



Woodland Grange Primary School

SEND Offer 2024 - 2025

Woodland Grange is a mainstream school within which we aim to value the individuality of all our children. We offer a broad and balanced curriculum for our pupils including those with special educational needs and disabilities. It is vitally important to us that we provide the highest quality of education and that we meet the needs of all the children who come to our school.

We do our absolute best to be an inclusive school and we have an Inclusion Policy that focuses on how we do this and how we remove the barriers to learning our children have.

Through our years of experience as staff we are confident at spotting areas of need within children and we have good relationships with outside agencies who may have already been involved with your child. This will mean that before they start our school, if they come to us in Foundation Stage, we will have been informed about their needs. If you think your child has special educational needs it is really important that you come and talk to us about it as we always work towards providing the best level of care, support and education for our children and parental involvement is a key part of this.

How do you identify children with special educational needs?

We have a SENDCo (Special Educational Needs Co-ordinator) at our school who is responsible for supporting staff in their identification of children with SEND. If a class teacher thinks that a child might have SEND, they will: monitor the progress the children make, carry out observations, put in appropriate levels of support and include the child in small group work that targets their area of difficulty.

The class teacher will also discuss their concerns with the SENDCo and parents. If the child continues to struggle, we might then place them on the SEN record. There are different levels of placement on the SEND* record. They are SEND support, SEND support plan and EHCP**. This is a graduated response relating to the child's level of need. The children are assessed as to which level they should be placed by referring to the Local Authority's document 'Criteria for placement'. This tells schools how to work out which level of support a child needs according to the areas of difficulty they have.

We are very keen to identify the needs of SEND children as early as possible, to help support them. If we think your child has SEND, we will: talk to you the parents/carers, involve other professionals where appropriate, talk to other professionals who may already be involved, assess the children using specific assessments where appropriate and talk to the pupil.

*Special Educational Needs and Disabilities

** Education Health and Care Plan

How will you support my child?

We will adapt the support of children to meet their individual needs. Once the identification of their needs has started, we can work out a plan of how best to support your child. This can be through a variety of ways including small group work, following programmes aimed at supporting a specific area of difficulty and more individualised work completed with an adult. Children might have the number of times they read in school increased, be asked to participate in a physical skills group or join a phonics intervention, if they do not have a high level of need. If children need more intensive support, the school staff will discuss the best way to provide this and inform you, the parents, about how we plan to provide what is needed. We would also discuss any plans with other professionals that are involved with your child to make sure that we are helping to support them in the best way possible.

How does the school know how effective its arrangements and provision for children with special educational needs are?

Staff closely monitor the progress of all children through a range of tools and share this with each other, and parents, at regular intervals over the year. Staff are observed regularly, and training needs identified but staff are also well informed about a range of SEND and are very keen to improve their practise wherever possible. They discuss their own professional development needs annually and if courses or training become available, they will ask to participate or be asked to take part, if it is relevant to them.

The SEND governor meets with the SENDCo regularly and is kept up to date about the children on the SEND record and the progress they make.

If a child has adult support through a SEND support plan or EHCP, we make sure this is having a positive impact through observations, discussions with staff, pupils and parents and through the monitoring of progress against targets set.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

We meet with you, the parents/carers, termly to review your children's IEP (Individual Education Plan), then set new targets together.

Staff constantly check that targets are appropriate and if they are not, they adapt them to meet the needs of the child.

Some of the intervention programmes (small groups aimed at specific areas of difficulty), have assessments at the start and the end to monitor the effect they have.

We review what works and what doesn't regularly through informal and formal staff meetings and meeting with you, the parents. It is really important to us that we have a flexible approach to meeting the needs of the children, as what works for one child may not for another. We also have to be able to respond to any changes that we observe in needs.

We operate an open-door policy at our school and work hard to get our parents as fully involved in supporting their children as possible and being a part of what we do in school. We view the home/school connection as the most important ingredient in achieving the best for all of our children. Depending on the needs of the child we will set up appropriate methods of communication after discussing this with you, the

parents. This might involve a home/school communication book where notes are written or regular verbal feedback on successes and areas for development. We also use Tapestry, a digital communication tool, for all parents in the Early Years part of the school.

Parents of all children are regularly invited in for events, work sharing, family assemblies and trips. We also run workshops for parents on a variety of subjects to help you to help your child. Communication is key and we really appreciate the whole-hearted involvement of parents in what we do at school.

What is your approach to individual learning?

All children are individuals regardless of any SEND issues and are treated as such at school. Staff differentiate work to meet the needs of their class and do so in lots of ways. They adapt the work to suit the learning styles of individuals to help the pupils achieve their best.

