

Wood End school

Meeting the needs of pupils with special educational needs and disabilities- The school offer

At Wood End school children are identified as having SEN through a variety of ways including:

- Liaison with the child's previous school /early years setting
- Concerns raised by parents/carers
- Concerns raised by the child's class teacher or school SENCO
- Concerns raised due to behavioural difficulties or poor self- esteem which is affecting performance
- Liaison with external professionals (eg speech and language therapist)
- A medical diagnosis

How does the school know if children need extra help?

Ongoing monitoring takes place by class teachers to identify pupils who are not making progress or who have emotional, social and/or behaviour needs which are affecting their ability to engage in learning activities.

After discussions with key staff and parents, if appropriate additional support will be put into place to provide enhanced resources, targeted small group and / or individual support to help overcome any difficulties.

The views of the pupil or young person about their support will be given consideration at this stage.

What should a parent/carer do if they think their child may have special educational needs or a disability (SEND)?

Please initially contact the class teacher.

Class teacher

He / she is responsible for:

- Adapting and refining the curriculum to respond to strengths and needs of all pupils. Checking on the progress of all children and identifying and planning the delivery of any additional support. (It may not be the class teacher delivering this support but he/she will oversee the work)
- Contributing to devising personalised learning plans to prioritise and focus on the next steps required for children to improve their learning.
- Applying the school's SEND / Inclusion policy.

If you have concerns or are worried about your child you should speak to your child's class teacher first. You may then be directed to the SENCO.

<p>Special Educational Needs Coordinator (SENCO)</p> <p>Mrs Beaumont</p>	<p>He / she is responsible for</p> <ul style="list-style-type: none"> ➤ Coordinating provision for children with SEND and developing the school's SEND policy ➤ Ensuring that parents are: <ul style="list-style-type: none"> • Involved in supporting their child's learning and access to the curriculum • Kept informed about the range and level of support offered to their child • Included in reviewing how their child is doing • Consulted about planning successful movement transition to a new class or school ➤ Liaising with a range of agencies who can offer advice and support to help pupils overcome any difficulties ➤ Providing specialist advice and facilitating training to ensure that all staff are skilled in and confident about meeting a range of needs.
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How will school support a child who has been identified as having special educational needs or a disability?

- In all year groups children will have access to learning and the curriculum through individual plans tailored to the child's need or through access to learning support staff
- Regular intervention programmes are available in all classes to support children to make progress with their learning
- Class teachers organise and plan for intervention with support from the SENCo or outside agencies as required

Strategies and programmes to support speech and language

- Speech and Language Therapist advice is implemented by teaching staff
- Speech therapy individual or group work can be delivered by support staff following speech therapist advice

Strategies to support and develop literacy

- Small group intervention programmes to support reading and writing
- Read write inc scheme
- Additional reading support from support staff
- Opportunities for over learning
- Reading recovery teacher support
- Particular programmes to support Literacy

Strategies to support and develop numeracy

- Small group intervention programme to fill gaps and consolidate learning
- Opportunities for over learning
- Additional teacher support

Strategies to support and develop independent learning

- Mentoring by peers, support staff or teaching staff
- Visual timetables for class & individuals

- Lesson objectives are clearly identified during the lesson
- Success criteria used in all lessons
- Assessment trees displayed
- Children identified to be Achievement for all children

Strategies to support and modify behaviour

- School sanctions and reward systems as set out in the School Behaviour Policy
- Advice from BESD – Behaviour Emotional Social Difficulties Team
- Mentoring and guidance from a Teaching assistant

Support and supervision at unstructured times of the day including personal care

- Trained staff supervising during break time
- Access to structured activities overseen by an adult indoors or outdoors as appropriate during lunch times
- Trained medical staff available all day

Planning, assessment, evaluation and next steps are always agreed through

- Regular reviews with parents and gaining the views of the pupil
- Where applicable an Education Health care plan
- Pupil progress assessed and reviewed half termly with senior leaders
- Clear support plans for pupils who have needs but don't have specific targets from other agencies
- All lessons and homework where appropriate is differentiated to take account of individual needs
- Provision maps are developed and written in school to reflect provision available through Quality first teaching and Individual support. Class provision maps are written and regularly monitored and updated to show provision for all children and individual SEN children

Achievement for all

- The school may feel it appropriate to select particular children to become part of a target group for Achievement for All. Structured conversations will be held termly where targets and appropriate support and interventions will be agreed between teachers, parents and pupils. Review meetings will be carried out at the start of the following term. Outcomes of structured conversations will feed back into teachers planning.

