindsay.

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

At Woodnewton, 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
- SENDCO
- Senior Leadership Team
- Head of School
- Head Teacher

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.
- If you continue to have concerns you can arrange to discuss these with the school SENDCO: send@woodnewtonalc.com

The SENDCO is Jade Matthes and the Deputy SENDCO is Beth Makra.

Local Authority Local Offer

Information on where the local authority's local offer is published.
localoffer@northamptonshire.gov.uk