We use the advice of outside agencies (Speech and Language, Educational Psychologists, Autism Outreach etc) to make sure the work is accessible and meets the needs of specific children e.g. if children are sensitive to sounds we provide a quiet space to work (where possible), if children need picture prompts to become more independent we provide visual timetables. We are constantly reviewing what works and are flexible about how to teach and support all children.

If your child has a SEND support plan, we will use this as way of clearly identifying your child's needs and work alongside families and professionals to make sure specific targets are met through individualised work, where appropriate. The plan will be reviewed annually to make sure it still fits and describes the needs of your child.

Differentiation and individualised learning allow children to learn at their own pace and this means that they can get lots of experience of success. All adults who work alongside the SEND children in school support them, but also work on developing their independence as a life skill.

How will the curriculum be matched to my child's needs?

Work will be differentiated or adapted where appropriate, to meet the needs of all pupils including those with SEND. The aim being that they will be able to achieve their full potential. Small group work or one to one support will enable your child to access the curriculum or the work will be totally individualised if necessary.

Work can also follow the children's interests, if appropriate, and staff are keen to use pupil's strengths to develop their learning. Staff consider that children often work at a different pace from each other and that they may need to use different equipment. Planning and work given reflects this.

Children are taught in groups that allow them to achieve success and staff are very good at communicating with each other about the children. This means that work can be tailored more individually if needed and is constantly being adjusted to fit.

Environments and working areas are also adapted to suit the needs of the children and adjustments to the curriculum are readily made by all staff. This can include use of specialist equipment, seating plan arrangements to enable ease of access to spaces or use of withdrawal spaces to provide quieter working environments, where possible.

How is the decision made about the type and how much support my child will receive?

The type and how much support your child gets will be decided by the Local Authority, if they meet the criteria for SENIF (Special Educational Needs Interim Funding) or an EHCP. This will be established through the information we send them about how they are doing at school. It can also be decided within school through discussions with staff, professionals and families but is of course budget dependent.

We will involve all appropriate outside agencies, with the consent of families, to provide the best possible support for your child. We can refer pupils to a range of services including Hearing Support, Vision Support, Autism Outreach, Speech and Language, Occupational Therapy etc.

We create a plan in school that allows us to see where our resources are needed and this covers individual support, small group work on specific areas of difficulty, social skills groups, physical skills groups and small group support in class. Careful consideration is given to how staff are deployed at the beginning of each year but we also need to be able to flexible as the needs of our children change, so staffing can alter and adapt during the year.

How will my child be included in activities outside the classroom including trips?

All children are encouraged to join any clubs provided at Woodland Grange. SEND children regularly take part in many after school clubs. Children with SEND are given roles and responsibilities within the school (e.g. school council members, helping out in the dinner hall) alongside their classmates. They have equal access to everything where at all possible.

The role of the parents/carers is key when planning trips and we encourage parents to attend where appropriate. We will do extra preparation work about trips with those SEND children that need it, including creating photo books of places we are going to visit, pre-visiting the location where possible and exploring the location using the internet. We are very proud of how well the children who attend our school do on our trips, including residential.

If children need help during break times and lunchtimes, we will often put a nominated adult in place, if that need is identified and agreed by professionals involved with the child. We directly teach social skills and games to those children who need it and put a lot of effort into helping our children to become independent socially.

How will you help me to develop my child's emotional and social development?

We have a firm belief that without emotional security it is very hard for our children to make progress in their lives. We put children's emotional and social well-being at the top of our list when welcoming them into our school. Staff are very supportive and are there to offer help to those who need it.

We provide a nurturing environment within all classrooms. Social skills groups are set up where needed and aim to encourage successful interactions and address areas of difficulty which can include turn taking, responding to someone and developing understanding of emotions and self- esteem.

We have one member of staff who is a trained ELSA (Emotional Literacy Support Assistant) and we are hoping to train another member of staff to be able to carry out this role, this academic year. The ELSA role provides support individually or in groups, to children who are identified as having needs in this area by staff or parents. A referral form is completed with parental consent and sessions are provided to address the needs of the individual child. There is more information about what this can involve on our school website.

There is a clear behaviour policy which is followed by staff and rewards and sanctions are used to support the children in following this.

We also have access to support from outside agencies such as ADHD Solutions who can provide advice for families.

What support will there be for my child's overall well-being?

The school has a policy for 'Supporting pupils at school with Medical Conditions'. Staff are trained in specific areas such as diabetes and epilepsy as the need arises.

Risk assessments are carried out when appropriate and although children are often encouraged to take risks in their learning, we make this possible by creating a safe environment.