How will the curriculum be matched to the child who has special educational needs or a disability?

Quality first teaching is in place in all classes for all pupils to access the curriculum. Teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements.

Differentiation is approached in a range of ways to support access and ensure that all pupils can experience both success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed groups to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils develop independent learning skills.

Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

How will school and the parent know how well the child is doing and how will school help the parent to support their child's learning?

Additional support is documented in a class provision map or behaviour support plan. In consultation with the SENCO and parents, short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each pupil's strengths as well as their difficulties.

In some cases support from a Teaching Assistant may be allocated. This support is deployed to ensure children can engage in lessons and wider school activities and to facilitate independent learning to support transition to Junior School/ Secondary School/adulthood.

Formal review meetings are held at least termly. Parents, relevant external agencies and when appropriate, pupils are invited to this review and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded. If a child is continuing to have significant difficulties, further external expertise may be requested.

Tests and Examinations: Access Arrangements

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The SENCO will inform parents about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by JCQ can be accepted for access arrangements for public examinations. Some children can be withdrawn from some tests by the school following strict criteria.

Parental involvement

We value parents as partners in their child's learning journey. All parents are encouraged to contribute to their child's education. This may be through:

- Parent's evening discussions and review meetings
- Working with their child at home by hearing them read regularly, supporting completion of homework and other additional activities provided by school
- Ensuring their child has good attendance and punctuality
- Ensuring their child is ready for school; sufficient sleep, nutritious breakfast and have all they need with them - well equipped for learning
- Attending courses, training or information events at school or outside of school. Where appropriate the school will help parents find training and events.

What support is offered from the school to ensure the well-being of the child who has special educational needs or disabilities?

Attendance support

- Attendance will be closely monitored and discussed with parents (see school attendance policy)

Behaviour support

- Where appropriate a behaviour support plan will be written
- Exclusions will be used when necessary following the school and local and National guidelines
- Restorative practice is used to resolve conflicts and difficulties

Medical support

- Most medicines will be administered following the school policy
- Where more specialist medicines or care are required this will be provided where possible. This will depend on having available and trained staff. A Health care plan will be agreed between the medical professionals, parents and school staff. Where appropriate the child's views will also be obtained
- The school works closely with medical professionals to support a child with medical needs

Pastoral Support

Strategies to support the development of pupils' social skills and enhance self-esteem

- Support from a Teaching assistant
- Small group programmes
- Mentoring
- Daily or Weekly celebration opportunities
- Lunch and after school Clubs

Mentoring activities

- Buddy system
- Play leaders

Strategies to reduce anxiety and promote emotional wellbeing

- Regular contact, communication and liaison with parents
- Transition support when transferring from one year group to another as well as from pre-school or home and to Junior School
- Consistency of approach by all adults
- Regular planned opportunities for children to give their views
- Sensory breaks
- Sensory room
- Restorative practice

What specialist services and expertise are available at or accessed by the school?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. The school fosters Liaison and Communication with Professionals and Parents; it attends all meetings and prepares all reports.

The school organises:

- Regular meetings as required
- Meetings with the school Senco – meetings can be booked through the school at any time if there are any concerns.
- Referrals to outside agencies as required following internal and LA systems
- Speech and Language therapy for specific individual pupils
- Educational Psychologist visits
- Specialist teacher visits
- Play therapy
- EMA Network (Ethnic Minority Achievement Network) visits
- Communication with Medical Professionals – requesting advice as needed from school nurses, health visitors, doctors, hospitals and specialists.
- Liaison with (CFP) Children and Families Practice MK
- Liaison with (CSC) Children’s Social Care

<p>Parent Partnership Advice Line Milton Keynes Tel: 01908 254518 Galley Hill Education Centre Stony Stratford Milton Keynes MK11 1PA</p>	<p>The Parent Partnership Service offers impartial information, advice, guidance and support to the parents/carers of a child (aged 0-19) with an identified special educational need, or where there is a concern that there may be a special educational need.</p>
<p>Education Professional responsible for children who are looked after. School contact: Mrs Wilson</p>	<p>The Milton Keynes Virtual School oversees and monitors provision for children who are in the care of the local authority.</p>

What training are the staff having or going to have to support children with special educational needs and disabilities?