Access to our school is through an intercom system as we have secure locked gates. All visitors need to request access then must sign in using an electronic system and wear a visitors' badge if staying in school.

Children's views are very important to us. Those who have an EHCP or SEND support plan will routinely be asked their views about the support they get and how they feel about their learning. All children are encouraged to talk and think about their learning and to recognise their own strengths and areas for development. All children, including those with SEND, are encouraged to take a full and active role in the life of the school. We have elections for school council members where all children are invited to put themselves forward (support is provided if appropriate to do so), the older children have responsibilities at lunch time which are open to all to participate in and we encourage all members of our school to take part in the after-school clubs where possible, providing support if needed to enable access. We value the contribution all our children make and pride ourselves on our inclusion of all pupils. Within the school, we have a range of children with a wide variety of difficulties and without fail our community provide a welcoming and inclusive approach to the needs of everyone.

How will I be able to raise any concerns I may have?

First, please contact your child's class teacher and keep them informed of any outside agencies or other professionals that are involved with your child. You can also contact the SENDCo if you have concerns.

SENDCo – Anya Chadwick

Tel: 0116 2720401

Email: achadwick@woodlandgrange.leics.sch.uk

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

As a school we can access a range of services to support a child, with parental consent. These include:

- Autism Outreach
- Hearing Support Team
- Vision Support Team

- Special School Outreach Support
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Educational Psychology
- Early Help
- ADHD Solutions
- Community Paediatricians

Staff knowledge is kept up to date through sharing information in staff meetings, attending courses and reading around areas of interest relating to the children they teach.

What training have staff supporting SEND had or what are they having?

As a staff we have all had training in; ASD (Autistic Spectrum Difficulties) strategies and how to support children with these difficulties – whole staff training of Good Autism Practise was delivered by AET and the Autism Outreach Service on our Teacher Training day in August 2021 and this is part of a rolling programme of training so will be updated shortly. Staff have also received training around the development of and how to support physical skills progress, becoming dyslexic friendly and some staff have had an introduction to Makaton. We have also had input relating to Working Memory difficulties and how best to support children in this area. Staff working with specific children have had training in meeting their needs through courses relating to Down’s Syndrome, Hearing Support, Vision Support and ADHD.

Last academic year we expanded our training to include Speech and Language input for staff, specifically around Colourful Semantics and Language for Thinking. We have received whole school universal training about supporting the development of language in all children. We also whole school training on Word Aware, a language development program, on our Teacher Training day in August 2023.

We have signed up to participate in another trial this year under the heading PINS which focuses on training staff in meeting the needs of a wide of neurodiversity. We are excited about developing our understanding and skills further in this area.

We have one member of staff who has completed the ELSA (Emotional Literacy Support Assistant) training and we are hoping to have another member of staff who will complete the training this academic year.

Staff are keen to further their skills and understanding and the SENDCo participates in regular SENDCo development group meetings, where good practise and changing aspects of SEND are discussed.

We have strong links with our professional agencies and communication between us is regular, supportive and productive.

How accessible is the school both indoors and outdoors?

Individual's needs are continually reviewed and equipment is provided to meet the needs of our children. We have lower handrails on the steps, smaller scale toilet seats, specific cushions and writing slopes. We have also had a ceiling hoist fitted in our disabled toilet.

We respond to the needs of the children we have and make the adaptations to ensure that they can access the facilities.

The majority of the school building is wheelchair friendly. Disabled parking is available at the front of the school and there is a disabled toilet in the main building as well as in the hall building.

If adaptations are needed parents are encouraged to be involved in the choices made. Advice given by other services, to help any adaptations or equipment be used as successfully as possible, is followed by staff. We have an 'Accessibility Policy' which explains exactly how we aim to make the school as accessible as possible.

How are parents involved in the school? How can I get involved? Who can I contact for further information?

The teaching and learning, achievements, attitudes and well-being of every child are of paramount importance to us.

We are very keen to develop strong communication links with all parents, but especially those of children with SEND. Parents are invited to termly meetings to review targets, but if they need to meet more often, this is accommodated by staff. Regular face to face communication is key but staff also use home/schoolbooks to record what has happened each day. In the Foundation Stage, we have developed the use of an ICT based communication tool called Tapestry which allows us to send photos and video clips with comments, via email. We are also using our school website class pages to let parents know the learning that is taking place each week. This can empower parents to support their children more fully at home.

Support is given to parents to develop their skills in helping their children. Teachers will spend time to get any issues addressed and make learning at school accessible to both the children and their families.