Our SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND.

Milton Keynes has Special Schools provision which schools can go to for advice to review, evaluate and develop provision for pupils who have the most complex needs.

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND.

Recent training has covered :

- Literacy and Numeracy
- Speech and Language
- Nurture/ Social and emotional needs
- Behaviour support
- Autistic spectrum

- Medical needs and support
- Provision maps
- Structured conversations

Future training planned:

- Read write inc
- Restorative practice
- Achievement for all

How will children with special educational needs and disabilities be included in activities outside the classroom including school trips?

Activities and school trips are available for all

- Risk assessments are carried out and where appropriate are discussed with parents and procedures are in place to enable where possible all children to participate

If it is deemed appropriate that an intensive level of 1 to 1 support is needed, a parent or carer may be asked to accompany their child during a specific activity.

How accessible is the school environment for children with special educational needs and disabilities?

- Wide doors are fitted to some outside doors
- One toilet is adapted for disabled use in the North school and one toilet is adapted for adults
- There is level access from the car park to the main building reception
- Disabled space marked out in car park
- Where possible and appropriate translators will be used to support parents where English is not their first language
- All specialist equipment will be safely stored when not being used

How will the school prepare and support the child who has special educational needs or a disability to join the school and then transfer to a school for the next stage of their education?

Children and young people with SEND can become particularly anxious about “moving on” so we seek to support successful transition.

When starting at our school with no previous school experience:

We will conduct a home visit and talk to parents about their child’s previous learning experiences i.e. child minder, pre-school, nursery, playgroup, children’s centre or at home with family. Where relevant and with permission we will talk to previous settings.

With parents permission we will ask the previous setting for information about special arrangements, support for that child and previous targets.

When starting at our school having attended another school

We will conduct a home visit and talk to parents about their child’s previous school. The previous school will send to us any educational records including any special arrangements, previous support and targets.

When moving to another school:**Moving from Year 2-3**

The SENCO and/or class teacher will attend a Transition meeting to discuss the specific needs of your child and the nature and level of support which has had the most impact. In some cases additional multi-agency meetings may be arranged to create a more detailed "transition" plan which may include more visits to the new school and/or additional visits from the new school to see the child in their current setting.

We will ensure that all records are passed on as soon as possible. The school may put a passport in place to support the transition process.

When moving classes in school:

An information sharing meeting will take place with the new teacher.

Opportunities to visit the new class and teacher will be provided where possible.

How are the school's resources allocated and matched to the child's special educational needs and disabilities?

Currently mainstream schools have funding delegated to their budgets for Special educational needs.

Mainstream schools contribute up to the first £6000 (approx. 13 ¼ hours of TA support) for each pupil on the SEN stage of the Code of Practice. Top-up funding can be provided for children whose high needs cost more than £6000. To access this funding schools have to show clearly the provision they have in place using their delegation resources. This will be evident from the schools provision management, pupils' achievement of targets and progress. Funding will relate to the severity of need. There may be changes to these arrangements following the new code of practice.

The school SEND Budget is used to provide additional support or resources to support the needs of children.

This can be

- Providing specialist equipment to support a need e.g.: a writing slope or exercise books using buff or cream coloured paper to reduce glare or visual distortion
- Providing additional intervention programmes to help a child learn and progress
- Providing a Teaching Assistant to support small group learning

Who can a parent/carer contact for further information at school?

Please initially contact the class teacher or school Senco. If you need further help you can contact

Head teacher

He/she is responsible for:

- The day to day management of all aspects of the school, including the provision made for pupils with SEN.

SEN Governor

He/she is responsible for:

- Supporting school to evaluate and develop quality and impact of provision for pupils with SEN across the school.

School governing body have a legal duty to

- Ensure that all pupils with Special educational needs are appropriately catered for
- Be involved in the regular review of the school SEN policy
- Ensure that the SEN code of practice is followed

Parent Partnership can be contacted at 01908 254518

Milton Keynes local authority special educational needs offer can be found on the council website.