Parents evenings are held twice a year with a third optional one following the written report at the end of the academic year. When children start Woodland Grange in the Foundation Stage, there are parent meetings before they start, a chance for children to visit the school and take part in an activity, visits to pre-schools and home visits. Once the term starts all year groups run a curriculum evening giving information about which topics will be covered and elements of the strategies, we will be delivering to support learning.

Parents are encouraged to discuss any concerns they have about their children with their class teacher first. If needed, other appropriate members of staff can become involved. We also liked to be informed of any changes to family circumstances as this can affect your child's learning.

How will my child's view be listened to?

Targets on IEPs (Individual Education Plans), are shared with your child, where appropriate, and pupils are involved in reviewing their learning regularly within class. We also use pupil questionnaires to assess the feelings and opinions of the children. These can be about a specific subject, a general overview of school or about a particular piece of work.

All pupils are involved in various levels of decision making in schools. Their views are regularly sought out and used when planning their learning.

Prior to an Annual Review meeting for a child with an EHCP, their views are sought to include their voice in the process. We also include the child in the creation of their One Page Profile. We also encourage you, the parents to help us with creating this.

What should I do if I have a complaint?

There is a comprehensive complaint handling procedure policy in place at school. Complaints should generally go to the class teacher first then to the Key Stage manager/ SENDCo and then the Head.

Complaints are shared with the Chair of Governors and reported to the Governing Body on a termly basis.

Who else has a role in my child's education?

The school, including the Governing Body, is very good at working alongside and communicating with other professionals to support its pupils. We work with a wide range of services as mentioned in section 5. There are 2 members of staff who are trained in Forest School teaching, with plans to expand this number during this academic year, and the majority of staff (teaching and support staff) have received the Making Sense Of Autism training from AOS, as well as the Good Autism Practice training and the SENDCo and one of the L.S.A's has attended the Level 3 training. This is about developing strategies to support ASD children. Several staff have attended training in using Makaton to support communication and staff are always keen to develop and update their understanding of how best to support children. All staff have received training in Word Aware and teaching staff, as well as some support staff, have also received training in using Colourful Semantics to support specific children in their speech and language development. We are part of the Speech and Language trial 'Language for Living' project, so will continue to extend our training in this area across the year, including input relating to how to deliver the Language for Thinking program.

What other support services are there who might help me and provide me with information and advice?

- Autism Outreach (AOS)
- Hearing Support Team
- Vision Support Team
- Special School Outreach Support – Birkett House
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Educational Psychology
- Early Help
- ADHD Solutions
- Community Paediatricians
- SENDIASS (Information Advice and Support Service)

The majority of these services need a referral from school to be able to access them. We will fill this in, with the family's consent, if we think the service could help your child. If you think your child would benefit from a referral to one of these services, or would like more information about them contact the SENDCo – Anya Chadwick/ Amie Turner (SENDCo for Pre School and Foundation Stage) or your child's class teacher. The first point of contact at school for any concerns you may have should be your child's class teacher. They will then either be able to advise you themselves or direct you towards the best person to help.

There are other services available within the county and the link below can give you further information about them.

www.leics.gov.uk

For further independent advice regarding supporting your child, the link below can also give you more help.

[Independent advice for special educational needs and disability \(SEND\) | Leicestershire County Council](#)

How will the school prepare and support my child to join, transfer to a new setting or to the next stage of education and life?

There are strong links between Woodland Grange and the three local high schools. If your child is going to any of them, we would be in contact with the school early in the summer term and create support packages to help them cope with the transfer. Each child is different, but some of the things we have done in the past are: take photos to create a book which the child can look through during the summer holidays, make extra visits, have staff from the high school visit the children at Woodland Grange and talk to previous pupils about any concerns.

When children change class within the school the transfer is adapted to suit the child. Visits are made to the new classroom; the new teacher will come and spend time with the children or, just with your child if that works best. Photo books are made and taken home over the holiday and visits can be arranged for the teacher days at the beginning of term. This would allow your child to prepare for their new room and teacher without other children being present.

The communication of needs is very important in this period and staff do a lot of talking about what will suit your child. Parents are encouraged to come and meet their child's new teacher where possible, before the end of the school year, so that they can be reassured as well. If your child has a SEND support plan or an EHCP, the One Page Profile, which contains information about your child and how to help them, will also be passed on.

Where can I find the local authority's Local Offer?

Our school links closely with the local authority and our school contribution (this document) is a part of the Local Offer. This is available to look at on [Special educational needs and disability | Leicestershire County Council](#) and explains the local authority's services and what its aims are in relation to SEND.

The aims of Woodland Grange Primary School are based on values for the statement of principles adopted by the local authority and guided by the DfE (Department for Education) Code of Practice for SEND.